

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY  
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: HEALTH AND NUTRITION  
CODE NO: HDG 117 SEMESTER: II  
PROGRAMME: NATIVE COMMUNITY WORKER  
AUTHOR: LINDA TOZER - JOHNSTON  
DATE: JAN. 1994 PREVIOUS OUTLINE DATED: JAN. 1993

APPROVED:

*RTA for N. KOCH*  
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TOTAL CREDIT HOURS 45

PREREQUISITE^): NONE

**I. PHILOSOPHY/GOALS;**

This course involves the study of health issues, identifying specifically the physical, emotional, social, intellectual and spiritual dimensions of health. The student will develop an understanding of the variables that control the quality of health including personal choices and behaviours, socio economic and environmental circumstances.

A focus for this course will be nutrition. Food composition, selection and preparation will be studied. This introductory course provides nutrition information which students can apply in their personal and professional life.

**II. STUDENT PERFORMANCE OBJECTIVES:**

**Upon successful completion of this course, the student will:**

- 1) Demonstrate an understanding of the concept of a healthy lifestyle.
- 2) Demonstrate an understanding of the effects of health and unhealthy choices.
- 3) Demonstrate an understanding of the essential components of nutrition.
- 4) Demonstrate an understanding of how nutritional needs can be met for individuals with varied lifestyles.
- 5) Demonstrate an understanding of the causation of common diseases.
- 6) Demonstrate an understanding of environmental and consumer choices that may affect health.
- 7) Demonstrate an understanding of the role of the Native Community Worker in maintaining or improving the health of a community.

**III. TOPICS TO BE COVERED:**

The student will gain knowledge and understanding of health and nutrition through research, presentations, group discussion, community visits, audiovisual presentations, guest speakers and some class lectures.

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**IV. LEARNING ACTIVITIES REQUIRED RESOURCES**

Components of Health:

- |  |                                 |
|--|---------------------------------|
| a) definitions of health   | Chapter 1                       |
| b) psycho-spiritual-social emotional and physical components of holistic health. | "Health: Support for Your Life" |
| c) relationship of medicine wheel teaching to holistic health.                   | Assignment                      |

Physical and Emotional Health:

- |   |                                       |
|---|---------------------------------------|
| a) emotional health <ul style="list-style-type: none"><li>- defining mental health</li><li>- role of spirituality</li><li>- stress management strategies</li><li>- relationship between emotional and physical health</li></ul>   | Chapter 2                             |
| b) physical fitness <ul style="list-style-type: none"><li>- benefits of physical fitness</li><li>- developing physical fitness</li><li>- principles of fitness development</li></ul>  | Chapter 3                             |
| c) role of nutrition and diet to your health <ul style="list-style-type: none"><li>- essential nutrients</li><li>- dietary sources of essential nutrients</li><li>- Use of Canada's Food Guide to analyze nutritional intake</li><li>- dietary trends and variations</li><li>- use of a dietary log/diary</li></ul> | Chapter 4<br><br>Nutrition Assignment |
| d) weight management <ul style="list-style-type: none"><li>- lifetime eating needs and habits</li><li>- varying needs with growth and development</li><li>- fad diets</li><li>- healthy weight management</li></ul>   | Chapter 5                             |
| e) use of tobacco <ul style="list-style-type: none"><li>- reasons for use</li><li>- side effects of tobacco use</li><li>- relationship between spiritual use of tobacco and tobacco dependence</li></ul>  | Chapter 8<br>and<br>class discussion  |

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**LEARNING ACTIVITIES**

**REQUIRED RESOURCES**

Diseases Which Affect Healthy Coping

- a) Cardiovascular
- b) Diabetes
- c) Cancer
- d) premenstrual syndrome,  
osteoporosis, allergies,  
epilepsy and arthritis
- e) infectious diseases
  - the immune system
  - immunization
  - common infectious diseases  
(management and prevention)

Chapters 9, 10, 11

Sexuality and Health

- a) normal reproductive systems
  - b) norms of sexual behaviour
  - c) planned parenthood
  - d) overview of health pregnancy
  - e) health care during pregnancy
- Community Agencies Which Support Health

Chapters 12, 13, 14  
class discussion

lecture and films

- a) selected agencies in Algoma
- b) role of community health  
worker
- c) role of community health  
nurse/clinic
- d) role of native healers and traditional  
native medicine

Community Assignment  
panel

Traditional Native  
Medicine Assignment

Assuming Self-Responsibility for Health

- a) consumerism
  - becoming a wise consumer
  - over-the-counter medicines
  - health care delivery
- b) environmental factors
  - influence of pollution on  
health
  - effects of lifestyle and culture

Chapters 15, 16

Health Concerns with Aging

- a) the aging process
- b) cultural influences on aging
- c) health concerns of elders

Chapter 17

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V. EVALUATION METHODS: (includes assignments, attendance requirements, etc.)

A variety of tests, written and oral assignments will be used. A group presentation will be included.

1. COMMUNITY AGENCY REPORT (written and oral presentation) paper - 10% group presentation - 10%	20%
2. NUTRITION ASSIGNMENT personal diet diary and analysis - 15% group meal presentation - 10%	25%
3. TRADITIONAL NATIVE MEDICINE ASSIGNMENT (paper based on community visit, interview, and/or research of literature)	25%
4. TEST (multiple choice on diseases and conditions affecting health)	30%
TOTAL	100%

Details regarding each assignment will be provided in a separate document by week 2 of semester.

Plagiarism can be defined as taking the ideas and words of another and stating them as your own. In a short, ugly word, it is stealing. When you use an idea new to you, whether you express it in your own words or in quoted words, state your indebtedness. In general, it is permissible and even necessary, to borrow, but always indicate who the lender is. eg: Shaw, H., 1986, Handbook of English, 4th Canadian edition, McGraw-Hill Ryerson Ltd., Toronto.

**Sault College Policies regarding plagiarism and honesty are in effect. See Sault College Student Handbook for details.**

Assignments which are late will be given a mark of zero. Extensions of assignment due date may be granted upon discussion with the instructor **PRIOR** to due date.

The multiple choice test **CANNOT** be re-written in order to obtain a higher grade. The test may be re-scheduled at the instructor's discretion, for substantial and substantiated reasons for absence on test day. The instructor **MUST** be notified of absence prior to scheduled test time in order to be eligible for a re-write. Students who do not call in regarding absence 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.

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V. EVALUATION METHODS Continued . . . (includes assignments/ attendance requirements, etc.)

College Evaluation System:

Letter grades, for transcript purposes, will be calculated as follows:

- 90% - 100% = A+
- 80% - 90% = A
- 70% - 80% = B
- 60% - 70% = C

Less than 60% = R (Repeat of the Course)

VI. REQUIRED STUDENT RESOURCES:

Hahn D. and Payne W., 1991, Focus on Health, Mosby Year Book Inc., Toronto.

vii - ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY BOOK SECTION, ON RESERVE or via INTER LIBRARY LOAN: (title, publisher, edition, date, library call number if applicable)

- (1984) Nuxalk Food and Nutrition Handbook, Ottawa, Canada: Health and Welfare Canada
- (1985) Native Foods and Nutrition. Medical Services Branch, Ottawa, Canada: National Health and Welfare
- (1989) Promoting Nutritional Health During the Preschool Years: Canadian Guidelines, Ottawa, Canada: National Institute of Nutrition.
- (1990) Research Horizons, Toronto, Canada: Canadian Diabetes Association.
- (1991) Guide to Nutrition Labelling, Ottawa, Canada: Minister of Supply and Services
- (1991) Using the Food Guide, Minister of Supply and Services Canada, Ottawa, Canada: Health and Welfare Canada
- (Aug. 1990) Know Your Blood Pressure: Understanding High Blood Pressure, Ottawa, Canada: Heart and Stroke Foundation of Canada

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VII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY  
BOOK SECTION, ON RESERVE or via INTER LIBRARY LOAN Continued . . .  
(title, publisher, edition, date, library call number if applicable)

Ayer, W. & Browne, L. (1988). Modern Drugs from Plants, Boreal Institute of Northern Studies, Edmonton, Alberta: University of Alberta

Desmore, F. (1974). How Indians Use Wild Plants for Food, Medicine and Crafts, New York: Dover Publications Inc.

Dietary Fat and Your Health, Montreal, Quebec: Becel, Canada

Gregory, D. & Stewart, P. (Sept. 1987). Nurses and Traditional Healers: Now is the Time to Speak, The Canadian Nurse, 83(8), 25

Mala, T. (1988). Traditional versus Non-Traditional Medicine: Must One Die for the Other to Exist, Health Care Issues in the Canadian North, pp. 44-47

Malloch, L. (1989). Indian Medicine, Indian Health: A Study Between Red and White Medicine, Toronto: Canadian Woman Studies, York University

McLeod, B. (1992). Managing Your Diabetes, Toronto, Canada: Eli Lilly Canada Inc.

Morse, J., Young, D. & Swartz, L. (1991). Cree Indian Healing Practices and Western Health Care: A Comparative Analysis, Social Science and Medicine, 32(12)

Nichols, M, (11/04/1988). Engineers of the Mind, MacLean's, pp. 40-51

O'Neil, J. (1988). Referrals to Traditional Healers: The Role of Medical Interpreters. Boreal Institute for Northern Studies, Edmonton, Alberta: University of Alberta

Olsson, K. (Feb., 1989). Caribou Bones and Labrador Tea, The Canadian Nurse, 20

Shestowsky, B. (1992). Traditional Medicine and Primary Health Care Among Canadian Aboriginal People, prepared for the Indian and Inuit Nurses, Ottawa, Canada: Aboriginal Nurses Association of Canada.

Sun Bear Tribe, Ed(s) (1988). The Bear Tribe's Self-Reliance Book, Spokane, Washington: Prentice Hall Press

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VII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY  
BOOK SECTION, ON RESERVE or via INTER LIBRARY LOAN Continued . . .  
(title, publisher, edition, date, library call number if applicable)

Swartz, L. (1988). Healing Properties of the Sweatlodge Ceremony.  
Institute for Northern Studies, Edmonton, Alberta: University of  
Alberta

Treben, M. Health Through God's Pharmacy.

Turner, N. & Szczawinski, A. (1979). Edible Wild Fruits and Nuts of  
Canada, 3rd ed., Ottawa: National Museums of Canada.

Weiner, M. (1980). Earth Medicine - Earth Food: Plant Remedies,  
Drugs and Natural Foods, 2nd ed., New York: Fawcett Columbine.

Wolf, A. (1975). Teachings of Nature, Calgary, Alberta: Northwest  
Printing and Lithographing.

Young, D., Ingram, G., & Swartz, L. (1989). Cry of the Eagle:  
Encounters with a Cree Healer, Toronto, University of Toronto Press

VIII. SPECIAL NOTES

Students with special needs (eg: physical limitations, visual  
impairments, hearing 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 students.

\*\*\* **ALL STUDENTS MUST ATTEND 50% OF THE CLASSES TO OBTAIN A PASSING  
GRADE.**