



COURSE OUTLINE: NSW114 - INDIGENOUS WELLNESS

Prepared: Lisa Piotrowski

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

Course Code: Title	NSW114: UNDERSTAND INDIGENOUS WELLNESS IN CANADA
Program Number: Name	1221: SSW INDIGENOUS SPECA 1223: SSW INDIGENOUS SPECI
Department:	SOCIAL SERV. WKR. - NATIVE
Semesters/Terms:	19F, 20W
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 of colonization 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.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
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:	<p>1221 - SSW INDIGENOUS SPECA</p> <p>VLO 1 Develop and maintain professional relationships which adhere to professional, legal, and ethical standards aligned to social service work.</p> <p>VLO 2 Identify strengths, resources, and challenges of individuals, families, groups, and communities to assist them in achieving their goals.</p> <p>VLO 3 Recognize diverse needs and experiences of individuals, groups, families, and communities to promote accessible and responsive programs and services.</p> <p>VLO 5 Advocate for appropriate access to resources to assist individuals, families, groups, and communities.</p> <p>VLO 10 Respectfully collaborate with Indigenous individuals, families and communities to facilitate change considering the historical impact of legislation and social systems on the Indigenous Canadian culture and experience.</p> <p>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.</p> <p>1223 - SSW INDIGENOUS SPECI</p> <p>VLO 1 Develop and maintain professional relationships which adhere to professional, legal, and ethical standards aligned to social service work.</p> <p>VLO 2 Identify strengths, resources, and challenges of individuals, families, groups, and communities to assist them in achieving their goals.</p> <p>VLO 3 Recognize diverse needs and experiences of individuals, groups, families, and</p>

Please refer to program web page for a complete listing of program outcomes where applicable.



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Essential Employability Skills (EES) addressed in this course:	<p>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.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>										
General Education Themes:	Social and Cultural Understanding										
Course Evaluation:	Passing Grade: 50%, D										
Books and Required Resources:	First Nations in the 21st Century by James Frideres Publisher: Oxford University Press Edition: Second Edition ISBN: : 9780199020430										
Course Outcomes and Learning Objectives:	<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> </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
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	<p>3. Connect traditional Indigenous philosophies to the helping profession.</p>	<p>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.</p>
	<p>Course Outcome 4</p>	<p>Learning Objectives for Course Outcome 4</p>
	<p>4. Demonstrate an understanding of the effects of colonization on Canadian Indigenous people.</p>	<p>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.</p>
	<p>Course Outcome 5</p>	<p>Learning Objectives for Course Outcome 5</p>
	<p>5. Demonstrate an understanding of Indigenous and government relations throughout history.</p>	<p>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.</p>

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Decolonization	15%
Determinants of Well Being for Indigenous Peoples	20%
Talking Circles	5%
Teaching Circles	20%
Tests (2 x 20%)	40%

Date: June 27, 2019

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