

# COURSE SYLLABUS



COURSE TITLE: ADED 507 Human Development and Nature  
CLASS SECTION: N/A  
TERM: Winter 2022  
COURSE CREDITS: 3  
DELIVERY METHOD(S): Asynchronous online

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. Learn more about Camosun's [Territorial Acknowledgement](#).

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The COVID-19 pandemic has presented many challenges, and Camosun College is committed to helping you safely complete your education. Following guidelines from the Provincial Health Officer, WorkSafe BC, and the B.C. Government to ensure the health and wellbeing of students and employees, Camosun College is providing you with every possible protection to keep you safe. Our measures include COVID Training for students and employees, health checks, infection control protocols including sanitization of spaces, PPE and ensuring physical distancing. For details on these precautions please follow this link: <http://camosun.ca/covid19/faq/covid-faqs-students.html>. However, if you're at all uncomfortable being on campus, please share your concerns with your Instructor. If needed, alternatives will be discussed.

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*Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.*

## INSTRUCTOR DETAILS

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NAME: Michael Pardy

EMAIL: [pardym@camosun.bc.ca](mailto:pardym@camosun.bc.ca)

OFFICE: Online by appointment

HOURS: Asynchronous online

*As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.*

## CALENDAR DESCRIPTION

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Reflective practice is a cornerstone of personal growth and lifelong learning. It is also paramount to remaining aware of participant's experiences, thereby providing safer and higher quality programs. This course outlines theoretical and practical skills and abilities for students to consciously examine their thoughts, actions and values. Students will explore current practices and activities utilized in adventure programming to increase reflective and practice-based learning.

PREREQUISITE(S): All of: C in ADED 501  
C in ADED 502  
C in ADED 503

CO-REQUISITE(S):

EXCLUSION(S):

## COURSE LEARNING OUTCOMES / OBJECTIVES

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Upon successful completion of this course a student will be able to:

- Articulate personal learning from self-exploration, self and peer assessment and group feedback.
- Develop and maintain personal and professional growth and development plans.
- Role model reflective practice through written self-assessment and personal reflection.
- Identify and integrate health and well-being practices such as mindfulness, meditation, journaling and other approaches in adventure programming.

## REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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All materials will be provided through D2L or the library.

## COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

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The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

<b>Week 1: Starts January 10, 2022</b>		
<b>Topic</b>	<b>Activities</b>	<b>Due Dates</b>
<b>Introduction to ADED507 The Reflective Practitioner</b>	COLLABORATE: Welcoming and (re)introducing cohort	Jan 13 <sup>th</sup> 7:00 pm
	ACTIVITY 1: <a href="#">Autobiographical writing</a>	Jan 16 <sup>th</sup> 11:55 pm
<b>Week 2: January 17, 2022</b>		
<b>Exploring self-study, auto-ethnography, and auto-biography</b>  <b>The nature of reflection in learning</b>	COLLABORATE: The role of reflection in experiential education	Jan 20 <sup>st</sup> 7:00 pm
	ACTIVITY 2: <a href="#">Nature Interview</a>	Jan 23 <sup>th</sup> 11:55 pm
	FORUM: <a href="#">Organizing critical friends</a>	Jan 23 <sup>th</sup> 11:55 pm
<b>Week 3: January 24, 2022</b>		
<b>Developing provisional questions for reflective inquiry project</b>	COLLABORATE: Integrating reflection into your adventure education practice	Jan 27 <sup>th</sup> 7:00 pm

<b>Using reflection in adventure education</b>	ACTIVITY 3: <a href="#">Drafting provisional inquiry question</a>	Jan 30 <sup>st</sup> 11:55 pm
<b>Week 4: January 31, 2022</b>		
<b>Articulating a rationale for chosen inquiry question</b>  <b>Ethics of social research</b>  <b>Assessing the quality of reflection</b>	COLLABORATE: Assessing and evaluating reflection	Feb 4 <sup>th</sup> , 7:00 pm
	ONE ON ONE: dialogue about inquiry question	Jan 31-Feb 3 by appt TBD
	ACTIVITY 4: <a href="#">Tri Council Research Ethics Tutorial</a>	Feb 6 <sup>th</sup> 11:55
	ACTIVITY 5: <a href="#">Developing a rationale for inquiry</a>	Feb 6 <sup>th</sup> 11:55 pm
<b>Week 5: February 7, 2022</b>		
<b>Outlining inquiry plan</b> How are you going to go about exploring and documenting your questions?	ACTIVITY 6: <a href="#">Drafting research plan</a>	Feb 13 <sup>th</sup> , 11:55 pm
	ACTIVITY 7: <a href="#">Exploring depth of reflection</a>	Feb 13 <sup>th</sup> 11:55 pm
<b>Week 6: February 14, 2022</b>		
<b>Ongoing inquiry and journaling</b> Consent documents	COLLABORATE: Tentative	Feb 17 <sup>th</sup> , 7:00 pm
	ACTIVITY 8: <a href="#">Confirming status of consent and supporting documentation</a>	Feb 20 <sup>st</sup> 11:55 pm
	DUE: <a href="#">Designing Reflective Activity and Assessment Framework</a> (20%)	Feb 20 <sup>st</sup> 11:55 pm
<b>Week 7: February 21, 2022</b>		
<b>Ongoing inquiry and journaling</b>	ACTIVITY 9: <a href="#">Describing context/history of inquiry</a>	Feb 27 <sup>th</sup> 11:55 pm
	ACTIVITY 10: <a href="#">Description of research participant(s)</a>	Feb 27 <sup>th</sup> 11:55 pm
<b>Week 8: February 28, 22</b>		
<b>Ongoing inquiry and journaling</b> Data, coding, data analysis, and triangulation	COLLABORATE: Tentative	Mar 3 <sup>th</sup> 7:00 pm
<b>Week 9: March 7, 2022</b>		
<b>Ongoing inquiry and journaling</b> Data, coding, data analysis, and triangulation		
<b>Week 10: March 14</b>		
<b>Ongoing inquiry and journaling</b>	ONE ON ONE: dialogue about data and data analysis	Mar 14-18 by appt TBD
	ACTIVITY 11: <a href="#">Summarizing initial findings and conclusions from data analysis to date for review and comment by critical friends</a>	Mar 21, 11:55 pm

<b>Week 11: March 21</b> *SPRING BREAK BEGINS FOR MANY TEACHERS		
<b>Articulating findings and conclusions of inquiry</b>		
<b>Week 12: March 28</b> * SPRING BREAK CONTINUES FOR MANY TEACHERS		
<b>Writing up findings and conclusions of inquiry</b>	COLLABORATE: Tentative	March 31 <sup>st</sup> , 7:00 pm
<b>Week 13: April 4</b>		
<b>Writing up findings and conclusions of inquiry</b>	ACTIVITY 12: <a href="#">Summarize key learnings and insights gathered during inquiry (content and process) and share with cohort, critical friends</a>	Apr 19 <sup>th</sup> , 11:55 pm
<b>Week 14: April 11</b>		
<b>Submitting final inquiry report</b>	CLASS GATHERING	Apr 14 <sup>th</sup> , 7:00 pm
	DUE: <a href="#">Final Inquiry Report</a> (30%)	Apr 14 <sup>th</sup> , 11:55 pm

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines scan be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

## EVALUATION OF LEARNING

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Assignment	Weight	Description	Due Date
Online contribution & engagement	20%	Demonstration of prior reading and reflection on course materials; positive contributions to discussions and online activities; thoughtful and considerate responses to others' contributions; support of learning community for further collective learning.	Ongoing throughout term
Ongoing course activities	20%	A series of online activities supporting the inquiry research process including: research plan; ethics workshop; contextual description; data analysis and summary	Ongoing throughout term
Designing reflective activity and assessment	20%	Building a substantial/sustained reflective activity to be integrated into the program plan developed last term. The activity must include reflective artifacts and an assessment.	February 20, 2021
Final inquiry report	40%	Individual qualitative inquiry project using a reflective research methodology such as self-study, auto-ethnography, or auto-biography. The research questions must relate to a point of curiosity/question in the student's adventure education practice.	April 17, 2021

## COURSE GUIDELINES & EXPECTATIONS

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See D2L

## SCHOOL OR DEPARTMENTAL INFORMATION

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See <https://legacy.camosun.ca/learn/school/sport-exercise-education/>

## STUDENT RESPONSIBILITY

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Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

## SUPPORTS AND SERVICES FOR STUDENTS

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Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	<a href="http://camosun.ca/advising">http://camosun.ca/advising</a>
Accessible Learning	<a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a>
Counselling	<a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>
Career Services	<a href="http://camosun.ca/coop">http://camosun.ca/coop</a>
Financial Aid and Awards	<a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>
Help Centres (Math/English/Science)	<a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>
Indigenous Student Support	<a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>
Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>
Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>
Office of Student Support	<a href="http://camosun.ca/oss">http://camosun.ca/oss</a>
Ombudsperson	<a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>
Registration	<a href="http://camosun.ca/registration">http://camosun.ca/registration</a>
Technology Support	<a href="http://camosun.ca/its">http://camosun.ca/its</a>
Writing Centre	<a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</a>

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

## COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

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### Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

### Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

### Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

### Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

### Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures"

(<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

### Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and [camosun.ca/sexual-violence](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-3703841

### Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

**Changes to this syllabus:** Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.