
Course Name

Code No.**I. COURSE DESCRIPTION:**

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.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Analyze and identify the strengths and areas of improvement in one's own health.

Potential Elements of the Performance

- Examine the term Wholistic in relation to family, community and self. Concepts of Health – Perspectives and Approaches.

2. Identify and explain the four different components of wholistic health.

Potential Elements of the Performance

- Examine the four components of wholistic health in relation to the Anishnaabec culture.

3. Apply the four components of wholistic health to personal health and community work.

Potential Elements of the Performance

- Analyze personal health in relation to the wholistic view.
- Analyze community health in relation to the wholistic view.

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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.

Potential Elements of the Performance

- Examine various health approaches being used in the community.
- Identify healthy pregnancies, tobacco and consumerism.

5. Analyze the role of nutrition and diet in your health and those in community.

Potential Elements of the Performance

- Examine healthy weight management for community members and self. (i.e. Canada Food Guide)

6. Identify causes and treatments of diseases and recommend appropriate preventative methods.

Potential Elements of the Performance

- Examine health issues including, cardiovascular system, infectious diseases, cancer and diabetes.
- Identify causes, management and precautionary measures.

III. TOPICS:

1. Concept of Health--Perspectives and Approaches
2. Canada Food Guide
3. Components of Wholistic Health/Owing Your Own Medicine Wheel
4. Essential Nutrients
5. Physical Health
6. Diseases Processes i.e. Cancer, Diabetes, Cardiovascular, Infectious
7. Emotional Health
8. Overview of Healthy Pregnancy
9. Intellectual Health

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10. Relationship of Tobacco to Health
11. Spiritual Health
12. Weight Management
13. Personal Health and Community Health
14. Consumerism
15. Health Concerns of Aging

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

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

V. EVALUATION PROCESS/GRADING SYSTEM:

- | | | |
|---|-------|------------------------|
| 1. Personal Health Essays
(4 x 10% each) | 40% | Jan, Feb, March, April |
| 2. Community Health Essay | 15% | April 15, 2002 |
| 3. Nutrition Assignment: | | |
| 1. Group Meal
Presentation/Analysis | 15% | April 25, 2002 |
| 2. Three Day Food Diary | 15% | March 25, 2002 |
| 3. Nutrition Test | 15% | April 22, 2002 |
| | <hr/> | |
| | 100% | |

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V. EVALUATION PROCESS/GRADING SYSTEM:

EVALUATION:

1. 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, 3-5 minute summary of paper.
2. The Community Health Essay will be 4-6 double-spaced typewritten pages. Students will research an approach currently used by a First Nations and/or urban Native services/organizations to address the four components of wholistic health in their community. The essays should include an agency overview and their approach to community health. The essay will be presented in class, 5 minute summaries of findings.
3. The Group Meal Presentation will be comprised of a traditional meal, worth 15%. Students will work a consensual decision making to plan and prepare a traditional North American First Nations meal. Each student will present oral or a written report on the nutritional content of the meal and the protocols attached to community meals.
4. The Three Day Food Diary will be completed by students. They will record their food intake for three days including information on how and when meals were eaten. 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.
5. The Nutritional Test will be in the multiple-choice format and will be worth 15%. 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.

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00

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CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field placement or non-graded subject areas.
U	Unsatisfactory achievement in field placement or non-graded subject areas.
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.

VI. SPECIAL NOTES:

Attendance:

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 2% per 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.

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

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Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the instructor.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.