



**COURSE NAME****CODE NO.****PHn.OSOPHY/GOALS:**

The student will explore aspects of health and healing in the context of social and cultural diversity, values, beliefs, lifestyle choices, environment and growth and development. The focus will be on the maintenance and promotion of personal, individual and family health and healing. Students will explore the role of the nurse in health and wellness promotion.

**n, LEARNING OUTCOMES:**

In this course, many learning activities are designed to foster collaborative learning in small groups. In order for the learner to develop the ability to critically think, reflect and integrate new information, the learner must engage in active dialogue with colleagues and the teacher. It is therefore to the learner's benefit that the learner attend and participate in class.

Upon the completion of this course, the student will have;

1. developed an awareness of health and wellness promotion throughout the lifespan.
2. created and defended a personal lifestyle change.
3. investigated and compared health and healing practices from a multicultural perspective.
4. described the role of the nurse with health and wellness promotion.

**HL TOPICS:**

The content will be covered under the following concepts:

**UNIT 1: HEALTH AND WELLNESS**

- a) Dimensions of health and wellness: mind, body and spirit
- b) Personal definition of health and wellness
- c) Personal assessment of health and wellness
- d) Personal change
- e) Health and Wellness promotion
- f) Teaching and Learning
- g) Stress Management
- h) Emotional health

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**m. TOPICS (Continued)**

- i) Spiritual health
- j) Nutrition
- k) Fitness
- l) Sexual Health

**UNIT 2: HEALING**

- a) Dimensions of healing: mind, body and spirit
- b) Culture and healing
- c) Traditional and complimentary healing practices

**IV. LEARNING ACTIVITIES:**

Refer to the teacher/student resources and learning packages for learning activities.

**V. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Health and Healing I Student Resource Package. 1997

Kozier, B., Erb, G., and Blais, K., Fundamentals of Nursing: Concepts, Process & Practice. 5th ed., Addison-Wesley Publishing Co., Don Mills, Ontario, 1995

Thomas, C, Taber's Cyclopedic Medical Dictionary, newest ed., F.A. Davis Co., Philadelphia

**VI. ADDITIONAL RECOMMENDED RESOURCES:**

**Library Resources:** Several resource texts and articles on Health and Wellness have been placed on reserve in the library.

**VII. EVALUATION PROCESS/GRADING SYSTEM:**

1. The pass mark for the theoretical component is 60%. It is composed of assignments, quizzes and term work. There is no final examination in this course.

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**VH. EVALUATION PROCESS/GRADING SYSTEM (Continued)**

2. Students with a mark below 60% will be eligible to rewrite or resubmit one quiz or written assignment. The highest mark achieved on a rewrite is 60%. This rewrite will be negotiated between the student and the teacher. Refer to your Student Success Guide for specific policies.

**3. Evaluation Method:**

- Nutrition Analysis	<b>25%</b>
- Personal Health Issue and Change Contract	<b>25%</b>
- Ethnocultural/Health & Healing Presentation	<b>15%</b>
- Quizzes	<b>20%</b>
- Class Preparation and Participation	<b>15%</b>
<b>TOTAL</b>	<b>100%</b>

**Vm. 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 and/or contact the Special Needs Office, Room E1204, Ext. 493, 717 so that support services can be arranged for you.

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

Sauk College wishes to acknowledge the contribution Georgian College has made to this process.

**IX. PRIOR LEARNING ASSESSMENT**

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