



IST 171- X17
Ways of Wellness - Education
2018F

COURSE OUTLINE

This course provides students with the ability to make informed decisions about career and education preparation. As well, it examines health and individual wellness issues from Indigenous and non-Indigenous perspectives of individual wellness.

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

2. Intended Learning Outcomes

On completion of this course students will:

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

3. Required Materials

- (a) None

4. Course Content and Schedule

Lecture 1 – September 04 – Introduction to course

Content:

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

- Critical thinking exercise
- Writing a critical reflection

Lecture 2 - September 11 – Dancing Around the Table

Content:

- Discussion
- Critical Reflection

Lecture 3 - September 18 – Colonization Road

Content:

- Discussion
- Critical Reflection

Lecture 4 – September 25 – Kanehsatake: 270 Years of Resistance

Content:

- Discussion
- Critical Reflection

Lecture 5 – October 02 – 8th Fire: Indigenous in the City

Content:

- Discussion
- Critical Reflection

Lecture 6 - October 09 – 8th Fire: It's Time

Content:

- Discussion
- Critical Reflection

Lecture 7 – October 16 – 8th Fire: Whose land is it anyway?

Content:

- Discussion
- Critical Reflection

Lecture 8 – October 23 – 8th Fire: At the Crossroads

Content:

- Discussion
- Critical Reflection

Lecture 9 – October 30 – Club Native

Content:

- Discussion
- Critical Reflection

Lecture 10 – November 06 – Fatherhood

Content:

- Discussion
- Critical Reflection

Lecture 11 – November 13 – Reel Injun

Content:

- Discussion
- Critical Reflection

Lecture 12 – November 20 – Up Heartbreak Hill

Content:

- Discussion
- Critical Reflection

Lecture 13 – November 27 – Words of the Elders & Voices on the Rise

Content:

- Discussion
- Critical Reflection

Lecture 14 – December 04 – Final class

Content:

- Discussion
- 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.