



CAMOSUN COLLEGE
School of Health & Human Services
Department of Community, Family & Child Studies
[ELC 150 Health and Wellness]
Fall 2017

COURSE OUTLINE

Course 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.

**Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

1. Instructor Information

Instructor: Erin Mirau
Office hours: By appointment (in-person, phone, or Skype)
Office Location: TBA
Phone: 250-370-3173
Email: MirauE@camosun.bc.ca
Class time and Location: Online (<https://online.camosun.ca>)

2. Intended Learning Outcomes

[Upon completion of this course, students will be able to]

- a) Explain diverse attitudes, knowledge and cultural approaches related to holistic health and wellness.
- b) Describe the role and responsibility of the educator in supporting and creating, with family, healthy environments for children
- c) 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.
- d) Create strength-based and meaningful policy and procedures that are respectful of the diversity of children and families.

3. Required Materials

Pimento, B., & Kernsted, D. (2015). *Healthy Foundations in Early Childhood Settings* (5th ed.). Toronto, ON: Nelson Education.

All additional required readings, online articles, links, and video clips will be listed weekly and available online via Desire2Learn (D2L).

4. Course Content and Schedule

Weekly Modules will become available on D2L Monday mornings. Weekly checklist must be completed by Sunday at midnight. Modules will be related to the following 4 topics:

- Perspectives on Health
- Sense of Belonging/Emotional and Spiritual Well Being
- Physical Well Being
- Health Promotion and Illness Prevention

Dates	Topic (topic schedule may change slightly based on the needs and emerging interests of the class)
Week 1: September 5-11	Introduction to the course Perspectives on Health
Week 2: September 11- 17	Perspectives on Health Continued
Tuesday, Sept 19th <i>Important date!</i>	<i>Students who wish to withdraw must drop class(es) on or before Sept 19th (fee deadline) or will be required to pay remaining fees</i>
Week 3: September 18-24	Sense of Belonging/Emotional and Spiritual Well Being
Week 4: September 25-October 1 Monday, September 25th	Sense of Belonging/Emotional and Spiritual Well Being Continued Personal Wellness Project (Part 1) Due
Week 5: October 2- October 8	Physical Well-Being
Week 6: October 9- October 15 Tuesday, October 10th	Physical Well Being Continued Personal Wellness Project (Part 2) Due
Week 7: October 16- October 22	Physical Well Being Continued
Week 8: October 23- October 29	TBD: Physical Well Being/Health Promotion and Illness Prevention
Tuesday, November 7th <i>Important date!</i>	<i>Last day to withdraw without academic penalty</i>
Week 9: October 30- November 5 Monday, October 30	Health Promotion and Illness Prevention Meal Planning Assignment Due
Week 10: November 6- November 12	Health Promotion and Illness Prevention continued
Week 11: November 13- November 19 Friday, November 17	Health Promotion and Illness Prevention continued Quiz
Week 12: November 20- November 26	Health Promotion and Illness Prevention continued
Week 13: November 27- December 3 Monday, November 27	Health Promotion and Illness Prevention continued Policy Review Assignment due
Week 14: December 4- December 10	Course Review

5. Basis of Student Assessment (Weighting)

ASSIGNMENTS:

1. Classroom Community Engagement (ongoing: weekly activities & presence) 30%
2. Personal Wellness Project: *Part A: Roadmap* (10%), *Part B: Report* (20%) 30%

3. Meal Planning	15%
4. Quiz	5%
5. Policy Review	20%

Detailed descriptions of assignment guidelines will be posted to D2L.

NOTES:

- Students must complete all assignments to be eligible for a grade
- Rewrites are at the discretion of the instructor
- Students will need a grade of 'C+' (65%) in this course to continue in the ELC Program at Camosun College.

ATTENDANCE AND PARTICIPATION:

Active engagement with course materials and participation with peers supports your learning and is a major part of competency development in ELC. Consistent attendance and participation in the virtual classroom is expected. In an online course, "attendance" looks like signing on consistently each week, and participating in all listed weekly activities by the deadline.

Professional responsibility and accountability are demonstrated by:

- Participating thoughtfully and positively with peers in discussions creating a respectful and encouraging learning environment, and contributing to the learning of fellow students.
- Upholding a standard of confidentiality and trust, just as in a college classroom on campus, (i.e being mindful to withhold identifying names when sharing real-life stories involving children, families, co-workers, etc.)

Remember to contact the instructor (and group members when applicable) in advance if you are unable to "attend" class time. Repeated absences from the virtual learning environment will affect a final grade.

ASSIGNMENT EXPECTATIONS:

- All assignments are to be submitted electronically as a Word Document file via D2L "dropbox" in designated folder unless otherwise specified.
- File name should include your name (first initial, last name)
- Follow APA writing guidelines for all written work. This includes formatting, spelling, grammar, in-text citations, references and clear and concise writing of the topic.
- It is the responsibility of each student to save a copy of all assignments until a grade is received.

LATE POLICY FOR ASSIGNMENTS:

- All assignments are to be submitted before midnight on the specified due date
- Weekly engagement activities that are worth marks must be completed in the specified weekly module to receive a grade. Should absence from the weekly module be the result of illness or a family emergency, it is the responsibility of the student to connect with the instructor
- Flexibility and compassion is given to students experiencing illness, needing extra support, or facing challenges outside the classroom. Students may negotiate an extension with the instructor **prior** to the due date (at least 24 hours). Extensions are granted at the discretion of the instructor.
 - When extensions are not negotiated with the instructor, assignments submitted after the due date will lose 3% of the grade per day.

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percent age	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at <http://www.camosun.bc.ca>

STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

<http://www.camosun.bc.ca/policies/policies.html>

The Department of Community, Family & Child Studies is committed to promoting competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of Academic Honesty Guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is the student's responsibility to become familiar with the content and the consequences of academic dishonesty. Before you begin your assignments, review the Academic Policies on the Camosun College website: <http://camosun.ca/learn/becoming/policies.html>

