



**CAMOSUN COLLEGE**  
*School of Health & Human Services*  
*Community, Family & Child Studies*

**HLTH 112 Holistic Health and Healing**  
**Summer 2017 Section-001 Course Outline**

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**Description:**

Introduction to the philosophy and practices of holistic health and healing. This knowledge can be used as an adjunct to professional practice and as a basis for self-care. This course is theoretical and experientially based. It does not prepare participants to practice as holistic health practitioners.

*Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

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**1. Instructor Information**

**Instructor:** Sheryl Haynes CDA, B.Ed., M.Ed.

**Office:** WT 222

**Phone:** 250-370-3222

**Office Hours:** As posted and/or by appointment

**Email:** [sheryl.haynes29@online.camosun.ca](mailto:sheryl.haynes29@online.camosun.ca)

**2. Intended Learning Outcomes**

Upon successful completion of this course, the student will be able to:

1. Identify philosophy and beliefs about health and healing that form the basis of a holistic health perspective.
2. Demonstrate understanding of the underlying principles of selected holistic health practices.
3. Apply practices of promoting and maintaining their own health and well-being.

**3. Required Materials**

Fontaine, K. L. (2015). *Complementary & alternative therapies for nursing practice*. (4<sup>th</sup> ed.) Upper Saddle River, N.J.: Pearson Prentice Hall.

Camosun College (2017). *Health 112 - Holistic Health and Healing Coursepack*.

**4. Course Content and Schedule**

Weekly Topic Schedule is subject to change.

**Please Bring Text and Coursepack (CP) to All Classes**

<b>Dates</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignment Due Dates</b>
<b>Tues. May 2</b>	Orientation Introduction to Health 112- Holistic Health & Healing  Introduction to Critical Thinking: What It Is and Why It Counts  Introduction to the Social Determinants of Health  <b>CCA #1 Hand-out</b>	<b>Txt</b> Fontaine, K. L. (2015). Complementary & Alternative Therapies for Nursing Practice. (4 <sup>th</sup> ed.). Upper Saddle River, N. J.: Pearson Prentice Hall. <b>CP</b> Camosun College (2016). Health 112 Holistic Health and Healing Coursepack  <b>CP</b> Social Determinants	
<b>Thurs. May 4</b>	Integrative Health: A Holistic Approach  Evidence-Based Health Care in Complementary and Alternative Therapies  Self-Care  <b>CCA #2 Hand-out</b>	<b>Txt</b> Preface <b>Txt</b> Ch.1 Integrative Healing <b>CP</b> “Paradigm Shift...Everything Old is New Again” <b>CP</b> Keegan “Healing with Complementary and Alternative Practices” Chapter 2 “History An Future of Healing”  <b>CP</b> “The Biomedical and the Bio-Psycho-Social- Spiritual Health Models comparison charts” <b>Txt</b> Ch. 3 The Role of Evidence-Based Health Care in Complementary and Alternative Therapies  <b>Txt</b> pp. 16-17 & 66-67 <b>CP</b> Whole Person “Lifestyle Assessments, Appraisals, & Inventories”	<b>CCA #1</b>
<b>Tues. May 9</b>	Integrative Medicine: Basic Principles & Holistic Health: Philosophy  <b>HH&amp;H Research Paper            Details</b>  <b>CCA #3 Hand-out</b>	<b>CP</b> Lee, Kigler & Shiflett Chapter 1 “Integrative Medicine: Basic Principles” <b>Txt</b> Ch.1 Integrative Healing <b>CP</b> Holistic Health: Philosophy <b>CP</b> Koopsen & Young “Concepts of Complementary and Alternative Medicine” <b>CP</b> Bensoussan “The holistic health model put into practice”	<b>CCA #2</b>
<b>Thurs. May 11</b>	Health and The Environment  <b>Group Presentation Details</b>  <b>CCA #4 Hand-out</b>	<b>CP</b> Health and The Environment: Introduction <b>CP</b> EcoMall “Non-toxic Household Products” <b>CP</b> Donatelle Chapter 14 “Choosing Healthy Living for the Environment” <b>Txt</b> Ch. 1 & pp. 71, 76-77	<b>CCA #3</b>

<b>Tues. May 16</b>	Holistic Stress Management & Mindfulness  <b>CCA #5 Hand-out</b>	<b>CP</b> The Holmes-Rahe Life Stress Inventory <b>CP</b> Koopsen & Young Chapter 1 “Holistic Stress Management” <b>CP</b> Kabat-Zinn “Coping with Stress: Responding vs. Reacting” <b>CP</b> Kabat-Zinn “Wherever you go, there you are” <b>Txt</b> Ch.2 Basic Concepts Guiding Alternative Therapies <b>Txt</b> Ch.17 Meditation	<b>CCA #4</b>
<b>Thurs. May 18</b>	Ayurvedic Medicine  <b>CCA #6 Hand-out</b>	<b>CP</b> Ayurvedic Medicine: Wisdom From Indian Medicine <b>CP</b> Guidelines for Determining Your Constitution <b>CP</b> Guidelines for Determining Your Vikruti (Current State) <b>Txt</b> Ch.5 Ayurvedic	<b>CCA #5</b>
<b>Tues. May 23</b>	Naturopathic Medicine  <b>CCA #7 Hand-out</b>	<b>Txt</b> Ch.10 Naturopathy <b>CP</b> “History of Naturopathic Medicine in BC”	<b>CCA #6</b>
<b>Thurs. May 25</b>	Traditional Chinese Medicine  <b>CCA #8 Hand-out</b>	<b>CP</b> Traditional Chinese Medicine: Wisdom Through the Ages <b>Txt</b> Ch.4 Traditional Chinese Medicine	<b>CCA #7</b>
<b>Tues. May 30</b>	Indigenous Peoples’ Healing Traditions  <b>CCA #9 Hand-out</b>	<b>CP</b> Indigenous Peoples’ Healing Traditions: Introduction <b>RP</b> Audlin “Healing” <b>Txt</b> Ch.6 Native American Healing	<b>CCA #8</b>
<b>Thurs. June 1</b>	Healthy Thinking  Hypnotherapy & Guided Imagery	<b>Txt</b> Ch.20 p.306 “Positive attitudes” <b>CP</b> Karren, K. et al Chapter 5 “Explanatory Style & Health” <b>CP</b> Healthy Thinking “Wellness Module 8” <b>TXT</b> Ch.18 Hypnotherapy and Guided Imagery	<b>CCA #9 Group Project Hand- out</b>
<b>Tues. June 6</b>	<b>Group Presentations</b>  <b>CCA #10 Hand-out</b>		<b>Due: Group Presentations write-up</b>
<b>Thurs. June 8</b>	Mind-Body-Spirit: Therapeutic Modalities of Healing  Yoga & Healing  <b>CCA #11 Hand-out</b>	<b>Txt</b> Ch.2 Basic Concepts Guiding Alternative Therapies <b>Txt</b> Ch. 8 Aromatherapy & p. 84 <b>Txt</b> Ch.12 Massage & p. 82 <b>Txt</b> Ch.16 Yoga & p. 82 <b>Txt</b> Ch.17 Meditation & p. 83	<b>CCA #10  Presentation Reports</b>
<b>Tues. June 13</b>	Spiritual Well-Being	<b>Txt</b> Ch.2 pp. 21-22 <b>Txt</b> Ch.25 Faith & Prayer <b>CP</b> Donatelle “Focus On Cultivating Your Spiritual Health” <b>CP</b> Young & Koopsen “Spiritual Rituals”	<b>CCA #11  Research Paper Due</b>
<b>Thurs. June 15</b>	<b>Individual Presentations Research Paper Highlights</b>		<b>Paper Highlights</b>

## 5. Basis of Student Assessment (Weighting)

1. Class Content Application (CCA) Assignments	40%
2. Group Presentation Assignment (in-class presentation & write-up)	20%
3. Group Presentation Participation Assignment	5%
4. Presentation Reports Assignment	10%
5. Holistic Health & Healing Research Paper Assignment	20%
6. Research Paper Highlights	5%

**Total= 100%**

### Policies

- Students are expected to: attend classes meaning the full block of time, arrive on time, have done the assigned readings/assignments, and actively participate in all planned activities. Participation is an important aspect of integrated and experiential learning in this course.
- Repeated absences, which include not attending the full block of time, will jeopardize successful completion of this course.
- Students are expected to demonstrate positive interpersonal behavior in the classroom, including listening and acknowledging others. Students are also expected to demonstrate emotional maturity, respect, and teamwork.
- Students may not use cell phones during class. The use of any electronics (laptop, iPad, tablet) must be approved by the instructor and may only be used for note taking when necessary.
- Scheduled Class Content Application (CCA) assignments are due at the beginning of class. In fairness to all students, any assignment handed in after the first 5 minutes of class will be deducted 5%.
- Classroom Content Applications (CCA) will not be granted a grade if absent from the class in which is due, but it still must be completed to demonstrate the learning outcomes.
- If you anticipate handing in any of the following assignments late (Presentation Reports Assignment and the Holistic Health & Healing Research Paper Assignment) and have notified the instructor before the due date, 5% per day will be deducted. If the instructor is not consulted before the due date then the assignment will be deducted 10% per day. No assignment listed above will be accepted after one calendar week after the due date resulting in not receiving a grade for the course.
- All assignments must be completed to a minimum of a “C” grade in order to receive a final letter grade for the course.
- If an absence is due to illness, the assignment must be emailed to the instructor by the start time of the class to demonstrate completion of the assignment, and a doctor’s note will be required. A hard copy will need to be handed in upon returning to class.
- In exceptional circumstances, students may arrange with the instructor for an extension of an assignment before the due date. A professional’s note will be required.

- Final grades on all assignments are non-negotiable.
- Students who have a *Letter of Accommodation* from the Disability Resource Centre (DRC) must provide a copy of this letter to the instructor at the beginning of the term, or when it is received from DRC. Any identified arrangements by the DRC regarding assignment submissions must be negotiated with the instructor prior to the assignment due date.

**6. Grading System:  
Standard (GPA)**

Percentage	Grade	Grade Point Equivalency
90-100	A+	9
85-89	A	8
80-84	A-	7
77-79	B+	6
73-76	B	5
70-72	B-	4
65-69	C+	3
60-64	C	2
50-59	D min. level	1
0-49	F	0

**7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course**

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, through Student Services or on the College website at [www.camosun.ca](http://www.camosun.ca).

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Enrolment Services, and on the College website at [www.camosun.ca/about/policies/policies.html](http://www.camosun.ca/about/policies/policies.html)

*The Department of Community, Family & Child Studies is committed to promoting competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of Academic Honesty Guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is the student's responsibility to become familiar with the content and the consequences of academic dishonesty. Before you begin your assignments, review the Academic Policies on the Camosun College website: <http://camosun.ca/learn/becoming/policies.html>*