

# SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



## COURSE OUTLINE

**COURSE TITLE:** Understanding Aboriginal Wellness in Canada

**CODE NO. :** NSW114 **SEMESTER:** 1

**PROGRAM:** Social Services Worker- Native Specialization

**AUTHOR:** SSW – Native Specialization Faculty

**DATE:** June 2016 **PREVIOUS OUTLINE DATED:** June 2015

**APPROVED:** 'Angelique Lemay' June/16

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	DEAN	DATE

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** None

**HOURS/WEEK:** 3

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**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 family roles in pre-contact societies.
- Identify traditional governance and social structures.
- Articulate traditional concepts of wellness
- Communicate key ideas on the diversity of Aboriginal cultures across Canada

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

**Potential Elements of the Performance:**

- Understand the interconnectedness of First Nations communities and their environments.
- Define universals in North American Aboriginal ways of knowing
- 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
- Relate Aboriginal ways of knowing and values of collective culture to the values of the helping profession.
- Adopt the concept of culture as healing
- Refute the idea that Aboriginal culture and traditional lifestyles are the root of current personal and societal challenges

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

**Potential Elements of the Performance:**

- Utilize a working terminology of concepts relevant to the historical process of the Canadian Aboriginal experience.
- Link the effects of the colonization process to current Aboriginal - European relations and Aboriginal lifestyles.
- Articulate the diverse elements that contribute to Aboriginal cultural identity loss, both historical and current.
- Explain decolonization and how colonization continues to impact Aboriginal peoples in present day.

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.
- Link historical and current relations between Aboriginal peoples and the government to current challenges affecting identity, economic wellbeing and social structure.
- Understand the Royal Proclamation, treaties, the Indian Act, and the fiduciary responsibility of the government.
- Recognize the significance of Canadian Residential Schools in the personal and collective experience of Aboriginal people.
- Differentiate between First Nations (status/non-status), Metis and Inuit peoples.
- Discuss trust as an issue in Aboriginal – Government relations.

**III. TOPICS:**

- Pre-contact Aboriginal History
- Traditional Aboriginal Wellbeing
- Aboriginal Worldview and Ways of Knowing
- Understanding Colonization of Aboriginal Peoples : Events, Impacts & Effects
- Cultural Identity Crisis

- Residential School and Intergenerational Trauma
- Aboriginal – Government Relations
- Decolonization

#### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Frideres, First Nations in the 21<sup>st</sup> Century, Second Edition, Oxford University Press

Other material provided by Professor.

#### V. EVALUATION PROCESS/GRADING SYSTEM:

Talking Circles (2 x 5%)	10%
Tests (2 x 20%)	40%
Teaching Circles (Group Assignment) 20%	
Papers: 1.Culture and Identity as Key Elements of Wellness 2. Decolonization ( 2 X 15% each)	<u>30%</u>
Total	100%

**TALKING CIRCLES:** Students will participate in two abbreviated talking circles during the semester. Circles are abbreviated due to class time constraints. Students must be present during classes scheduled for Talking Circles to have access to the marks for this activity.. Details will be provided by professor.

**TESTS:** There will be two tests, one midway, based on all course material covered to that point, and one at the end of the semester, covering the remaining material. Tests cannot be rewritten in order to obtain a higher grade. Both tests are open note. Students should prepare excellent Chapter Reading Notes and class session notes to enable them to do their best on tests.

**TEACHING CIRCLES:** Students will work in groups on assigned topics to research, prepare an oral presentation and a PowerPoint to present to the class. Topic areas will be provided by the professor. **Students must be in attendance with their group on the day of their group's presentation in order to be eligible for full group mark.** Information presented during the teaching circle will be included on the final test. Details will be provided by professor.

**PAPERS:** Students will produce two (2) papers as an individual assignment for this course. Papers will focus on (1) Aboriginal Culture and Identity as Key Elements of Wellness and (2) Decolonization. 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%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the

scheduled session.

Late Arrival:

Arriving late is disruptive, and interferes with the learning process for others. If late arrival becomes a pattern, students may be asked to respect the learning process and wait to enter until break.

**VII. COURSE OUTLINE ADDENDUM:**

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