



**IST 172-X17**  
**Ways of Wellness - Community**  
**2017W**

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## **COURSE OUTLINE**

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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.*

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### **1. Instructor Information**

<b>(a) Instructor</b>	hii ni nah sim (Tommy Happynook)		
<b>(b) Office hours</b>	Before class or by appointment		
<b>(c) Location</b>	WAEC Camosun Office		
<b>(d) Phone</b>	250-370-3162	<b>Alternative:</b>	n/a
<b>(e) E-mail</b>	<a href="mailto:happynookt@camosun.ca">happynookt@camosun.ca</a>		
<b>(f) Website</b>	n/a		

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

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**

- (a) None
- (b) Additional resources may be provided throughout the course

### **4. Course Content and Schedule**

#### **Lecture 1 – January 10 - Introduction to course**

**Content:**

- Acknowledgment of territory
- Overview of course and outline
- Critical thinking discussion

- Critical thinking exercise
- Writing a critical reflection

### **Lecture 2 - January 17 - Dancing Around the Table pt.1**

**Content:**

- Discussion
- Critical Reflection

### **Lecture 3 - January 24 - Indigenous in the City**

**Content:**

- Discussion
- Critical Reflection

### **Lecture 4 - January 31 - It's Time**

**Content:**

- Discussion
- Critical Reflection

### **Lecture 5 - February 07 - Whose Land is it anyway?**

**Content:**

- Discussion
- Critical Reflection

### **Lecture 6 - February 14 - At the Crossroads**

**Content:**

- Discussion
- Critical Reflection

### **Lecture 7 - February 21 - Pilgrims and Tourists**

**Content:**

- Mid-term Check-in
- Discussion
- Critical Reflection

### **Lecture 8 - February 28 - Profit and Loss**

**Content:**

- Discussion
- Critical Reflection

### **Lecture 9 - March 07 - Fire and Ice**

**Content:**

- Discussion
- Critical Reflection

### **Lecture 10 - March 14 - Islands of Sanctuary**

**Content:**

- Discussion
- Critical Reflection

## Lecture 11 - March 21 - Up Heartbreak Hill

### Content:

- Discussion
- Critical Reflection

## Lecture 12 - March 28 - Totem: The Return of the G'psgolox Pole

### Content:

- Discussion
- Critical Reflection

## Lecture 13 - April 04 - Totem: Return and Renewal

### Content:

- Discussion
- Critical Reflection

## Lecture 14 - April 11 - Closing Circle

### Content:

- Review of course
- Connecting the course outcomes
- Last day to finishing any outstanding assignments

## 5. Basis of Student Assessment (Weighting)

### (a) Attendance & Participation (20%)

Attendance and participation is a critical part of learning and a very important part of this class. Being prepared for class includes making sure that the readings are done and you are ready to talk about and respond to them. Active Listening is a vital aspect of being in respectful dialogue with others. You must be able to hear what people are saying so that you can respond to them in a respectful and appropriate manner.

### (b) Critical Reflections (80%)

Each student must complete 12 critical reflections. Of the 12 critical reflections that a student writes the 10 with the high grades will be used towards the final mark. The critical reflections should be written on the films, and discussion during classes.

Provide a short introduction that summarizes what you will be writing about but remember that you are critically reflecting not summarizing. Use this opportunity to show the instructor that you have an understanding with a certain topic. Consider using the following guidelines:

- **What** stood out for you, good or bad?
- **Why** is this important?
- **How** is this relevant to you, your family, your community, your nation?

Students will be given time in class to write the critical reflections.

Each critical reflection must be 2 full pages, double spaced and typed. You may use any citation style as long as you are consistent throughout the paper.

## 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.