



EFFECTIVE: MAY 2004
CURRICULUM GUIDELINES

A. Division: **Instruction** Effective Date: **May 2004**

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

If Revision, Section(s) Revised: **C, J, L**

Date of Previous Revision: **August 2003**

Date of Current Revision: **01 January 2004**

C: CFCS 1121 **D: Wellness: Personal Approaches** **E: 1.5**

Subject & Course No.	Descriptive Title	Semester Credits
F:	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.	
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: A combination of lecture and discussion to the equivalent of 30 contact hours Number of Contact Hours: (per week / semester for each descriptor) 30 hours Number of Weeks per Semester: Flexible delivery ranging over 1 to 15 weeks Evening Section for Part-time students	H: Course Prerequisites: I: Course Co requisites: None J: Course for which this Course is a Prerequisite CCSD 240 or CCSD 1240 K: Maximum Class Size: 30
L:	PLEASE INDICATE: Part of Block Transfer to Schools of Child and Youth Care at UVIC, UCFV, Malaspina University College; Bachelor of Professional Arts in Human Services degree program at Athabasca University; and Bachelor of Community Rehabilitation degree program at the University of Calgary.	
	<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 (www.bccat.bc.ca)	

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

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

Education Council / Curriculum Committee Representative

Dean: **Jan Lindsay**

Registrar