

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE: Understanding Aboriginal Wellness in Canada
CODE NO. : NSW114 **SEMESTER:** 2
PROGRAM: Social Services Worker- Native Specialization
(1218) Oshki-Pimache-O-Win, Thunder Bay Delivery
AUTHOR: Michelle Proulx & Stephanie Stephens
DATE: June 2015 **PREVIOUS OUTLINE DATED:** June 2014
APPROVED: 'Angelique Lemay' Nov/15

DEAN

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): None

HOURS/WEEK: 3

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School of Community Services and Interdisciplinary Studies
(705) 759-2554, Ext. 2737*

I. COURSE DESCRIPTION:

This course will provide students 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 on Aboriginal wellness and identity. Students will also discover how wellness is impacted as they explore contemporary issues relating to Aboriginal and government relations, such as policies, rights and responsibilities.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Demonstrate an understanding of pre-contact Aboriginal life, social structures, values and ethics, governance and spiritual beliefs/practices.

Potential Elements of the Performance:

- Describe egalitarian, communal and interdependent societies.
- Identify traditional governance and social structures.
- Articulate traditional concepts of wellness including spiritual beliefs/practices, use of medicine, balance and connectedness, and universal relations.

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2. Identify and educate on the concept of Aboriginal worldview.

Potential Elements of the Performance:

- Understand how Aboriginal Peoples see and interpret the world.
- Identify beliefs about life and the universe held by Aboriginal Peoples
- Articulate Aboriginal worldview concepts

3. Connect traditional Aboriginal philosophies to the helping profession.

Potential Elements of the Performance:

- Identify traditional Aboriginal wisdom, values and beliefs
- Understand traditional Aboriginal philosophies
- Compare Aboriginal philosophies to the values of the helping profession.

4. Demonstrate an understanding of the effects of colonization on Aboriginal Peoples.

Potential Elements of the Performance:

- Define colonization, assimilation, acculturation, cultural genocide, internalized oppression and intergenerational trauma.
- Link historical Aboriginal - European relations to present Aboriginal wellbeing.

- Analyze Aboriginal cultural identity loss by relating historical impacts to present day oppression
 - Explain how colonization impacts Aboriginal peoples at the individual, family, community, and nation levels.
5. Demonstrate an understanding of Aboriginal and government relations throughout history.
- Potential Elements of the Performance:
- Explain the inherent rights of Aboriginal self-determination and self-government.
 - Create a historical timeline identifying relations between Aboriginal peoples and the government through treaties, policies and practices.
 - Understand the Royal Proclamation, treaties, the Indian Act, and the fiduciary responsibility of the government.
 - Differentiate between First Nations (status/non-status), Metis and Inuit peoples.

III. TOPICS:

1. Pre-contact Aboriginal History
2. Traditional Aboriginal Wellbeing
3. Aboriginal Worldview
4. Aboriginal Philosophies
5. Understanding Colonization of Aboriginal Peoples
6. Oppression of Aboriginal Peoples
7. Cultural Identity Loss
8. Impacts of Colonization
9. Intergenerational Trauma
10. Aboriginal – Government Relations

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Resources to be provided by professor.

V. EVALUATION PROCESS/GRADING SYSTEM:

Video Reports (2 x 15%)	30%
Tests (2 x 20%)	40%
Teaching Circle In-Class Assignment	20%
Personal Reflection	<u>10%</u>
Total	100%

VIDEO REPORTS: Students will be shown two videos in class with questions to answer based on the material presented in the videos. Details will be provided by professor.

TESTS: There will be two tests, one midway and one at the end of the semester based on assigned readings, in-class lectures and discussions. Tests cannot be rewritten in order to obtain a higher grade. Tests will only be individually rescheduled, at the discretion of the professor, for substantiated reasons for absence on test day. Students requiring rescheduling must make arrangements directly with the professor prior to the start of the test.

TEACHING CIRCLE IN-CLASS ASSIGNMENT: Students will be assigned topics to research, write a report on and present a highlighted summary of the report to the class. Topic areas include residential school, historic trauma, truth and reconciliation findings/recommendations, Aboriginal identity, Aboriginal worldview, social determinants of health, etc. Information presented during the teaching circle will be included on the final test. Details will be provided by professor.

PERSONAL REFLECTIONS: Students will be asked to share in class, and write personal reflections based on content presented throughout the course. This will help students process and critically analyze the information. Details will be provided by professor.

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	3.00
C	60 - 69%	2.00

D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI. SPECIAL NOTES:

Attendance Requirement: Due to the nature of this course through an experiential learning approach, students must attend at least 70% of course time in order to pass. Extenuating circumstances will be given consideration, and students being specifically accommodated for various reasons may be exempt of this. Please discuss any attendance issues with your professor.

Substance Use:

Students are prohibited from being under the influence of drugs or alcohol during scheduled course time. It is especially critical that students respect and abide by the Sault College Student Code of Conduct and follow the protocols taught in the course regarding Aboriginal cultural practices. Certain ceremonies will require students abstain from substances four days prior to participation. Notification of ceremonial activities will be given in advance.

Please refer to the Oshki-Pimache-O-Win SSW-NS program policy and procedure documentation. Note that MOODLE is the equivalent to D2L or LMS for Thunder Bay Delivery.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.