



HLTH-100 – Health Pathway Success Seminar

Health and Human Services

Effective Term & Year: Fall 2026

Course Outline Review Date: 2031-04-01

Program Area: Health

Description:

Health Pathway Success Seminar prepares students for transition into health-related post-secondary study and entry-level roles in health and community service settings. Students build study strategies, anatomy and health terminology, reading and note-taking skills, professional communication habits, and awareness of health equity, cultural safety, trauma-informed practice, and workplace expectations. The seminar also helps students create a portfolio of work that demonstrates readiness for programs such as Practical Nursing, Dental Assistant, Kinesiology and Bachelor of Nursing, or entry-level roles in health and community service settings.

Program Information:

The seminar prepares students for readiness into programs such as Practical Nursing, Dental Assistant, Kinesiology and Bachelor of Nursing, or entry-level roles in health and community service settings.

Delivery Methods: Directed/Guided Studies, Hybrid – On-campus (Face-to-Face) and Online

Credit Type: College of the Rockies Credits

Credits: 3

Instructional Activity and Hours:

Activity	Hours
-----------------	--------------

Classroom, Directed Studies or Online Instruction	45
Seminar/Tutorials	
Laboratory/Studio	
Practicum/Field Experience	
Co-op/Work Experience	
Other	
Total	45

Course Requisites:

None

Prior Learning and Recognition: No**Course Transfer Credit:**

For information about receiving transfer credit for courses taken at either British Columbia or Alberta institutions, please see <https://www.bctransferguide.ca/> or <https://transferralberta.alberta.ca> . For more transfer credit information, please visit <https://www.cotr.bc.ca/Transfer>

All requests for course transfer credit from institutions in British Columbia or elsewhere should go to the College of the Rockies Enrollment Service office.

Textbook Resources:

Textbook selection varies by instructor and may change from year to year.

Students will use instructor-provided readings, handouts, templates, and selected health-related and workplace-oriented materials. Access to a computer, internet, email, and the College learning platform is required.

Please see the instructor's syllabus or check COTR's online text calculator <https://textbook.cotr.bc.ca/> for a complete list of the currently required textbooks.

Learning Outcomes:

By the end of the course, students will be able to demonstrate the ability to:

- Manage learning in a health-program context by using effective study strategies, time planning, self-management, and help-seeking practices.
 - Use foundational health and anatomical language accurately and appropriately in reading, discussion, note-taking, and introductory written communication.
 - Work with health-related information by reading, annotating, interpreting, and organizing introductory health-science texts, forms, and workplace-style documents.
 - Communicate professionally in health and service contexts through clear written, oral, and collaborative interactions suited to academic, pre-professional, and service environments.
 - Apply equity-informed perspectives to health-related contexts by recognizing how health equity, health literacy, cultural safety, trauma-informed practice, anti-racism, and advocacy influence learning and work.
 - Demonstrate readiness for transition by assembling and reflecting on a portfolio of work that shows preparation for Practical Nursing, further study, or entry-level roles in health and community service settings.
-

Course Topics:

Course Content

1. Academic Success in a Health Program

- expectations of health-related post-secondary learning
- time management and workload planning
- study routines for high-volume reading and memorization
- quiz and exam preparation
- self-monitoring and early intervention
- support services and help-seeking

2. Anatomy and Health Terminology Readiness

- anatomical position

- directional terms
- body planes and cavities
- organ systems overview
- common medical and anatomical prefixes, suffixes, and roots
- structure-function thinking
- terminology used in health learning contexts

3. Health-Science Reading, Note-Taking, and Information Organization

- reading textbook-style chapters
- using headings, glossaries, diagrams, summaries, and review questions
- annotation methods
- Cornell notes, mapped notes, and summary notes
- vocabulary systems
- retrieval practice and self-testing
- interpreting forms and basic workplace documents

4. Professional Communication and Workplace Habits

- communication with instructors, peers, and supervisors
- asking questions clearly
- writing professional emails and messages

- respectful teamwork and collaboration
- receiving and using feedback
- reliability, preparedness, accountability, and professional boundaries
- introductory documentation and organization habits

5. Equity, Care, and Service Contexts

- determinants of health
- health literacy
- cultural safety
- trauma-informed practice
- anti-racism in health care and service settings
- communication barriers and accessibility
- advocacy, prevention, wellness, and restoration

6. Career and Pathway Readiness

- exploring health and community-service roles
- understanding role boundaries
- identifying next-step options
- resume basics and transition planning
- portfolio development for education and employment pathways

Evaluation and Assessments

Assessment Type: On-Campus (face-to-face) and Online, or Hybrid

Assessment Type	% of Total Grade
Learning management and readiness assignments	20%
Terminology, reading, and information assignments	20%
Professional communication and applied workplace assignments	20%
Equity, health literacy, and reflection tasks assignments	15%
Participation and professional engagement	10%
Final readiness portfolio and transition reflection	15%
Total	100%

Grade Scheme

COM	NCG
Completed to the defined standard – 65% and higher	No credit granted – less than 65%

Evaluation Notes Comments:

Assessment in this course is competency-based and focuses on students' ability to demonstrate readiness for health-program study and related service-oriented environments. Students will complete a series of applied tasks that provide evidence of study and self-management strategies, use of health terminology, reading and information-management skills, professional communication, and equity-informed understanding. The culminating portfolio brings together selected work samples and reflective writing to demonstrate preparedness for transition into a Health-related program such as Practical Nursing, Dental Assistant, Kinesiology and Bachelor of Nursing, or entry-level roles in health and community service settings.

The grading criteria will be tied to demonstrated performance.

For example:

- Emerging: demonstrates the competency inconsistently or with significant support
- Developing: demonstrates the competency with partial consistency
- Proficient: demonstrates the competency consistently and appropriately
- Strong: demonstrates the competency consistently, accurately, and reflectively

Students must demonstrate a minimum Proficient competency across all course topic areas reflected in a completed portfolio submitted for evaluation.

Exam Attendance:

Students must attend all scheduled exams at the appointed time and place. Instructors may approve an alternate exam to accommodate an illness or personal crisis. Department heads will consider other written requests. Any student who misses a scheduled exam without prior approval will receive a "0" on the exam.

Academic Policies:

College of the Rockies policies related to courses can be found at <https://cotr.bc.ca/about-us/college-policies/> and include the following:

- Policy 2.1.4 Course Audit
 - Policy 2.4.1 Credential Framework
 - Policy 2.4.3 Students with Documented Disabilities
 - Policy 2.4.4 Student Rights, Responsibilities and Conduct
 - Policy 2.4.8 Academic Performance
 - Policy 2.4.9 Student Feedback and Concerns
 - Policy 2.4.11 Storage of Academic Works
 - Policy 2.5.3 Student Appeal
 - Policy 2.5.5 Prior Learning Assessment and Recognition (PLAR)
-

Course Changes:

The College of the Rockies updates course outlines regularly to meet changing educational, employment and marketing needs. The instructor will notify students in writing of any updates to this outline during the semester. The instructor reserves the right to revise, add or delete material while meeting the learning outcomes of this course outline.