



IST 172 – X17
Ways of Wellness & Community
2015W

COURSE OUTLINE

This course examines health and education needs and issues in Aboriginal communities. As well, it provides students with learning and thinking strategies necessary for success in wellness and community leadership programs. This course is restricted to students in the Indigenous College Prep Program.

Ω 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

| | |
|-------------------------|---------------------------------------|
| (a) Instructor | Tommy Happynook (hii ni nah sim) |
| (b) Office hours | Wednesday 10am-11am or by appointment |
| (c) Location | Ewing 204 – Lansdowne |
| (d) Phone | 250.370.3299 Alternative: n/a |
| (e) E-mail | happynookt@camosun.bc.ca |
| (f) Website | n/a |

2. Intended Learning Outcomes

On completion of this course students will:

1. Developed knowledge and awareness of the diverse needs and issues of health and education in Aboriginal communities;
2. Demonstrated planning skills to enable use of 6 interconnected dimensions of health and wellness in community wellness programs;
3. Demonstrated awareness of healthcare priorities within Aboriginal communities, such as diabetes, smoking, respiratory disease, AIDS/HIV, nutrition, Fetal Alcohol Spectrum Disorder, mental health, suicide, and heart disease;
4. Demonstrated awareness of education priorities within Aboriginal communities, such as high school completion, early intervention, and language/cultural preservation.

3. Required Materials

1. None
2. Additional materials may be provided throughout the course

4. Course Content and Schedule

| | Class Content | In-class Assignments |
|----------------------|--|---|
| Lecture 01 Jan 06 | <ul style="list-style-type: none"> • Introduction to course • Review of course outline • How we are going to learn together • What is important in your learning journey | |
| Lecture 02 Jan 13 | <ul style="list-style-type: none"> • Bursaries and Awards | |
| Lecture 03 Jan 20 | <ul style="list-style-type: none"> • Educational Priorities | <ul style="list-style-type: none"> • Education priorities assignment |
| Lecture 04 Jan 27 | <ul style="list-style-type: none"> • Healthcare Priorities | <ul style="list-style-type: none"> • Healthcare priorities assignment |
| Lecture 05 Feb 03 | <ul style="list-style-type: none"> • Interconnected Dimensions of Health and Wellness | <ul style="list-style-type: none"> • 6 dimensions assignment |
| Lecture 06 Feb 10 | <ul style="list-style-type: none"> • Student health and wellness at the college | |
| Lecture 07 Feb 17 | <ul style="list-style-type: none"> • Economic stability | |
| Lecture 08 Feb 24 | <ul style="list-style-type: none"> • Culture, community, and education | <ul style="list-style-type: none"> • Managing Culture, community, and education assignment |
| Lecture 09 Mar 03 | <ul style="list-style-type: none"> • Lateral Violence | <ul style="list-style-type: none"> • Lateral violence assignment |
| Lecture 10 Mar 10 | <ul style="list-style-type: none"> • Indigenous Education & Community Connections | <ul style="list-style-type: none"> • Guest speaker assignment |
| Lecture 11 Mar 17 | <ul style="list-style-type: none"> • Aboriginal community wellness centers | |
| Lecture 12 Mar 24 | <ul style="list-style-type: none"> • Self determination • Cultural revitalization | |
| Lecture 13 Mar 31 | <ul style="list-style-type: none"> • Transition from community to college | <ul style="list-style-type: none"> • Transition plan assignment |
| Lecture 14 Apr 07 | <ul style="list-style-type: none"> • Closing class • Review of what we learned | |

5. Basis of Student Assessment (Weighting)

- a) Attendance (20%)
- b) Participation (10%)
- c) Education priorities assignment (10%)
- d) Healthcare priorities assignment (10%)
- e) 6 dimensions assignment (10%)
- f) Culture, community, & education assignment (10%)
- g) Lateral violence assignment (10%)
- h) Guest speaker assignment (10%)
- i) Transition plan assignment (10%)

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 |

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|-----|---|
| | 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. |