



**A.** Division: **Instruction** Effective Date: **August 2003**

**B.** Department / Program Area: **Faculty of Child, Family and Community Studies  
CCSD, CSSW, CYCC, ECED, INTR** Revision  New Course

If Revision, Section(s) Revised:  
Date of Previous Revision:  
Date of Current Revision:

**C: CFCS 121** **D: Wellness: Personal Approaches** **E: 1.5**

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b>	<b>Calendar Description: This course emphasizes a developmental approach to self-awareness and interpersonal understanding promoting a balanced personal and professional lifestyle. Using contemporary theories it will provide students with a framework to explore wellness themes.</b>	
<b>G:</b>	Allocation of Contact Hours to Type of Instruction / Learning Settings	<b>H: Course Prerequisites: Acceptance into CFCS Program</b>
	Primary Methods of Instructional Delivery and/or Learning Settings: <b>A combination of lecture and discussion to the equivalent of 30 contact hours</b>	<b>I: Course Co requisites: None</b>
	Number of Contact Hours: (per week / semester for each descriptor) <b>30 hours</b>	<b>J: Course for which this Course is a Prerequisite</b>
	Number of Weeks per Semester: <b>Flexible delivery ranging over 1 to 15 weeks Evening Section for Part-time students</b>	<b>K: Maximum Class Size: 30</b>
<b>L:</b>	PLEASE INDICATE: <b>Block transfer credit to University of Victoria Child and Youth Care Program, UCFV, U of Calgary, Malaspina University College, Athabasca University.</b>	
<input type="checkbox"/>	Non-Credit	
<input type="checkbox"/>	College Credit Non-Transfer	
<input checked="" type="checkbox"/>	College Credit Transfer:	
SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a> )		

<b>M:</b>	<p>Course Objectives / Learning Outcomes</p> <p>Upon successful completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li><b>I. Demonstrate ability to care for self in the domains of physical, emotional, social, intellectual and spiritual wellness</b> <ol style="list-style-type: none"> <li>1. Research the domains of wellness</li> <li>2. Assess own wellness experience using a variety of instruments</li> </ol> </li> <li><b>II. Demonstrate beginning reflective writing skills</b> <ol style="list-style-type: none"> <li>1. Apply stages of basic reflective writing to own experience: (free-writing, structured writing, accepting feedback about writing, incorporating analysis into own reflective writing)</li> <li>2. Develop understanding of relationship between reflective writing and self awareness</li> <li>3. Develop knowledge of personal boundaries</li> </ol> </li> <li><b>III. Develop understanding of basic stress management techniques</b> <ol style="list-style-type: none"> <li>1. Assess own style of managing stress</li> <li>2. Research theories of stress management</li> <li>3. Incorporate stress management into own life</li> </ol> </li> <li><b>IV. Demonstrate basic self-awareness</b> <ol style="list-style-type: none"> <li>1. Reflect on and write about personal wellness</li> <li>2. Reflect on and write about basic interpersonal skills</li> </ol> </li> <li><b>V. Develop beginning work group skills.</b> <ol style="list-style-type: none"> <li>1. Practice basic listening and communication skills</li> <li>2. Practice beginning group process skills such as group structure, communication, listening, providing feedback, problem-solving, assertiveness and facilitation.</li> </ol> </li> </ol>
<b>N:</b>	<p>Course Content: The following global ideas guide the design and delivery of this course:</p> <ul style="list-style-type: none"> <li>• Personal wellness is an essential component of preparing oneself for the human services field</li> <li>• Wellness is a holistic concept that encompasses the body, mind and spirit of the individual</li> <li>• Self-awareness is an important component of wellness</li> <li>• Wellness includes group work</li> <li>• Wellness includes and understanding of stress and how to deal with it</li> </ul>
<b>O:</b>	<p>Methods of Instruction</p> <p><b>Lecture</b></p> <p><b>Group work</b></p> <p><b>Experiential classroom activities</b></p> <p><b>Student presentations</b></p> <p><b>Guest speakers</b></p> <p><b>Audio-visual presentations</b></p>
<b>P:</b>	<p>Textbooks and Materials to be Purchased by Students</p> <p><b>T.B.A.</b></p>
<b>Q:</b>	<p>Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations. This is a Mastery/Non-Mastery course.</p> <p><b>Reflective Writing</b></p> <p><b>Group Presentation</b></p> <p><b>Self-Evaluation</b></p> <p><b>Participation</b></p> <p><b>Other</b></p>
<b>R:</b>	<p>Prior Learning Assessment and Recognition.</p> <p><b>This course is available for PLAR.</b></p>

Course Designer(s): **Nancy Newman, Carol Howorth, Bruce Hardy.**

Education Council / Curriculum Committee Representative

Dean: **Jan Lindsay**

Registrar