



## COURSE OUTLINE: NSW114 - INDIGENOUS WELLNESS

Prepared: Corinne Onovo MSW, RSW

Approved: Karen Hudson, Dean, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	NSW114: UNDERSTAND INDIGENOUS WELLNESS IN CANADA
<b>Program Number: Name</b>	1221: SSW INDIGENOUS SPECA
<b>Department:</b>	SOCIAL SERV. WKR. - NATIVE
<b>Academic Year:</b>	2024-2025
<b>Course Description:</b>	This course will provide students with an in-depth examination of Indigenous 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 indigenous wellness and identity. Students will also discover how wellness is impacted as they explore contemporary issues relating to indigenous and government relations, such as policies rights and responsibilities.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	42
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>1221 - SSW INDIGENOUS SPECA</b>
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	VLO 1 Develop respectful and collaborative professional and interpersonal relationships that adhere to professional, legal, and ethical standards aligned to social service work.
	VLO 2 Record information accurately and communicate effectively in written, digital, verbal and non-verbal ways, in adherence to privacy and freedom of information legislation, in accordance with professional and workplace standards.
	VLO 3 Integrate a practice framework within a service delivery continuum, addressing the needs of individuals, families and communities at micro, mezzo, macro and global levels, and work with them in achieving their goals.
	VLO 4 Plan and implement accessible and responsive programs and services, recognizing the diverse needs and experiences of individuals, groups, families and communities, and meeting these needs.
	VLO 5 Examine current social policy, relevant legislation, and political, social, historical, and/or economic systems and their impacts for individuals and communities when delivering services to the user/client.
	VLO 6 Develop strategies and approaches that support individual clients, groups, families and communities in building the capacity for self-advocacy, while affirming their dignity and self-worth.
	VLO 7 Work from an anti-oppressive, strengths-based practice, recognizing the capacity for resilience and growth of individuals and communities when responding to the diverse needs of marginalized or vulnerable populations to act as allies and advocates.



	VLO 8	Develop strategies and approaches to implement and maintain holistic self-care as a member of a human service profession.
	VLO 9	Work with individuals, groups, families and their communities to ensure that service provider strategies promote social and economic justice, and challenge patterns of oppression, discrimination and harassment, and sexual violence with clients, coworkers and communities.
	VLO 10	Develop the capacity to work with the Indigenous individual, families, groups and communities while respecting their inherent rights to self-determine, and to identify and address systemic barriers that produce ill-effects, developing appropriate responses using approaches such as trauma informed care practice.
	VLO 11	Integrate culturally appropriate strategies and Indigenous methods of healing practices to help empower individuals and communities to solution build within an aboriginal worldview and context.

<b>Essential Employability Skills (EES) addressed in this course:</b>	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 4	Apply a systematic approach to solve problems.
	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.

<b>Course Evaluation:</b>	Passing Grade: 50%, D
	A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

<b>Books and Required Resources:</b>	Indigenous Peoples in the Twenty-First Century by James Frideres Publisher: Oxford University Press Canada Edition: Third Edition ISBN: 9780199033171
	Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants by Robin Wall Kimmerer Publisher: Milkweed Editions ISBN: 9781571313560

<b>Course Outcomes and Learning Objectives:</b>	<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
	1. Demonstrate an understanding of	1.1 Relate family roles to community identity and responsibility in pre-contact societies.

	pre-contact Indigenous life, social structures, values and ethics, governance and spiritual beliefs/practices.	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.
	<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
	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.
	<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
	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.
	<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
	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.
	<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
	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:**

<b>Evaluation Type</b>	<b>Evaluation Weight</b>
Braiding Sweetgrass Reflections	25%
Clan Systems Assignment	10%
In class Worksheets/ Activities	20%
Indigenous Determinants of Well Being Assignment	10%
Key Concepts	20%
Sharing Circles	5%
Treaties/ Indigenous Nations Assignment	10%

**Date:**

June 26, 2024

**Addendum:**

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

