



**CAMOSUN COLLEGE**  
**School of HHS**  
**Department of CFCS**

**HLTH 112-001/002**  
**2015 Winter**

## **COURSE OUTLINE**

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**The calendar description is available on the web @** \_\_\_\_\_

This three unit elective course provides students with an introduction to the philosophy and practices of holistic health and healing. This course is meant to increase awareness and understanding of holistic health practices that can be used as a basis for self-care. It does not prepare people to practice as holistic health care practitioners. The course has both a theoretical and an experiential component.

Students learn the philosophy and beliefs of health and healing that form the basis of a holistic health perspective. The course also includes an introduction to a variety of selected holistic health practices. On completion students will be able to determine the usefulness and relevance of these practices in promoting and maintaining their own health and well-being.

This course does not prepare people to practice as holistic health practitioners.

⌘ *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.*

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### **1. Instructor Information**

<b>(a) Instructor</b>	Lynda McLeod and Tina Dunkley
<b>(b) Office hours</b>	To be determined with the students
<b>(c) Location</b>	Paul 227
<b>(d) Phone</b>	Lynda 3978    Tine 3273 <b>Alternative:</b> _____
<b>(e) E-mail</b>	<a href="mailto:mcleod@camosun.bc.ca">mcleod@camosun.bc.ca</a> <a href="mailto:Dunkley@camosun.bc.ca">Dunkley@camosun.bc.ca</a>
<b>(f) Website</b>	_____

### **2. Intended Learning Outcomes**

*(If any changes are made to this part, then the Approved Course Description must also be changed and sent through the approval process.)*

Course content is organized around the following concepts:

1. Health as Wholeness
2. Traditional Healing Systems
3. Holistic Health and Healing Practices
4. Self-Care

### 3. Required Materials

#### Texts

Fontaine, K. L. (2015). *Complementary & alternative therapies for nursing practice*. (4<sup>th</sup> edition) Upper Saddle River, N.J.: Pearson Prentice Hall.

#### Course package:

Camosun College Health 112 - Holistic Health and Healing Course Package

### 4. Course Content and Schedule

(Can include: Class hours, Lab hours, Out of Class Requirements and/or Dates for quizzes, exams, lecture, labs, seminars, practicums, etc.)

1. Designing collaborative classrooms
2. Philosophy of Holistic health
3. Principles of Holistic Health
4. Mind body spirit medicine
5. Energy healing
6. Health and the environment
7. Traditional Native American Healing
8. Traditional Chinese Medicine
9. Auyverdic medicine
10. Holistic Health modalities
11. Mindfulness
12. Self-care and the environment

### 5. Basis of Student Assessment (Weighting)

(Should be directly linked to learning outcomes.)

#### 1. Research Report:

**40%**

Write a research report exploring a topic/modality of your choice with the intent to augment and deepen your learning about holistic health. Traditional Chinese Medicine, Ayurveda Medicine, or Traditional American Healing are not appropriate topics for the focus of this paper. You may want to choose one part of the frameworks/philosophies to research.

**Topic:** Choose a topic that relates to Holistic Health and Healing and that you are curious and passionate about. Passion will guide your writing and become the very thing that motivates you. Your write-up should focus on the topic and how it relates to the philosophy and principles of holistic health. Traditional Chinese Medicine, Auyverda, Native American healing are paradigms of holistic health and are too broad for this research report. However, you may choose a topic within the above-mentioned paradigms.

The following questions will enrich your exploration and deepen your learning:

1. Why you choose this topic? (personal meaning/relevance for you).
2. What is the historical perspective of this modality? (present and in the future use)
3. Describe the philosophical underpinnings of this modality?
4. Name three linkages of this modality to Holistic Health?
5. Discuss the research that has been done in relation to this modality?
6. What have you learned from researching this topic?
7. What was the most significant insight for you?

8. How will utilize this knowledge, personally and /or professionally?

**Format:** typed, 12" font with 1 inch margins, using current spelling and grammar. Reference direct or indirect quotes throughout the paper using an appropriate style guide, APA or MLA. A reference page must be included. A minimum of 5 credible references i.e.no blogs should be used.

## **2. Holistic Health Modality/approach summaries 40%**

Holistic Health practitioners will do presentation. Student will write a summary (up to 2 pages per modality) of four modalities that are presented in class and include discussion of the following:

- a) What are the principles /philosophy of this modality/approach that fit with what you have learned about the general principles/philosophy of Holistic health?
- b) Critically reflect on the presentation and discuss the modality in relation to your values and beliefs regarding health and healing practices.
- c) What do you see as the strengths of this modality/approach? What might be some limitations?
- d) Name one specific resource (other than the presenters website and/or our course materials) where a person could learn more about this modality/approach? Be specific, just stating the internet does not answer the question and/or simply stating the presenter's website will not answer the question.

**NOTE:** Your assignment should NOT include Native American healer, Traditional Chinese medicine and/or the intuitive healer in class presentations.

**Format:** typed, 12" font with 1-inch margins, using current spelling and grammar. Please reference other people's work, direct or indirect quotes throughout the paper using an appropriate style guide, APA or MLA.

## **3. Summary of Learning 20%**

Please write a 2-3-page reflective summary answering the following questions:

What have you learned in this course?

How did this learning impact your values and beliefs?

How will you incorporate this knowledge and experience into your personal and/or professional life?

**NOTE:** You need to Include the completed in-class concept worksheets

**Format:** typed, 12" font with 1-inch margins, using current spelling and grammar. If you use other people's work reference direct or indirect quotes throughout the paper using an appropriate style guide, APA or MLA.

## 6. Grading System

*(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)*

*(Mark with "X" in box below to show appropriate approved grading system – see last page of this template.)*

☒ Standard Grading System (GPA)

☐ Competency Based Grading System

## 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>

## A. 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)

Percentage	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.

## B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.