

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON



COURSE OUTLINE

Course Title: Wholistic Health

Code No.: NSA130

Semester: ONE

Program: Native Community Worker

Author: Native Education Department

Date: September 1998

Previous Outline Date: September 1997

Approved:


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Date

Total Credits: 3

Prerequisite(s): n/a

Length of Course: 1 semester

Total Credit Hours:

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SAULT STE. MARIE

PHILOSOPHY/ GOALS

"Health is an inclusive concept comprised of several components...none of these components should be neglected. All are interrelated and can help to provide an overall balance in a person's life."(Life and Health: targeting wellness, Levy, Dignan and Shireffs, 1992) The Anishnaabe have known this and lived this in order to practice the Anishnaabe way of life. Walking a balanced path in the helping field is a necessity if we are to do our best for our community.

This course covers the best of both approaches to health. The modern approach to health and health care and the examination and practice of caring for all components of our health as Anishnaabe people.

LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

1. Analyze and identify the strengths and areas of improvement in one's own personal health in a holistic sense, including physical, emotional, intellectual and spiritual aspects. %
2. Identify and explain the four different components of holistic health, J
3. Apply the four components of holistic health to personal health and community work\$
4. Integrate the modern approach to health with the concepts of Anishnaabe health to offer a balanced approach to members of the community in need, J^
5. Analyze the role of nutrition and diet in your health and those in community.
6. Apply and/or communicate the concept of healthy weight management to community members and self. (
7. Identify causes and treatments of diseases and recommend appropriate preventative . methods.

**Note: the Learning Outcomes for NSA 130 will be covered in the Topics Covered and evaluated according to the Method Of Evaluation section. These sections are split into Section A & B. Section A Topics and Evaluation are related to the 2 Hour NSA130 class. Section B Topics and Evaluation are related to the 1 Hour NSA 130 class.

TOPICS COVERED/LEARNING ACTIVITIES

- 1A. Concept of Health ~ perspectives and approaches
- IB, Canada Food Guide
- 2 A. Components of Holistic Health/Owning Your Own Medicine Wheel
- 2B. Essential Nutrients
- 3 A. Physical Health
- 3B. Disease Processes i.e.: Cancer, Diabetes, Cardiovascular, Infectious
- 4A. Emotional Health
- 4B. Overview of Healthy Pregnancy
- 5A. Intellectual Health
- 5B. Relationship of Tobacco to Health
- 6A. Spiritual Health
- 6B. Weight Management
- 7A. Personal Health and Community Health
- 7B. Consumerism
- 8B. Health Concerns of Aging

REQUIRED STUDENT RESOURCES

Focus on Health. Second Edition. Hahn/Payne, Mosby, 1994.

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EVALUATION METHODS

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| A/ Personal Health Essays(4 x 10% each) 5 minute presentation | 40% | #1=weekofSept.21, 1998 #2=weekofOct. 19, 1998 #3=week of Nov. 16, 1998 #4=week of Dec. 14, 1998 |
| A/ Community Health Essay | 15% | week of Dec. "7, 1998 |
| B/ Nutrition Assignment: | | |
| 1. Group Meal Presentation/Analysis | 10% | weekofNov.23 |
| 2.Three Day Food Diary | 15% | weekofSept.28 |
| 3.Nutrition Test | 10% | weekofOct.26 |
| B/4.Diseases and Related Health Conditions Test | 10% | " week of Dec. 14 |
| TOTAL | 100% | |

EVALUATION:

- A1. Students will complete four Personal Health essays during the semester. One each for Physical, Emotional, Intellectual and Spiritual Health as it pertains to them personally. Specifics on content and perspective will be given in class. Each essay will be 3-5 double-spaced typewritten pages. Each paper will be presented, 5 minutes in class summary of paper.
- A2. The Community Health Essay will be 4-6 double-spaced typewritten pages. Students will research different approaches currently used by First Nations and/or urban Native services/organizations to address the four components of Wholistic Health in their community. Essays should include at least two different agencies and their approaches. Specifics on content and perspective will be given in class. The essay will be presented in class, 5 minute summaries of findings.
- B1. The Group Meal Presentation will be comprised of a traditional meal, worth 10%. Students will work in groups of three(3) to plan and prepare a traditional North American First Nations meal. Each group will also hand in a written report analyzing the nutritional content of the meal. Specifics on content and process to be provided by the instructor.

- B2. The Three Day Food Diary will be completed by students. They will record their food intake for three days. This food intake will then be analyzed according to the requirements of the Canada Food Guide and essential vitamins and minerals. This assignment is worth 15%. Specifics on content and process will be provided by instructor.
- B3. The Nutrition Test will be in the multiple choice format and will be worth 10%. It will consist of 30 multiple choice questions worth 1/3 mark each. This will cover the Learning Outcomes on your course outline related to the role of nutrition and diet to your health and weight management.
- B4. The Diseases and Related Health Conditions Test will also use the multiple choice format and be worth 10%. It too will consist of 30 multiple choice questions worth 1/3 mark each. This test will cover Learning Outcomes related to diseases affecting health and prevention of these diseases.

SPECIAL NOTES

Students with special needs e.g. physical limitations, visual impairments, learning disabilities are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of the student.

Significant learning takes place in the classroom through an interactive learning approach, therefore, **ALL students must attend 60% of the classes to obtain a passing grade.**

ALL assignments are to be handed in on the due date and are to be typewritten. Any late assignments will be penalized 1% for each day late.

The instructor MUST be notified of absence prior to scheduled test time in order to be eligible to write the test at a later date. Students who do not call in prior to a scheduled test will receive a mark of ZERO. Students who miss a test MUST make re-scheduling arrangements directly and immediately with the instructor upon return.