

# CLASS SYLLABUS



COURSE TITLE:	ELC 150 – Health and Wellness for ELC
CLASS SECTION:	X01
TERM:	F2022
COURSE CREDITS:	3
DELIVERY METHOD(S):	Synchronous, Asynchronous

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

<https://camosun.ca/about/covid-19-updates>

*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

NAME: Samantha Wylie  
 EMAIL: [wylies@camosun.ca](mailto:wylies@camosun.ca)  
 OFFICE HOURS: By appointment

*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

Students will explore the role of the educator in creating healthy, sustainable programs and community. The vital connection between learning, holistic health and the environment is emphasized. Cultural, social and familial expectations related to health, safety, nutrition and wellness are discussed within the context of self, the child care setting, and the community. Indigenous world views and approaches are included as well as the impact of on-going colonization and the skills of reconciliation.

PREREQUISITE(S): N/A  
 CO-REQUISITE(S): N/A  
 PRE/CO-REQUISITE(S): N/A

## COURSE DELIVERY

ACTIVITY	HOURS / WEEK	# OF WEEKS	ACTIVITY HOURS
Lecture	3	14	
Seminar			

Lab / Collaborative Learning  
 Supervised Field Practice  
 Workplace Integrated Learning  
 Online

<b>TOTAL HOURS</b>		<b>42</b>

### COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

- explain diverse attitudes, knowledge and cultural approaches related to holistic health and wellness.
- describe the role and responsibility of the educator in supporting and creating, with family, healthy environments for children.
- apply indigenous principles of holistic health and environmental sustainability and the impact of ongoing colonization, including the skills of reconciliation to personal and professional practice.
- create strength-based and meaningful policy and procedures that are respectful of the diversity of children and families.

### REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Health Foundations in Early Childhood Settings, 6<sup>th</sup> edition

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

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

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 1 September 5-11	Beginning together	
Week 2 September 12-18	Personal Wellness Plan, Health	Reading on D2L
Week 3 September 19-25	Health, Well-being and belonging,	Readings on D2L and in text book
Week 4 September 26-October 2	Nurtition, food, positive eating environments	Readings on D2L
Week 5 October 3-9	Communicable Illness	Readings on D2L and in text book
Week 6 October 10-16	Contagious Diseases	Readings on D2L and in text book
Week 7 October 17-23	Trauma informed practice, healing centered practice, wellness for children and families	Readings on D2L
Week 8 October 24-30	Holistic health of children and the family related to culture	Readings on D2L
Week 9 October 31-November 6	Physical development	Readings on D2L

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 10 November 7-13	Mental health of educators, children and families (stress and anxiety)	Readings on D2L
Week 11 November 14-20	Scope of practice	Readings on D2L
Week 12 November 21-27	Communication around health with families	Readings on D2L
Week 13 November 28- December 4	Community action (text)	Readings on D2L
Week 14 December 5-11		

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 notice is required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

## STUDENT EVALUATION

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DESCRIPTION	WEIGHTING
Assignment 1: Learning Community	45
Assignment 2: Personal Wellness Plan and Reflection	35
Assignment 3: Food Security	20
<b>TOTAL</b>	<b>100%</b>

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.  
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

## ASSIGNMENTS

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### **Assignment 1:** Learning Community 45%

Consists of in class activities, participation, and attendance.

### **Assignment 2: Personal Wellness Plan and Reflection (Part A & B : total 35%)**

The ECEBC Code of Ethics (Principle 8) emphasizes the importance of prioritizing our personal health and well-being: “Early care and learning requires a great deal of mental, emotional, spiritual, and physical energy... By taking care of our own well-being, we can better sustain the energy, commitment, passion, and attention to detail required in our practice” (ECEBC Code of Ethics, 2021, p. 16).

This assignment provides you with an opportunity to evaluate your own health status and to make a positive change to your health and wellness. In addition to written responses, you might also choose to draw, paint, create a collage, include photographs, make a video/audio, or use other ways of creative expression. I encourage you to connect with me to discuss possibilities-maybe you have an idea in mind and would like to approach this assignment in your own unique way? Please let me know!

**Reflection Part A: Personal Wellness Plan Approximately 3-3.5 pages (if you choose written format: double spaced, 12 font)**

**Due October 6<sup>th</sup>- 15%**

Your assignment will be graded on being complete and clearly organized with thorough responses, specific examples and clear and articulate writing.

**1. Summary: approximately 0.5-1 page, 3 marks**

After using the handout Your Wellness Wheel, as well as other resources offered in class and on D2L, evaluate your health and wellness and provide a summary of what you learned about yourself, and what surprised you or affirmed your beliefs about your personal health.

**2. Four Goals: this section will be approximately 1 page total, 8 marks (2 for each goal)**

Identify 1 Goal for each Health Dimensions (Emotional, Spiritual, Physical and Mental)-Four goals total.

Goal: is narrowed down to one item that you would like to work on. Your goals need to be SMART: Specific, measurable, attainable, realistic and timely (we will practise setting specific goals in class).

**3. Plan: approximately 1.5 pages, 4 marks**

Choose one goal to focus on and design your plan:

After receiving my feedback from Part A, you will start implementing your plan.

Resources: Who/what will help you succeed, motivate you? For example-people, information, agencies or associations, websites, materials you will need.

Possible barriers you may encounter and how you plan to overcome these.

Describe what accomplishing your goal will mean to you (Why is it important to you?)

Your action steps: What will you do first, next? How will you make gradual changes over the time of the plan? How will your plan progress over the weeks?

How will you document/record your progress and assess whether you are reaching your goal (remember, it must be measurable). You will need to include your documentation (for example, a chart) with Part B.

**Part B: Personal Wellness Reflection**

**Due November 24<sup>th</sup>- 20%**

After three weeks of implementing your goal, use your chart/documentation to evaluate your progress.

Approximately 3.5-4 pages (if you choose written format: double spaced, 12 font)

Reminder: in addition to writing, you can choose other ways of creative expression (see page 3)

Your Reflection will be graded on being complete and clearly organized with thorough responses and specific examples for each of the questions, with clear and articulate writing.

### 1. Personal and External: Challenges, Barriers, Resources and Motivators

Explain what was easy and what was challenging about implementing this goal. /3

Identify the resources that assisted and supported your goal. Were there resources that you did not expect or resources that did not support you as you had hoped? /3

Describe any barriers that impeded your ability to make changes. Be specific about any changes you needed to meet your goal. /2

What might you do differently if you had the opportunity? /2

### 2. Personal Wellness, Lifestyle and Attitude What did you learn about your lifestyle and attitudes towards health in relation to implementing this goal? /3

How might you continue to improve your health and wellness? /1

Note any new areas you would like to work towards in the future. /1

### 3. Making the Personal-Professional Connection Explain how this personal wellness plan relates to you as a future early childhood educator. /3

Identify 2 readings or resources from this course that you will take with you on your learning journey, that will remind you of the importance of self-care and personal wellness. Briefly describe why you chose these readings/resources. /2

## **Assignment 3: Food Security and Community 20%**

**Due November 17<sup>th</sup>**

You can choose to work on this assignment individually, or with a learning partner. It is important to explore the role of the educator in creating healthy, sustainable programs and community.

“Children develop a sense of place when they connect with their local communities and outdoor environment” (ELF p. 21).

This is the time more than ever that we have been aware of the need for communities to work collectively together to promote food security. The purpose of this assignment is to help you find and explore a local resource that does work to promote food security, and environmental sustainability in community. Look for a program in your community-to make it more personal to you, and children and families at your centre. See a list of local resources (next page) that can get you thinking... Connect with me if you decide to research an agency on your own. It would be great for us to learn about many different programs-we will discuss in class what would work best.

If you choose written format: approximately 3-3.5 pages.

In addition to written responses, you might also choose to draw, paint, create a collage, include photographs, make a video/audio, or use other ways of creative expression.

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Provide the following information( you can explore the website, and/or or reach out to the agency/program, visit the program

- What did you learn about the program: Their name, history? What do they do? How do they promote food security in their community? What inspires you in their work? / 7
- How does the program promote environmental and sustainable ways of respecting and caring for the land? /2
- How might connecting with this program help “enrich and deepen children’s relationships with place, land and community” and support families’ and children’s wellness? /3
- Reflect on your responsibility as a future ECE in creating healthy sustainable programs and community: You can choose to respond to 2 of the following questions: What ideas do you have after exploring this program? What are you excited about and would like to try in your current or future work with children? What would you like to continue learning? (You might find reviewing pages 21, 78 (Reconnection to land and place), and page 79 from the Early Learning Framework helpful) /5

## COURSE GUIDELINES & EXPECTATIONS

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### Assignment Policy

- Please submit your assignments on the due date.
- Submission of assignments after their due date will result in a loss of 3% of the assignment marks per day
- Extensions: A request for an extension for any assignment is granted at the instructor’s discretion. To request an extension for an assignment, please contact me at least 24 hours prior to the due date, and provide an explanation/rationale for requesting an extension. If granted, a revised due date will be negotiated.
- You will need to complete all assignments to be eligible for a final grade for the semester.
- Assignments will not be accepted after the last day of class at the end of term unless an extension has been granted prior to the due date.
- Last day to withdraw from courses without a failing grade is December 10th.

### Attendance

- Students are required to attend class.
- Please contact me if you are unable to come to class.
- Please do not come to class sick.

## SCHOOL OR DEPARTMENTAL INFORMATION

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In the Early Learning and Care (ELC) program, you'll be provided with cutting edge knowledge and skills to work collaboratively with children, families, professionals and communities. You'll learn to create responsive environments that support each child to reach their potential in every area.

## 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/>.

Support Service	Website
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 250-370-3841

### 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.