

COURSE NAME: CLT100 First Peoples of Canada

Credit Value: 3
Total Course Hours: 42
Prerequisite Course(s): None
Corequisite Course(s): None

COURSE DESCRIPTION

This course is designed to help students reflect on Indigenous peoples' experiences of historical and present-day colonization. Students will journey through cultural safety practices, identify racism and articulate ways of reconciliation. Students will discuss the overall health and well-being of Indigenous people and learn about Indigenous worldviews and wellness practices. Throughout the course, students will explore Indigenous history and contemporary issues in the twenty-first century.

LAND ACKNOWLEDGEMENT

Canadore College resides on the traditional territory of the Anishinaabeg and within lands protected by the Robinson Huron Treaty of 1850. This land is occupied by the people of Nipissing First Nation since time immemorial.

PLAR INFORMATION

This course is eligible for Prior Learning Assessment and Recognition. Students are advised to discuss options with their program coordinator.

COURSE LEARNING OUTCOMES

Upon completion of this course, the student will have reliably demonstrated the ability to:

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| 1.0 Define, discuss and explain cultural safety. | 3.1 Describe the historical relationships and events between Indigenous peoples and settlers. |
| 1.1 Distinguish and define cultural awareness, cultural sensitivity, cultural competence, and cultural safety. | 3.2 Understand the treaty relationship between Indigenous people and Canada. |
| 1.2 Identify the inequality that currently exists between Indigenous people and Canadian society within Canada. | 3.3 Articulate their perceptions of treaties in modern day Canada Identify the impacts of the Indian Act and Residential Schools. |
| 1.3 Recognize the barriers to inclusivity for Indigenous people with Canadian society. | 3.4 Identify the impacts of the Indian Act and Residential Schools. |
| 1.4 Compare and contrast one's own cultural safety journey from prior knowledge to current knowledge. | 3.5 Understand Intergenerational Trauma and the need for healing and wellness. |
| 2.0 Demonstrate an understanding of principles of Indigenous Knowledge. | 4.0 Evaluate social and political reconciliation in Canada. |
| 2.1 Recognize how worldviews influences perspectives about Indigenous people. | 4.1 Define reconciliation. |
| 2.2 Recognize there is diversity amongst Indigenous people in Canada. | 4.2 Identify the diverse social and political challenges. |
| 2.3 Distinguish Indigenous worldview by exploring values, principles, and ideologies. | 4.3 Identify the economies within First Nations. |
| 3.0 Analyze the impact of colonization on Indigenous Nations. | 4.4 Discuss Indigenous education, income and labour, health, language, social conditions in a current day context. |
| | 5.0 Identify the current judicial challenges |

Indigenous people experience.

- 5.1 Identify reasons for the over representation of Indigenous people in the criminal justice system, as victims and offenders.
- 5.2 Explore Indigenous Worldviews infused in Indigenous Restorative Justice.
- 5.3 Explain the resurgence of Indigenous cultures.
- 6.0 Explain the resurgence of Indigenous cultures.

- 6.1 Recognize the value of Indigenous Language revitalization.
- 6.2 Identify Indigenous advocacy within Canada.
- 6.3 Discuss the origins of Indigenous organizations.
- 6.4 Summarize the history of reconciliation.
- 6.5 Students will recognize how they can engage in current day reconciliation.
- 6.6 Understand current Indigenous movements and the significance to Canada.

GENERAL EDUCATION

In some programs of study this course meets the General Education requirement under the Social and Cultural Understanding theme.

PROGRAM OUTCOMES

This course contributes to the following Ministry of Colleges and Universities approved program learning outcomes (PLO):

Community Justice Services

- 1. communicate in a manner consistent with professional ethics and practice, and a respect for self, others, and relevant law, policies and legislation.
- 3. intervene with clients, individually and in groups, in order to address and manage barriers to promote inclusion, positive growth and personal development.
- 6. develop and maintain positive working relationships with colleagues, supervisors and community justice stakeholders to maintain a productive, professional and safe working environment.
- 7. engage in program planning, implementation, assessment, and evaluation to meet the needs of clients, staff, community and administration within the context of an interdisciplinary setting.
- 8. apply knowledge of the history, philosophy, and diverse models of corrective action, of detention, rehabilitation, and reintegration to decision-making and institutional practices.
- 9. develop and implement self-care strategies using self-awareness, self-inquiry and reflection.
- 10. work in a manner consistent with professional ethics demonstrating respect for self, others and relevant legislation, policies and procedures in a multi-disciplinary workplace.
- 11. assess and respond to the strengths and needs of clients, including complex responses impacted by mental health, addictions and other social factors in order to support and promote positive change.
- 12. promote inclusive practices within community and justice services to increase understanding within the community and meet the needs of diverse populations.

Environmental Technician- Protection and Compliance

- 2. use scientific concepts and models when contributing to the prevention, control and elimination of environmental hazards and remediation of contaminated sites.
- 9. provide ongoing support for project management.
- 10. communicate technical information accurately and effectively in oral, written, visual and electronic forms.
- 11. develop and present strategies for ongoing personal and professional development to enhance performance as an environmental technician.

Environmental Technology

- 6. carry out work responsibilities adhering to standards of professional conduct and principles of professional

ethics.

7. suggest strategies aimed at ensuring all tasks are completed in adherence to occupational health and safety standards and applicable legislative requirements.

11. develop and present strategies for ongoing personal and professional development to enhance performance as an environmental technologist.

General Arts and Science- One-year

1. develop, through general knowledge gained in a wide range of subjects, insight into both self and society.

2. develop flexibility and clarity of both thought and expression in order to develop communications competence to a level required by business and industry.

3. understand and utilize critical thinking processes and problem solving techniques.

4. examine and evaluate various aspects of our changing society to assist in developing a sense of personal and social responsibility as a citizen in society.

5. employ basic vocational skills drawn from the areas of the Humanities, Social and Behavioural Sciences of Vocational Studies (Business, Technology).

Mental Health and Addiction Worker

1. Promote the optimal functioning of individuals and families in communities through the application of knowledge, skills, and attitudes relevant to mental health and addiction.

2. Advocate on behalf of individuals and families with mental health and addiction issues by using awareness of community resources.

4. Collaborate as a member of a multidisciplinary team in the implementation of individual-centred intervention strategies based on current mental health and addiction models of recovery and relapse prevention.

5. Establish effective relationships with individuals, families, and community services that adhere to professional, legal, and ethical standards and workplace policies and procedures.

6. Use effective counselling skills to promote self-efficacy and positive change with individuals and families who are experiencing mental health and addiction issues.

8. Use appropriate evaluation- and evidence-based research methods to enhance the effectiveness and quality of mental health and addiction service delivery.

Mental Health and Addictions Worker Intensive

1. Promote the optimal functioning of individuals and families in communities through the application of knowledge, skills, and attitudes relevant to mental health and addiction.

2. Advocate on behalf of individuals and families with mental health and addiction issues by using awareness of community resources.

5. Establish effective relationships with individuals, families, and community services that adhere to professional, legal, and ethical standards and workplace policies and procedures.

6. Use effective counselling skills to promote self-efficacy and positive change with individuals and families who are experiencing mental health and addiction issues.

8. Use appropriate evaluation- and evidence-based research methods to enhance the effectiveness and quality of mental health and addiction service delivery.

Personal Support Worker

1. Work within the personal support worker role in community, retirement homes, long-term care homes and/or hospital care settings in accordance with all applicable legislation and employer's job description, policies, procedures and guidelines.

2. Act responsibly and be accountable for own actions while recognizing the boundaries of knowledge and skills within the personal support worker role that require collaboration with the clients, families, supervisors and/or other members of the interprofessional care/service team.

3. Participate as a member of the interprofessional care/service team and maintain collaborative working relationships in the provision of supportive care in community, retirement homes, long-term care homes and/or hospital care settings.
4. Provide client-centred and client-directed care that is based on ethical principles, sensitive to diverse client and family values, beliefs and needs, and which follows the direction of the plan of care/service plan.
5. Establish and maintain helping relationships with clients and their families reflecting open communication, professional boundaries, employer's policies and adhering to confidentiality and privacy legislation.
6. Identify relevant client information using basic assessment and communication skills and report and document findings in accordance with the requirements of employer policies and procedures and all applicable legislation.
7. Promote and maintain a safe and comfortable environment for clients, their families, self and others including the implementation of infection prevention and control measures and emergency first aid procedures that are in keeping with the plan of care/service plan, employer policies and procedures, and all applicable legislation.
8. Assist clients across the lifespan with routine activities of daily living by applying basic knowledge of growth and development, common alterations in functioning, disease prevention, health promotion and maintenance, rehabilitation and restorative care.
9. Assist clients with medication in keeping with the direction of the plan of care/service plan and under the direction and monitoring of a regulated health professional or most accountable person and in accordance with all applicable legislation and employer's policies.
10. Assist with household management tasks and instrumental activities of daily living in accordance with the plan of care/service plan and considering the preferences, comfort and safety of clients, families and significant others.
11. Assist clients who are caring for dependent individuals considering client and family choices, professional boundaries and the direction of the plan of care/service plan.
12. Identify and report situations of neglect, and potential, alleged or witnessed/actual incidents of abuse, and respond in accordance with all applicable legislation and employer's policies and procedures.
13. Assist in the provision of culturally relevant palliative and end-of-life care to clients experiencing life threatening illness and to their families and significant others, from diagnosis through death and bereavement, and in accordance with clients' choices and the plan of care/service plan.
14. Use identified approaches and best practices to support positive and safe behaviour in clients experiencing cognitive impairment, mental health challenges and/or responsive behaviours.

Social Service Worker

1. develop respectful and collaborative professional and interpersonal relationships that adhere to professional, legal, and ethical standards aligned to social service work.
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.
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.

Social Service Worker- Gerontology

1. develop respectful and collaborative professional and interpersonal relationships that adhere to professional, legal, and ethical standards aligned to social service work.
7. work from an anti-oppressive, strengths-based practice, recognizing the capacity for resilience and growth of older individuals, their families, groups and communities when responding to the diverse needs of these

marginalized or vulnerable.

10. develop the capacity to work with the Indigenous older individual, their 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.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

This course contributes to the following Ministry of Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
3. Execute mathematical operations accurately.
4. Apply a systematic approach to solve problems.
5. Use a variety of thinking skills to anticipate and solve problems.
6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Analyse, evaluate, and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others.
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions, and consequences.

EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

There are no external accreditations or conditions identified for this course.

COURSE EVALUATION

Evaluation Item	Weight
Exercises/Discussions	25%
Assignments	25%
Portfolio	25%
Final assessment	25%

COURSE PASS GRADE

50

GRADING SYSTEM

A+:	90-100%	B+:	77-79%	C+:	65-69%	D:	50-54%	S - Satisfactory
A:	85-89%	B:	73-76%	C:	60-64%	F:	0-49%	I - Incomplete
A-:	80-84%	B-:	70-72%	D+:	55-59%			F- Repeat Course, included in GPA
								FS- Failure Supplemental

FR- Repeat course,
excluded from GPA

*For a complete chart of grades and descriptions, please see the Grading Policy.

LEARNING RESOURCES

Course Textbooks:

Required:

Title: Indigenous Peoples in the Twenty-First Century
Author: James S. Frideres
Publisher: 2016 Don Mills, Ontario Canada:Oxford University Press
Edition: 3rd Edition
Print ISBN: Print ISBN: 9780199033171, 019903317X Digital (eText) ISBN:
9780199033201,019903320X
eBook ISBN:

Additional Learning Resources:

Truth and Reconciliation Report

Please see the [Campus Bookstore](#) to verify the current textbook costs and your [program page](#) for additional program fees and/or learning material requirements (see the "Tuition Fees" and "What You Need" sections).

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

Technology requirements - <https://www.canadorecollege.ca/BYOD>

The Harris Learning Library's staff can help you find resources to support your learning - www.eclibrary.ca

LEARNING ACTIVITIES

Readings, viewings, discussions, evaluations (assignments)

DELIVERY MODE

This course may be delivered, in whole or in part, in a number of modalities, including In-Person, Remote (synchronous and/or asynchronous), hybrid, or Hyflex, as per accreditation and/or regulatory standards where appropriate. This information is identified on the course schedule (student and faculty).

RECORDING GUIDELINES

This class may be recorded by faculty of the College. Faculty will inform students when recording of the class

commences and ceases. 'Recorded' means that the audio-visual and chat portions of the class will be recorded and then be stored on the College or vendor provider server. They will be made available to students, but only for the express and sole use of those registered in this course. If you have any questions or concerns about this recording, please contact your instructor or the College's privacy officer at privacy.officer@canadorecollege.ca. Full recording guidelines can be found at: <https://cdn.agilitycms.com/canadore-college/academic-centre-of-excellence/Canadore%20Recording%20Guidelines.pdf>

EXPERIENTIAL LEARNING

All full-time programs of study at Canadore College strive to provide students with the opportunity for experiential learning. This course provides students with an experiential learning opportunity through:

Formal Course Projects (EL)

ACADEMIC POLICIES

Canadore College is committed to the highest standards of academic integrity, and expects students to adhere to these standards as part of the learning process in all environments. The College's Academic Integrity policy seeks to ensure that all students understand their rights and responsibilities in upholding academic integrity and that students receive an accurate and fair assessment of their work. Please review the Academic Integrity policy (A-18) and other academic policies found on our website: <https://www.canadorecollege.ca/about/policies>.

COLLEGE POLICIES

- Protecting human rights in support of a respectful college community

For college policies please see: <http://www.canadorecollege.ca/about-us/college-policies>.

Accessibility Learning Services for Students with Disabilities - Student Success Services

Student Success Services provides comprehensive support to students. We aim to ensure that all students have equal access to educational opportunities and can succeed in their academic journey. Our services focus on reducing and eliminating barriers related to education through individualized accommodations and support. If you are a student with a disability, we encourage you to register with Accessible Learning by completing the Student Success – Accessible Learning Services Form (https://canadorecollege-accommodate.symplcity.com/public_accommodation/).

For more detailed information about the services offered, please visit our webpage: Student Success Services - (<https://www.canadorecollege.ca/support/student-success-services>). To connect with Student Success Services email studentsuccessnow@canadorecollege.ca or call 705.474.7600 ext 5205.

FIRST PEOPLES' CENTRE:

A culturally safe environment offering CONFIDENTIAL student focused services, drop in or make an appointment to access:

- One on one counselling
- Elder in residence program
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Learning Resource Centre

Drop by our offices at C254 College Drive, W103 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

<https://www.canadorecollege.ca/experience/indigenous-student-experience>

WAIVER OF RESPONSIBILITY

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

HISTORICAL COURSE OUTLINES

Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.