

COURSE NAME: IPS210 Identity and the Indigenous Psyche

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

COURSE DESCRIPTION

This is an experiential course that requires students to experience and explore Indigenous philosophy and understanding of the interconnectedness of all things. Students will demonstrate their understanding of an Indigenous world view as it relates to human kind, the cosmos and Spirit. Students will examine their own identity and world view as a comparator to the traditional and historical importance of one's relationship to Creation through the exploration and discussion of oral and written presentation of contemporary perspectives on identity and self-determination. Learners will demonstrate their competence in essay and summary writing and text analysis. Students will engage in discussion of basic Indigenous spiritual insights and the traditions and cultural expressions developing there from. The contemporary revival of these and their relevance to the present day is emphasized.

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 not eligible for Prior Learning Assessment and Recognition.

COURSE LEARNING OUTCOMES

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

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| <p>1.0 Articulate underpinnings of Indigenous psychology.</p> <ul style="list-style-type: none">1.1 Present a basic understanding of psychology from an Indigenous perspective.1.2 Defines psychology in a broad sense.1.3 Defines the following:<ul style="list-style-type: none">1.3.1 Culture.1.3.2 Ethnocentrism.1.3.3 Individualism-collectivism.1.3.4 Culturally universal behaviours.1.3.5 Culturally specific behaviours.1.4 Identify underpinnings of an "Indigenous" psychology. <p>2.0 Discuss interconnectedness of all life and their personal place within Creation.</p> <ul style="list-style-type: none">2.1 Articulate "interconnectedness" as it relates to Indigenous psychology.2.2 Discuss how Indigenous psychology affects decision making at national, regional, community, familial and individual levels. | <p>2.3 Articulate the following: "Why study Indigenous psychology?"</p> <p>3.0 Identify stages of growth and development from an Indigenous perspective.</p> <ul style="list-style-type: none">3.1 Identify models of understanding about the stages of life and growth from an Indigenous perspective.3.2 Articulate understanding the importance of maintaining cultural and traditional activities.3.3 Connect indigenous psychology to wellbeing.3.4 Discuss human development as it relates to Indigenous societies in a current context.3.5 Define ethno-stress.3.6 Articulate the role history has influenced Indigenous behaviour and discusses intergenerational trauma.3.7 Define trauma.3.8 Define resilience.3.9 Discuss approaches to individual and |
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- community healing.
- 4.0 Reframe information, ideas, and concepts in ways that demonstrate understanding.
- 4.1 Represent verbally the collected information by summarizing, paraphrasing, outlining, and/or quoting directly as required.
- 4.2 Represent graphically the collected information as required.
- 4.3 Evaluate the representation for consistency of meaning with the source.
- 5.0 Understand and apply the writing process in the preparation of each assignment.
- 5.1 Pre-writing stage: Clarify your subject.
- 5.1.1 Identify the main points of your subject through one or more of the following pre-writing activities: Brainstorming, Free Writing, Discussion, Reading, Questioning.
- 5.2 Write an effective thesis statement. Begin each paragraph with a topic sentence that clearly states the main idea or topic of that paragraph.
- 5.3 Drafting stage: Support each topic sentence with details which relate directly to that topic and clarify it for the reader.
- 5.4 Revising stage: Identify the strengths and weaknesses in your own writing and revise the draft.
- 6.0 Demonstrate an accurate understanding of essay models by producing clearly written/spoken outlines, summaries and/or responses.
- 6.1 Locate main ideas in a passage through skimming and scanning.
- 6.2 Identify supporting details in a passage.
- 6.3 Outline the sequence and organization of ideas in a passage.
- 6.4 Summarize the main ideas of a passage.
- 6.5 Use personal experience and prior knowledge to respond to readings and justify your points of view.
- 7.0 Produce effective samples of essays written in a variety of modes such as narrative/descriptive, process analysis, cause and effect, classification, comparison/contrast and persuasion.
- 7.1 Write short narrative/descriptive essays which tell a story or re-create an event.
- 7.2 Write short expository essays which explain facts or ideas.
- 8.0 Produce messages that meet accepted standards of correctness and appropriateness.
- 8.1 Use correctly words that are commonly confused.
- 8.2 Recognize and correct common sentence errors.
- 8.3 Use correct punctuation.
- 9.0 Revise writing by self-editing and in response to feedback from a variety of sources such as professor, peers, and technological tools.
- 9.1 Identify strengths and weaknesses in initial drafts according to specified criteria.
- 9.2 Revise sentence structure, organizational patterns, and stylistic devices based on self-identification.
- 9.3 Make specific revision of initial drafts in response to professor's direction.
- 9.4 Use computer technology to revise by means of spell checking, formatting, and other software tools.
- 10.0 Manage time and other resources to attain personal and/or project-related goals.
- 10.1 Schedule time, work, and resources to meet deadlines.
- 10.2 Assess progress and, when appropriate, adjust plans.

GENERAL EDUCATION

This is not a General Education course.

PROGRAM OUTCOMES

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

Indigenous Preparatory Studies

1. Utilize group and team work skills that contribute to effective working relationships and the achievement of goals.
2. Employ basic vocational skills drawn from the areas of Humanities, Social and Behavioural Sciences of Vocational Studies and Indigenous Knowledge
3. Apply oral and written communication skills to a level required by industry and further vocational studies.
4. Apply problem solving skills and demonstrate critical decision making skills.
6. Describe Indigenous pride and discusses understanding of Self and society through knowledge gained in a wide range of subjects.
7. Collect, organize, and apply relevant and necessary information from a variety of sources and 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.

Pre-Health Sciences Pathway to Certificates and Diplomas- Indigenous

4. Use health sciences and other science-related language and terminology appropriately to communicate clearly, concisely, and correctly in written, spoken, and visual forms.
5. Prepare a personal strategy and plan for academic, career and professional development in the health sciences or other science-related fields.
7. Consider indigenous understanding and knowledge of holistic well-being when communicating with a client population.
8. Explain an indigenous perspective of holistic health and wellness to both a client population and non-Indigenous practitioners.

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
Assignments	45%
Group Work	20%
Final Exams	35%

none

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

No textbooks have been identified for this course.

Additional Learning Resources:

none

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

n/a

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>

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.symphlicity.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.