

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: ADED 422		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Wellbeing and Lifelong Learning Course Short Title: Wellbeing & Lifelong Learning															
Faculty: Faculty of Education, Community, & Human Dev.		Department/School: Adult Education													
Calendar Description: Examines wellbeing through holistic, intersectional, and Indigenous perspectives within the field of adult education. Students analyze systemic barriers, environmental influences, and decolonial principles. Using culturally responsive, embodied, and trauma-informed lenses, learners evaluate wellbeing across diverse social and workplace settings.															
Prerequisites (or NONE):		30-university-level credits or department permission.													
Corequisites (if applicable, or NONE):		None													
Pre/corequisites (if applicable, or NONE):		None													
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: ADED 480 (CRN #201601.10028) Cross-listed with: Equivalent course(s): ADED 480 (CRN #201601) <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Credit/No Credit Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 25													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>16</td> </tr> <tr> <td>Tutorials/workshops</td> <td>29</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar	16	Tutorials/workshops	29							Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	16														
Tutorials/workshops	29														
Total hours	45														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: No		Transfer Credit (See bctransferguide.ca.) Transfer credit already exists: No Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>													
Department approval		Date of meeting: February 18, 2026													
Faculty Council approval		Date of meeting: April 12, 2026													
Undergraduate Education Committee (UEC) approval		Date of meeting: June 19, 2026													

Learning Outcomes

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

1. Analyze wellbeing through various lenses, including health, community, financial, and personal dimensions of lifelong learning.
2. Identify systemic barriers to wellbeing by exploring how overlapping identities (intersectionality) affect individual and group experiences.
3. Apply Indigenous perspectives and decolonial principles to support wellbeing in community and workplace settings.
4. Develop inclusive strategies for wellbeing using trauma-informed and culturally responsive approaches.
5. Integrate mindfulness and somatic practices to demonstrate how embodied presence enhances adult learning.
6. Evaluate land-based learning as a foundation for wellbeing, recognizing the reciprocal relationship between the natural environment and human health.
7. Design a practical wellbeing plan for a specific adult education environment, such as a classroom, non-profit, or workplace.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	100%	%	%
	%	%	%

Details:

Assignments include holistic wellbeing personal audit (20%), intersectionality and systems case study (20%), land-based somatic observation (20%), wellbeing intervention design plan (20%), and summative self-assessment and learning narrative (20%).

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods

Typical instructional methods include a blend of face-to-face (F2F) classes, synchronous participation through Zoom videoconferencing, and online learning through Brightspace, with some weeks or classes delivered fully online. The focus is on project-based learning involving collaborative and individual reflective and self-reflective tasks.

F2F classes are highly interactive and in workshop formats. Students will brainstorm and collaborate to formulate criteria and standards based on evidence and reading, learn and lead a range of practices associated with mindfulness and reflective approaches to wellbeing, and present their inquiries to peers.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author	Title and publication/access details	Year
1. Book	Simpson, L. B.	Theory of Water: Nishnaabe maps to the times ahead. Penguin Random House Canada	2025
2. Journal	Field, J.	Adult learning, health and well-being – changing lives. ADULT LEARNER 2011, The Irish Journal of Adult and Community Education.	2011
3. Journal	Lange, E. A.	Composting modernity. Pedagogical practices for emplacing ourselves within the living world. European Journal for Research on the Education and Learning of Adults, 15(3), 239-259.	2024
4. Journal	Waller, R., Hodge, S., Holford, J., Milana, M., & Webb, S.	Adult education, mental health and mental wellbeing. International Journal of Lifelong Education, 37(4), 397–400. https://doi.org/10.1080/02601370.2019.1533064	2018
5. Journal	Sinclair, M., Allen, L. P., & Hatala, A. R.	Promoting health and wellness through Indigenous sacred sites, ceremony grounds, and land-based learning: A scoping review. AlterNative: An International Journal of Indigenous Peoples, 20(3), 560-568. https://doi.org/10.1177/11771801241251411	2024

Required Additional Supplies and Materials

Course Content and Topics

- Definitions of holistic health and the educator's role in supporting learner wellness
- Identifying systemic inequities and barriers to wellness in adult education
- Traditional knowledge, ethical implementation
- Land-based learning as a foundation for community health
- Engaging with local ecosystems to understand the reciprocal relationship between environmental health and human wellbeing
- Environmental influences, physical space design, and the somatic (body-based) experience of learning
- Creating predictability, choice and a sense of belonging for diverse adult populations
- Integrating movement, sensory awareness, mindfulness, and the "mind-body" connection into teaching strategies
- Moving from theory to practical, ethical, and land-informed implementation in the field