



## COURSE OUTLINE: NSW0214 - INDIGEN HEAL METHODS

Prepared: Lisa Piotrowski

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

<b>Course Code: Title</b>	NSW0214: INC INDIGENOUS HEALING METHOD INTO PRACT				
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN				
<b>Department:</b>	C.I.C.E.				
<b>Semesters/Terms:</b>	19F				
<b>Course Description:</b>	Through an experiential learning approach, students will explore how to incorporate Indigenous healing methods in social service work practice. Throughout the semester, students will be exposed to different traditional healing methods within Indigenous cultures including the use of medicines, ceremonies, sharing circles, and traditional healers to achieve spiritual, mental, physical and emotional balance. This course involves hands on experience with medicines and instruction on how to use traditional teachings with clients.				
<b>Total Credits:</b>	4				
<b>Hours/Week:</b>	4				
<b>Total Hours:</b>	60				
<b>Prerequisites:</b>	NSW0101				
<b>Corequisites:</b>	There are no co-requisites for this course.				
<b>Essential Employability Skills (EES) addressed in this course:</b>	<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 4 Apply a systematic approach to solve problems.</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>				
<b>Course Evaluation:</b>	Passing Grade: 50%, D				
<b>Course Outcomes and Learning Objectives:</b>	<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</td> <td>1.1 Understand the goals and practice of 2 Eyed Seeing in</td> </tr> </tbody> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	1. Demonstrate an	1.1 Understand the goals and practice of 2 Eyed Seeing in
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	<p>understanding of the correlation between Indigenous healing methods and social service work approaches to practice.</p>	<p>Social Service Work.  1.2 Define mino-pimatisiwin and identify core concepts of `a good life` of living well.  1.3 Relate personal and cultural identity to Indigenous healing.  1.4 Integrate the 7 Grandfather Teachings into social service worker practice and Code of Ethics.  1.5 Understand the connection between the holistic approach using Indigenous models of well-being and social service work practice Biopsychosocial Plus (BPS+) approach.</p>
	<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
	<p>2. Integrate knowledge of medicinal plants into holistic healing practices to achieve wellness and balance.</p>	<p>2.1 Explain the concept of medicine in traditional Indigenous cultures.  2.2 Understand the spiritual component of holistic wellness specifically as it relates to natural medicines.  2.3 Connect access to land and its resources to personal and social challenges and health.  2.4 Understand and explain how to connect the use of traditional healing medicine as spiritual intervention to social social service work.  2.5 Identify common medicinal plants in local natural environment.  2.6 Apply knowledge of when and how to respectfully harvest medicines.  2.7 Prepare and process the harvested medicines.</p>
	<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
	<p>3. Demonstrate a working knowledge of traditional Indigenous teachings and ceremonies as they relate to wellness and balance.</p>	<p>3.1 Identify Indigenous cultural protocols, values and ethics relating to traditional medicine, ceremonies and teachings.  3.2 Incorporate 7 Grandfather Teachings into everyday learning and healing, personally and professionally.  3.3 Explain the purposes, healing properties, and procedures of a variety of ceremonies.  3.4 Understand how Indigenous storytelling and ways of knowing contribute to mino-pimatisiwin.  3.5 Differentiate and appreciate the roles and ways that individual Elders, Knowledge Keepers and Traditional Healers can be incorporated into social service work.  3.6 Provide insight to others on how cultural identity is a protective factor and contributes to positive Indigenous well being.</p>
	<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
	<p>4. Complete a holistic assessment for wellness and a service plan for social service work practice that integrates Indigenous healing methods.</p>	<p>4.1 Respect 2 Eyed Seeing in Social Service Work practice.  4.2 Use of Indigenous ways of knowing and tools to complete a holistic assessment.  4.3 Identify cultural, community, family and individual history as possible factors impacting a client`s current situation.  4.4 Develop a holistic service plan to accommodate a client who is seeking to incorporate traditional healing methods in a way that matches their individual level of cultural identity.  4.5 Identify resources (Elders, Healers, Knowledge Keepers, etc) in the community to include in a service plan.</p>
	<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>

	5. Engage Aboriginal Elders, Knowledge Keepers and Traditional Healers as resources in social service work.	5.1 Participate in teachings from Elders, Knowledge Keepers and/or Traditional Healers. 5.2 Understand that protocols for ceremonies and approaching Elders, Knowledge Keepers and Healers differ in the diverse regions across Canada. 5.3 Identify and approach an Elder, Knowledge Keeper or Healer in the community to access their participation.
	<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>
	6. Facilitate a sharing circle and organize a feast.	6.1 Plan and prepare for a feast in a manner that honours the meaning of feast in the Indigenous community. 6.2 Utilize an Elder and appropriate Knowledge Keepers to meet the needs of assisting with ceremonial aspects of the feast and or ceremony. 6.3 Communicate the purpose and healing benefits of a sharing circle and feast. 6.4 Take a lead role in facilitating a sharing circle.

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
7 Grandfathers Journal	15%
Blending SSW with Traditional Perspectives	10%
Facilitating of Smudging	5%
Feast/Ceremonies Reflection	15%
Holistic Assessment/Integrated Service Plan	15%
Plant Medicines	10%
Research on 2 Eyed Practice	20%
Sharing Circle Facilitation	10%

**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:**

August 28, 2019

**Addendum:**

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

