



COURSE OUTLINE: NSW0114 - ABORIGINAL WELLNESS

Prepared: Corinne Onovo

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	NSW0114: UNDERSTAND ABORIGINAL WELLNESS IN CANADA
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Academic Year:	2022-2023
Course Description:	This course will provide CICE students, with the assistance of a learning specialist, with an in-depth examination of Aboriginal history, worldview and culture in Canada. By exploring pre-contact and colonial history students will gain an understanding of the experiences and impacts of colonization on Aboriginal wellness and identity. CICE students, with the assistance of a learning specialist, will also discover how wellness is impacted as they explore contemporary issues relating to Aboriginal and government relations, such as policies rights and responsibilities.
Total Credits:	3
Hours/Week:	3
Total Hours:	42
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Vocational Learning Outcomes (VLO's) addressed in this course:	1120 - COMMUNITY INTEGRATN
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Integrate fully in academic, social and community activities.
Essential Employability Skills (EES) addressed in this course:	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication. EES 5 Use a variety of thinking skills to anticipate and solve problems. EES 6 Locate, select, organize, and document information using appropriate technology and information systems. EES 7 Analyze, evaluate, and apply relevant information from a variety of sources. EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others. EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals. EES 10 Manage the use of time and other resources to complete projects. EES 11 Take responsibility for ones own actions, decisions, and consequences.



Course Evaluation:	<p>Passing Grade: 50%, D</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>																
Books and Required Resources:	<p>First Nations in the 21st Century by James Frideres Publisher: Oxford University Press Edition: Third Edition ISBN: : 9780199033171</p>																
Course Outcomes and Learning Objectives:	<p>Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:</p> <table border="1"> <thead> <tr> <th>Course Outcome 1</th> <th>Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td>1. Demonstrate an understanding of pre-contact Indigenous life, social structures, values and ethics, governance and spiritual beliefs/practices.</td> <td> 1.1 Relate family roles to community identity and responsibility in pre-contact societies. 1.2 Identify traditional governances and social structures. 1.3 Articulate traditional concepts of wellness. 1.4 Explain the inter-relatedness of land and identity. 1.5 Communicate key ideas on the diversity of Indigenous cultures across Canada. </td> </tr> <tr> <th>Course Outcome 2</th> <th>Learning Objectives for Course Outcome 2</th> </tr> <tr> <td>2. Identify and educate on the concept of Indigenous worldview.</td> <td> 2.1 Understand the interconnectedness of First Nations communities and their natural environments. 2.2 Define universals in North American Indigenous ways of knowing. 2.3 Articulate Indigenous worldview concepts. </td> </tr> <tr> <th>Course Outcome 3</th> <th>Learning Objectives for Course Outcome 3</th> </tr> <tr> <td>3. Connect traditional Indigenous philosophies to the helping profession.</td> <td> 3.1 Identify traditional Indigenous ways of knowing. 3.2 Relate Indigenous ways of knowing and values of collective culture to the values of the helping profession. 3.3 Adopt the concept of culture as healing. 3.4 Refute the idea that Indigenous culture and traditional lifestyles are the root of current personal and societal challenges of Indigenous peoples. 3.5 Connect Determinants of Indigenous people`s health to goals of well being for Indigenous peoples. </td> </tr> <tr> <th>Course Outcome 4</th> <th>Learning Objectives for Course Outcome 4</th> </tr> <tr> <td>4. Demonstrate an understanding of the effects of colonization on Canadian Indigenous people.</td> <td> 4.1 Utilize a working terminology of concepts relevant to the historical process of the Canadian Indigenous experience. 4.2 Link the effects of the colonization process to current Indigenous-Non-Indigenous relations and Indigenous lifestyles. 4.3 Articulate the diverse elements that contribute to Indigenous cultural identity loss, both historical and current. 4.4 Explain decolonization and how colonization and colonialism continues to impact Indigenous people in present day using Determinants of Well Being and Social Determinants of Health. </td> </tr> </tbody> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	1. Demonstrate an understanding of pre-contact Indigenous life, social structures, values and ethics, governance and spiritual beliefs/practices.	1.1 Relate family roles to community identity and responsibility in pre-contact societies. 1.2 Identify traditional governances and social structures. 1.3 Articulate traditional concepts of wellness. 1.4 Explain the inter-relatedness of land and identity. 1.5 Communicate key ideas on the diversity of Indigenous cultures across Canada.	Course Outcome 2	Learning Objectives for Course Outcome 2	2. Identify and educate on the concept of Indigenous worldview.	2.1 Understand the interconnectedness of First Nations communities and their natural environments. 2.2 Define universals in North American Indigenous ways of knowing. 2.3 Articulate Indigenous worldview concepts.	Course Outcome 3	Learning Objectives for Course Outcome 3	3. Connect traditional Indigenous philosophies to the helping profession.	3.1 Identify traditional Indigenous ways of knowing. 3.2 Relate Indigenous ways of knowing and values of collective culture to the values of the helping profession. 3.3 Adopt the concept of culture as healing. 3.4 Refute the idea that Indigenous culture and traditional lifestyles are the root of current personal and societal challenges of Indigenous peoples. 3.5 Connect Determinants of Indigenous people`s health to goals of well being for Indigenous peoples.	Course Outcome 4	Learning Objectives for Course Outcome 4	4. Demonstrate an understanding of the effects of colonization on Canadian Indigenous people.	4.1 Utilize a working terminology of concepts relevant to the historical process of the Canadian Indigenous experience. 4.2 Link the effects of the colonization process to current Indigenous-Non-Indigenous relations and Indigenous lifestyles. 4.3 Articulate the diverse elements that contribute to Indigenous cultural identity loss, both historical and current. 4.4 Explain decolonization and how colonization and colonialism continues to impact Indigenous people in present day using Determinants of Well Being and Social Determinants of Health.
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Course Outcome 5	Learning Objectives for Course Outcome 5
5. Demonstrate an understanding of Indigenous and government relations throughout history.	5.1 Explain the inherent rights of Indigenous self-determination and self-government and its contribution to Indigenous wellness. 5.2 Link historical and current relations between Indigenous peoples and the government to various Social Determinants of Health and Being (current challenges affecting identity, economic well-being, land dispossession and social structure). 5.3 Understand the Royal Proclamation, treaties, the Indian Act and the fiduciary duty of the government. 5.4 Recognize the significance of Canadian Residential Schools and the 60`s Scoop in the personal and collective experience of Indigenous people. 5.5 Differentiate between First Nations (status/non-status), Metis, and Inuit people. 5.6 Discuss trust as an issue in Indigenous-Government relations.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Key Concepts Notes	20%
Other assignments	55%
Presentations	20%
Talking Circle	5%

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced



number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:

September 7, 2022

Addendum:

Please refer to the course outline addendum on the Learning Management System for further information.

