

COURSE NAME: IWA203 Methods-Using Traditional Healing to Break the Cycle of Abuse

Credit Value: 6
Total Course Hours: 84
Prerequisite Course(s): None
Corequisite Course(s): None

COURSE DESCRIPTION

Students will examine co-dependency and will discuss traditional methods of healing. Male/Female co-dependent actions will be explored as learners analyze distinct patterns in Male/Females actions and the impact on individuals and their families. This course will review the four stages model of addictions treatment and recovery as learners will develop skills and knowledge in Indigenous approaches in assessment, treatment and partial recovery.

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, Treaty #10 in the Robinson Huron Treaty of 1850 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 Describe the role of women in traditional and contemporary society, noting the changes that have occurred at various stages.</p> <p>1.1 Explore and explain the traditional roles of women in traditional and contemporary society.</p> <p>1.2 Describe the significance of women in traditional societies.</p> <p>2.0 Discuss the historical impact on genders in Indigenous societies with regard to status and roles. From a strength based perspective analyze how gender roles aid in the healing process.</p> <p>2.1 Examine the social costs of men losing their traditional roles of hunter, protector and warrior.</p> <p>3.0 Examine co-dependent behaviour, its effects on the family and methods to replace this behaviour with positive behaviours.</p> <p>3.1 Define co-dependency.</p> <p>3.2 Identify typical co-dependent behaviours of and roles taken on by family members and describe how these roles enable the individual</p> | <p>to continue to abuse substances.</p> <p>3.3 Describe the effects that co-dependent behaviours have on family members.</p> <p>3.4 Identify co-dependent behaviour patterns and explore ways in which such behaviour can be dealt with in a positive manner.</p> <p>3.5 Identify ways in which to create awareness of co-dependency among family members.</p> <p>3.6 Examine positive options to co-dependent behaviour and explain the options to clients and their family members.</p> <p>4.0 Examine common factors that lead women to abuse substances and describe the effect this abuse may have to the woman, her children and her family.</p> <p>4.1 Identify specific issues relating to chemically-dependent women and the factors that lead to substance abuse.</p> <p>4.2 Identify how the chemical dependencies of a pregnant woman affect her unborn child.</p> <p>4.3 Describe treatment programs for female substance abusers that are based on their</p> |
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individual situations and needs.

4.4 Create awareness among women clients as to the impact of their chemical dependencies on themselves, their children, and their family members.

5.0 Discuss the relationship between substance abuse, and other forms of abuse and violence in families and communities.

5.1 Describe the characteristics of violent families and the cycle of violence.

5.2 Describe the trends regarding child and elder neglect and abuse, domestic violence, and sexual assault.

5.3 Discuss the inter-relationship between substance abuse and physical, emotional, and sexual abuse that occurs in families.

5.4 Discuss briefly the reporting requirements related to child abuse.

5.5 Describe the relationship between substance abuse, and violent and aggressive behaviours in the community.

5.6 Understand the components of crisis intervention and prevention strategies within Indigenous families and communities.

5.7 Describe crisis intervention procedures used when working with individuals and families who are experiencing a relapse, suicide/self-destructive behaviour, gambling, physical, emotional and sexual abuse (both the survivors of and the abuser).

5.8 Understand and describe the components of anger management strategies used with Indigenous families and communities.

6.0 Describe how Indigenous approaches to healing can support individuals, families, and communities toward wellness utilizing the four stages model of healing.

6.1 Discuss traditional ceremonies and traditional healing, learning and teaching as they

can be used to support individuals, families and communities dealing with violent and aggressive behaviors, suicide and other destructive behaviors such as gambling.

7.0 Discuss ways in which counselors can facilitate the bridging of gaps between substance abusers and their family members by working together.

7.1 Identify the role of the counselor in providing support for those affected by the client's behaviour.

7.2 Discuss the impact of substance abuse on family and friends of the abuser.

7.3 Discuss the use of counseling skills including interviewing, observing, using non-verbal behaviours and group dynamics in facilitating healing of individuals and families.

7.4 Discuss ways of bringing together the family member who abuses and other family members with the purpose of healing.

7.5 Describe how families, by using traditional methods, can begin the healing process.

8.0 Describe various community agencies, their structures, services, and ways they work together to support individuals who are substance abusers and individuals and families who have experienced violence, aggression and types of abuse.

8.1 Identify the various treatment services for substance abuse.

8.2 Identify community resources and support systems for individuals who are survivors of abuse.

8.3 Identify community resources to help individuals who abuse others and demonstrate violent and aggressive behaviours.

9.0 Discuss how treatment programs can be used with traditional means to promote healing within individuals, families and communities.

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 Wellness and Addictions Prevention

1. identify and demonstrate the use of various assessment techniques as it pertains to addictions counselling to identify client issues and needs in a helping relationship, including physiological and psychological effects on the human body and wellness.
2. explain the effects chemical and alcohol dependence have on wellness (physical, emotional, mental and spiritual).
3. examines and applies relevant addictions helping intervention strategies and techniques suitable for working with Native individuals, families and groups within a wellness paradigm including treatment planning, crises intervention and prevention services.
4. apply effective written and oral communication skills in addictions counselling to communicate with clients, prepare reports, read and interpret public information documents, legislation or records as an integral part of the helping process.
5. demonstrate professional ethics and integrity and the appropriate use of inter-professional education skills.
7. demonstrates the appropriate use of traditional Native helping practices and culturally appropriate service approaches.
8. analyze historical and post-colonial policies and their impacts on First Nations people in Canada.
9. discusses addiction theory and conceptions and demonstrates practical application of theory in the helping process; analyzes implications within a Canadian First Nations context, including considerations for holistic community development models for social change.

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.
5. Use a variety of thinking skills to anticipate and solve problems.
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

Practice Traditional Skills 20%

Reflective Oral Presentation 20%

Reflective Paper 25%

In-Class PowerPoint Presentation 35%

PROGRAM SPECIFIC GRADING

Per college grading system

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:

Recommended:

Title: Course Package

ISBN:

Edition:

Author:

Other Resources:

Course Package

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

Learning Circles, Interactive Lectures/Power Points, Instruction from Elders and Traditional Resource People, Ceremonial Activities, and Counseling Role Plays

DELIVERY MODE

This course may be delivered, in whole or in part, in a number of modalities, including in class, online, hybrid, in a synchronous or asynchronous manner or a combination thereof, as per accreditation and/or regulatory standards where appropriate.

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>.

STUDENT SUCCESS SERVICES - Your Success Matters!

Student Success Services provides student-focused services to facilitate students' success in their studies. Staff provide support by reducing and/or removing educational-related barriers through individualized accommodations and supports to students with disabilities.

Please visit our webpage to learn more: <https://www.canadorecollege.ca/support/student-success-services> or look for our events on social media.

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, E101 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.