



WAYS OF WELLNESS & LEARNING IST 171 X17 (59273)

Instructor: Michele Mundy
Class time: Wednesday 12:15 p.m. - 3:15 p.m.
Individual student meetings will be scheduled for Thursday afternoons
Location: SAEC, 2nd Floor
Office hours: Wednesday, 10:00 - 12:00 noon at SAEC
(additional office hours scheduled at student's request)
Phone: 250-544-2192
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Instructional Assistant: Wendy McDonald
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Required text:

Community The Structure of Belonging (1998) Author: Peter Block, Published by: Berrett-Koeler

Aboriginal Student Transition Handbook Indigenous Adult and Higher Learning Association and University of Victoria.

Approved Course Description: This course examines health and education needs and issues in First Nations communities, and provides students with the ability to make informed decisions about career and education preparation for these fields. As well the course provides students with learning and thinking strategies necessary for success in health and education programs. Restricted to students in the Indigenous College Prep Program.

Approved Learning Outcomes:

After completing IST 171 *Ways of Wellness & Learning*, the student will be able to:

- ◆ Research key topics using various media forms, including Indigenous and non-Indigenous sources.
- ◆ Demonstrate knowledge of available learning resources and support within the college and the community;
- ◆ Demonstrate development of traditional and non-traditional learning skills;
- ◆ Demonstrate awareness of education priorities within First Nations communities, such as high school completion, early intervention and language/cultural preservation.
- ◆ Demonstrate familiarity with the Interconnected Dimensions of Health and Wellness;
- ◆ Demonstrate knowledge of the relationship between lifestyle choices, behavioral change, and wellness.

Course Evaluation:

Camosun College Grading Scale:

A+	95 - 100%	C+	65 - 69%
A	90 - 94%	C	60 - 64%
A-	85 - 89%	D	50 - 59%
B+	80 - 84%	F	0 - 49%
B	75 - 79%		
B-	70 - 74%		

For information on Camosun College's grading policy, see the webpage

<http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.5.pdf>

Evaluation criteria:

- Attendance – 15%
- Professionalism & Participation – 15 %
- 4 Small Assignments 5% each
- Reflective journals – 10%
- Meetings with Instructor – 10%
- Draft of final group project – 10%
- Final Project written portion – 20%
 - Presentation – 10% of grade
 - Written portion – 10% of grade

Student Conduct

As a student or prospective student taking part in college-related activities you are expected to conduct yourself in an appropriate way. This means the College does not tolerate academic dishonesty, cheating, plagiarism or conduct that is deemed inappropriate. Please ensure you understand the Student Conduct Policy, as failure to abide by this policy can result in serious consequences.

Academic policies can be found @ the following link:

<http://camosun.ca/learn/becoming/policies.html>

Academic Honesty Guidelines:

Camosun College 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 these 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.

Camosun College's Plagiarism: Definition and Consequences Policy (E-2.5.1)

<http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.1.pdf>

Learning and Education

Unit One: Introductions and Resources

Week One:	September 7
Topic	Welcome, introductions, philosophy and structure of the course and course outline. Introduction and basic assessment of computer skills & overview of expectations for the course (requirements for assignments).
Core Questions	What is important in your learning journey? What are your long-term goals and how can we fit guest speakers into our classes that are in line with your long-term educational and employment goals?

Week Two	September 14
Topic	How are we going to learn together, what is important to us in our classroom, what classroom expectations do we have? In class time to overview essay writing, important elements to pull together an effective essay. How to read a textbook & good study habits.
Assignment	1st assignment handed out <i>Who am I?</i> Who are you in reflection to your community, what is important to you in your learning, what is important to you in your educational journey and what/who are your supports when faced with challenges? What are your strengths? 1-2 pages in length, worth 5% of your overall mark.

Week Three	September 21
Topic	Field trip to Lansdowne campus. Career Cruising – Computer Lab @ Lansdowne, or career activity @ Camosun Counseling Department
Assignments	1 st assignment DUE , worth 5% over your overall mark.
Readings	Please read introduction – pg. 9 in your Aboriginal Student Transition Handbook.

Week Four	September 28
Topic	Choosing your career path. Connecting with your post secondary counselors in your community & through Camosun.
Core Questions	What resources can Camosun College bring out to Saanich? What resources are available for students at Lansdowne, Interurban and in the community?
Assignments	2nd assignment handed out: Describe what your study of interest is after College Prep and why? What are your learning goals, what is important for you in your education, what is your personal responsibility in your learning journey? What are your pre-requisites? Who did you meet @ the College & what did you discuss?

Unit Two: Traditional and non-Traditional Ways of Learning

Week Five	October 5
Topic	Looking at old ways of learning, how our ancestors learned, general overview of

	learning within cultural traditions, oral traditions, traditional values and beliefs and how they relate to our experiences of learning. What is different today than historical forms of learning.?
Core Questions	How did our people learn in the old days? How does that relate to me as a learner now? Think about supports available in your family, community and through Camosun College. What traditional forms of learning would you like to see in this class in future? What is important to you in your learning? What do you think you need to make this environment work for you?
Assignments	2 nd assignment DUE on Camosun Resources worth 5% of your overall mark.
Readings	Please read through pages 10 – 27 in your Aboriginal Student Transition Handbook. We will be discussing in class.

Week Six	October 12
Topic	Discussions around educational experiences. What has worked, what hasn't worked well for you? Review & feedback on essays – writing skills, common errors noticed.
Core Questions	Where would you like to go from here? Begin research - what programs & institutions are available to you, in the area of study you would like to pursue?
Assignments	3rd assignment handed out. Journal, past education experiences, what has worked, what did not work, what would you like to have in place to feel supported in your education @ Camosun College. Challenges you think you might face & re-evaluation of supports you may have as a student.
Readings	Read through pgs. 28 – end of your Aboriginal Student Transitions Handbook.

Unit Three: Personal Learning Styles and Skills

Week Seven	October 19
Topic	Myers Briggs – Marc Bissley Introduction to APA referencing. Plagiarism, research skills, bibliography. Introduction of presentation skills.
Core Questions	Think about your area of interest. Consider programs offered @ Camosun College, but also consider other programs & other post-secondary institutions that offer Aboriginal programming, or your program of interest?
Assignments	3 rd assignment DUE . Preparation & discussion on assignment and presentation for the end of the term. Final paper for the semester will cover Aboriginal learning and education. Students must do some formal research for this assignment. Major learning within this assignment will be how to conduct effective research, opportunities for further studies & reflective work on learning and education.

Week Eight	October 26
Topic	The importance of education as one of the keys to self-determination. Educational Barriers. Guest speaker and classroom exercise where we consider barriers and solutions to challenges we may face in our education systems.

	Review skills discussed to date, how to be a successful student. Presentation skills discussion.
Core Questions	How is education connected to the goals and desires of our people? What have been the barriers and negative impacts of education for our people? Do these barriers still exist? How do you stay committed to your educational goals and dreams, despite challenges that may get in the way? What are the expectations of the program and how does that “fit” with my long-term goals, or career goals?
Assignments	Follow-up and further discussion for end of term paper and presentations.

Unit Four: Issues in Indigenous Education

Week Nine	November 2
Topic	Presentations about educational opportunities.
Core Questions	What do I need to do to accomplish my goals, what are the pre-requisites for my program of interest, what is the application process? What can we do to make education work for us? What is being done around us? What programs are in place in Aboriginal communities to support Aboriginal people to be successful in education, business, community programs, and within the health industry/profession?
Assignments	End-of-term assignment handed out: Short overview and presentation to class on post-secondary opportunities available to you & other Aboriginal students. Research needs to be done for this assignment & this assignment can be done in groups if you find other classmates interested in the same program. APA references to be handed in, from research you have conducted. Individual meeting with instructor: research & education opportunities.
Readings	Introduction to six dimensions of health, which will be covered more in-depth in IST 172 course.

Week Ten	November 9
Topic	Introduction to use of power point.
Assignments	4th assignment handed out – learning plan & being a strong & successful student, personal responsibility in your learning journey. Discussion around effective communication & group work – challenges & benefits of working collaboratively. Students are encouraged to take this time to work on final papers and any reading you may need to do for your courses.

Week Eleven	November 16
Topic	Effective research skills, library supports available, reliable sources.
Core Questions	What are important elements to build into my research paper & presentation? How can I use power point and other computer programs to assist my research and presentation.
Assignments	4 th assignment DUE – learning plan & being a strong & successful student, personal responsibility in your learning journey.

Week Twelve	November 23
Topic	Discussions around giving presentations
Core Questions	What are important elements of presentations, how do I engage my audience, what resources & visuals can I bring into a presentation?
Assignments	Draft of Final Assignment DUE . We will take time to assess progress in final assignment. What areas should we find out more information about, how can we go about doing that? Journals handed in, leaving time for instructor to return to you before term end.

Week Thirteen	November 30
Topic	Presentations
Assignments	Final paper DUE . Power point presentation on key elements for research project. Think of including web material you have gathered from other institutions. Strong, detailed, & informational.

Week Fourteen	December 7
Topic	Feast (potluck if possible for students)
Core Questions	Closing circle to discuss - What have I learned? What can I share with classmates?

*** NOTE:** This outline is subject to change at discretion of instructor. The course outline is your contract with the instructor that you will meet all expectations as outlined here.

Additional/Reading Resources:

Six Interconnected Dimensions of Health and Wellness

Physical - Encourages cardiovascular, flexibility, and strength along with other activities that contribute to a high level of wellness. The physical dimension also encourages knowledge about food and nutrition and discourages use of tobacco, drugs, and excessive alcohol.

Social - Encourages contributing to one's environment, emphasizes interdependence with others and nature and includes the pursuit of harmony in one's family.

Emotional - Emphasizes an awareness and acceptance of one's feelings and involve the capacity to manage feelings and the ability to cope effectively with stress.

Spiritual - Involves seeing the meaning and purpose in human existence. Includes the development of an appreciation for the depth and expanse of life and natural forces that exist within the universe.

Intellectual - Encourages creative and stimulating mental activities. Uses the resources from the intellectual and cultural activities in the classroom and community to expand knowledge and improve skills.

Occupational - Involved in preparing for work in which one will gain personal satisfaction and find enrichment

(Retrieved July 8, 2008 from

http://www.uc.edu/wellness/Wellness_Center/6_Dimensions_of_Wellness.html)

Literature:

Deloria, Vine. (2001). Higher education and self-determination. In D. Wildcat & V. Deloria. eds. *Power and place: Indian education in America*. (pp 123-134). Golden, Colorado. Fulcrum Publishing.

Deloria, Vine. (2001). Indigenizing Education: Playing to our Strengths. (pp.7-20). In D. Wildcat & V. Deloria, eds. *Power and place: Indian education in America*. (pp. 79-86). Golden, Colorado. Fulcrum Publishing.

Deloria, Vine. (2001). Transitional Education. In D. Wildcat & V. Deloria, eds. *Power and place: Indian education in America*. (pp. 79-86). Golden, Colorado. Fulcrum Publishing

Deloria, Vine. (2001). Understanding the Crisis in Indian Education. In D. Wildcat & V. Deloria, eds. *Power and place: Indian education in America*. (pp.29-40). Golden, Colorado. Fulcrum Publishing.

Deloria, eds. *Power and place: Indian education in America*. (pp. 79-86). Golden, Colorado. Fulcrum Publishing

Little Bear, Leroy. (2000). Jagged worlds colliding. In M. Battiste, ed. *Reclaiming Indigenous Voice and Vision*. Seattle, WA. University of Washington Press.

Rosenberg, Marshal. excerpts, (2004). *Non-violent communication: A language of life: Create your life, your relationships, and your world in harmony*. Encintas, CA. PaddleDancer Press.

Tolle, Eckhart. (2001). *The power of now*. Vancouver, Canada. Namaste Publishing Inc.

Additional articles, papers and videos of the instructor's choice may be used and substituted.