



New Brunswick Indigenous Career College

75 Melissa St., Unit 1, Richibucto Road, NB E3A 6V9
Ph: (506) 458-9444 Fax: (506) 458-2850 Email: lobby@nbicc.ca

*"Your Training – Your Future,
Soar to New Heights"*

Indigenous Social Services Community Worker Program

Course Title: 101 Relating to Self

Course Length: 30 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description:

The Exploring Self and Personal Growth course invites students on a transformative journey of self-discovery, self-awareness, and personal development. Through a combination of introspective exercises, interactive discussions, reflective practices, and experiential activities, students will gain a deeper understanding of themselves, their values, strengths, and areas for growth. This course empowers students to cultivate a positive self-image, enhance emotional well-being, and make meaningful life choices.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Self-Concept and Self-Esteem:

- Compare and contrast self-concept and self-esteem, identifying factors that influence each.

2. Interpersonal Communication:

- Demonstrate a comprehensive understanding of interpersonal communication, including the communication process and effective communication techniques.
- Create and apply a communication model that integrates traditional and contemporary societies, with a focus on the impact of choices on individuals and elders.

3. Cultural Knowledge and Storytelling:

- Collect and communicate stories from elders, understanding the role of oral tradition in both traditional and contemporary societies.
- Research and articulate the significance of Aboriginal languages in solidifying identity and preserving culture.

4. Healing and Self-Understanding:

- Research and describe the role of medicine wheels, sacred trees, and talking circles as tools for inner healing.
- Explore community structures and demonstrate an understanding of the historical context of Aboriginal communities.

5. Emotional Awareness and Behavior:

- Discuss the range of emotions and their expression within both non-Native and Aboriginal cultures.
- Demonstrate an understanding of how emotions influence behavior, and create strategies for managing stress effectively.

6. Comparison of Cultural Values and Needs:

- Compare Maslow's hierarchy of basic needs with teachings from Aboriginal culture, highlighting similarities and differences.
- Research traditional methods of transmitting values in both Aboriginal and non-Aboriginal cultures and examine the influence of residential schools on these processes.

7. Healing the Child Within:

- Describe the necessary steps involved in the healing process of the inner child, drawing from both contemporary psychological practices and traditional Aboriginal teachings.
- Note: This course overview provides a comprehensive framework and can be adapted to align with the specific needs and context of the educational institution and students. It is recommended to regularly update the content to reflect current trends and emerging practices in self-exploration and personal growth.

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

Note: All course passing mark is 70%, otherwise, student will be marked as fail.

Academic Standing

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Practicum

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Plagiarism

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Indigenous Social Services Community Worker Program

Course Title: 102 Relating to Others

Course Length: 30 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description:

The Relating to Others course offers a comprehensive exploration of interpersonal communication, relationship dynamics, and effective interaction strategies. Through a combination of theoretical understanding, practical skill development, experiential activities, and reflective practices, students will enhance their ability to establish and maintain healthy relationships, navigate conflicts, and communicate effectively with diverse individuals and groups. This course empowers students to foster positive connections and contribute to harmonious interactions in various personal and professional contexts.

Course Overview:

Upon successful completion of this course, students will be able to:

1. Effective Communication:

- Demonstrate the ability to communicate effectively with children, parents, coworkers, and other professionals in both written and verbal forms.

2. Impact of Feedback:

- Understand and analyze the effects of both positive and negative feedback on oneself and others, within both traditional and contemporary contexts.

3. Spirituality and Cultural Understanding:

- Comprehend the role of spirituality as it relates to various cultural practices, including all Indigenous-cultures. (Maliseet, micmaq and Passamaquoddy)

4. Values and Perception:

- Describe the process of acquiring values and the ways in which individuals perceive others, as well as how personal values are developed and influenced.

5. Essay Writing Skills:

- Demonstrate proficiency in the essay writing process, from conducting research to producing a final copy, including the correct use of footnotes and bibliography.

6. Resume and Cover Letter Development:

- Develop a personal résumé and cover letter that effectively highlights qualifications and experiences relevant to professional roles.

7. Arts and Crafts Knowledge:

- Acquire knowledge of traditional and contemporary arts and crafts created in New Brunswick, understanding their cultural significance.

8. Community History Research:

- Compile a report on the history of their own community by interviewing elders and other knowledgeable individuals within their First Nations or chosen community.

9. Understanding Parental Behavior:

- Demonstrate an understanding of parental behavior and effective communication strategies for addressing parents' concerns and problems.

10. Parental and Professional Communication:

- Develop effective communication tools for engaging with parents and other professionals, including letters, newsletters, bulletin boards, and home or community visits.

11. Higher Needs and Interpersonal Relationships:

Develop an understanding of higher-level needs as they relate to other people, particularly in the context of relationships and community dynamics.

Activity/Assessments

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Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Indigenous Social Services Community Worker Program

Course Title: 103 Inclusive Interpersonal Communication

Course Length: 30 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description:

The Inclusive Interpersonal Communication course offers a comprehensive exploration of communication strategies that promote inclusivity, diversity, and effective interaction in personal and professional contexts. Through a combination of theoretical understanding, practical skill development, experiential activities, and reflective practices, students will enhance their ability to communicate respectfully, empathetically, and inclusively with individuals from diverse backgrounds. This course empowers students to create positive and equitable communication environments and foster meaningful connections with people from various identities and cultures.

Course Overview:

Effective Communication Skills:

Demonstrate the ability to communicate clearly and effectively in both verbal and non-verbal interactions, adapting language and tone to suit diverse audiences.

Active Listening and Empathy:

Practice active listening techniques and demonstrate empathy in interpersonal communication to foster meaningful connections with individuals from different backgrounds.

Cultural Competence:

Apply cultural awareness and sensitivity in communication, recognizing and respecting differences in race, ethnicity, gender, and other identities to create an inclusive environment.

Conflict Resolution:

Utilize conflict resolution strategies to address misunderstandings and disagreements in a respectful and constructive manner, promoting positive outcomes.

Building Trust and Rapport:

Develop the skills to build trust and rapport with others, creating safe, inclusive spaces where all voices feel valued and heard.

Collaborative Communication:

Demonstrate the ability to work effectively in group settings, using collaborative communication techniques to promote teamwork and shared understanding.

Reflection and Growth:

Engage in self-reflection to understand personal biases and improve interpersonal communication skills, with a focus on fostering more inclusive interactions.

Nonverbal Communication Awareness:

Interpret and respond to nonverbal cues such as body language, facial expressions, and tone of voice, enhancing understanding and connection in interpersonal interactions.

Addressing Communication Barriers:

Identify and overcome common barriers to communication, such as stereotypes, assumptions, or language differences, to facilitate clearer and more inclusive exchanges.

Inclusive Leadership:

Apply principles of inclusive communication to lead or participate in diverse teams, ensuring all group members are engaged and understood.

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Indigenous Social Services Community Worker Program

Course Title: 104 Methods of Observing and Recording in Social Sciences

Course Length: 60 Hours (2 weeks course)

Delivery Mode: blended

Prerequisites: None

Course Description:

The Methods of Observing and Recording in Social Sciences course offers students a comprehensive exploration of research techniques and strategies for collecting accurate and reliable observational data in social science research. Through a combination of theoretical understanding, practical application, hands-on exercises, and data analysis, students will develop the skills necessary to observe, record, and analyze human behavior, interactions, and phenomena in various research contexts. This course equips students with valuable tools for conducting systematic and ethical observations to inform social research and analysis.

Course Outcomes:

By the end of this course students will be able to:

- Understanding Research Methods

Students will be able to identify and explain key qualitative and quantitative research methods used in social science for observing and recording data, including ethnography, surveys, case studies, and interviews.

- Application of Observation Techniques

Students will demonstrate proficiency in applying various observation techniques, such as participant observation, non-participant observation, structured and unstructured observation, to gather data in social science research.

- Recording and Analyzing Data

Students will develop the ability to accurately record observations using field notes, video, audio, or other data collection tools, and systematically analyze the data using appropriate methods (e.g., thematic analysis, statistical analysis).

- Ethical Considerations in Observation

Students will understand and apply ethical principles related to observing human behaviour, including informed consent, confidentiality, and minimizing bias, in alignment with social science research standards.

- Interpreting and Reporting Findings

Students will demonstrate the ability to interpret observational data and present their findings in a clear and coherent manner, utilizing written reports, presentations, or visual representations (e.g., charts, graphs).

- Critical Evaluation of Observation Methods

Students will critically evaluate the strengths and limitations of different observation methods and recording techniques, and determine the appropriateness of each in various research settings.

– Cultural Sensitivity in Observation

Students will develop the skills to observe and record data with cultural sensitivity, ensuring that their methods respect diverse social and cultural contexts, particularly when studying marginalized or minority communities.

– Technological Competence in Data Recording

Students will become proficient in using technology for recording observations, including digital tools for video recording, data logging, and software for organizing and analyzing collected data.

Activity/Assessments

Attendance: 20%

Participation Mark: 20%

Assignment: 40%

Test/Quiz: 20%

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Course Title: 105 Professional Communications

Course Length: 30 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description:

This course is designed to enhance students' communication skills in a professional setting. Through a combination of theory, practical exercises, and real-world examples, students will learn effective communication strategies, both written and verbal, that are essential for success in the workplace.

Course Outcomes

By the end of this course students will be able to:

- Understand Multidisciplinary Communication Principles
Identify and explain the principles of effective communication across various disciplines, including social services, healthcare, education, and legal fields, focusing on collaboration and mutual understanding.
- Adapt Communication Styles for Diverse Audiences
Demonstrate the ability to adjust communication styles to suit different professional settings and audiences, including colleagues, clients, community members, and stakeholders, ensuring clarity and cultural sensitivity.
- Develop Effective Oral Communication Skills
Deliver clear, concise, and persuasive oral presentations and participate in discussions within multidisciplinary teams, effectively articulating ideas and solutions in diverse professional environments.
- Write Professionally Across Disciplines
Produce professional written documents, such as emails, reports, proposals, and memos, tailored to the communication norms of various disciplines, with attention to tone, formality, and purpose.
- Apply Active Listening and Feedback Techniques
Use active listening and provide constructive feedback in group settings, fostering effective collaboration and problem-solving in multidisciplinary teams.
- Understand and Apply Ethical Communication Practices
Recognize and adhere to ethical standards in professional communication, including confidentiality, informed consent, and cultural respect, particularly when communicating with vulnerable populations.

- Facilitate Interdisciplinary Collaboration
Develop strategies to promote collaboration and open dialogue among professionals from different disciplines, ensuring that diverse perspectives are respected and integrated into decision-making processes.
- Utilize Technology in Professional Communication
Apply digital communication tools and platforms (e.g., video conferencing, email, project management software) effectively to facilitate communication in multidisciplinary teams, both in-person and remotely.
- Navigate Communication Challenges in Multidisciplinary Teams
Identify common communication challenges (e.g., jargon, differing priorities, conflicting communication styles) in multidisciplinary settings and apply strategies to overcome these barriers.
- Evaluate Communication Effectiveness
Critically assess the effectiveness of professional communication in multidisciplinary contexts, identifying areas for improvement and implementing best practices for continuous growth.

Activity/Assessments

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Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Indigenous Social Services Community Worker Program

Course Title: 106 Counseling Theory and Practices

Course Length: 60 Hours (2 weeks course)

Delivery Mode: blended

Prerequisites: None

Course Description:

This course provides an in-depth exploration of various counseling theories and their practical applications. Students will learn about the foundational principles, techniques, and ethical considerations of different counseling approaches. Through experiential learning, role-play, and case studies, students will develop the skills necessary to apply these theories effectively in a counseling context.

Course Outcomes

By the end of this course students will be able to:

- Understand Counseling Theories
Identify and explain major counseling theories, including person-centered, cognitive-behavioral, solution-focused, and trauma-informed approaches, with an emphasis on their application in social services.
- Integrate Indigenous Knowledge in Counseling
Demonstrate an understanding of Indigenous worldviews, cultural practices, and traditional healing methods, and how to integrate these into counseling practices in an ethical and culturally respectful manner.
- Apply Culturally Appropriate Counseling Techniques
Develop the skills to apply culturally appropriate counseling techniques tailored to Indigenous individuals, families, and communities, respecting the diversity within Indigenous cultures.
- Develop Effective Communication Skills
Demonstrate active listening, empathy, and effective communication techniques in counseling sessions, including the use of non-verbal communication and the importance of silence in Indigenous contexts.
- Assess and Address Client Needs
Assess client needs using culturally responsive, strength-based approaches, and develop appropriate action plans and referrals in collaboration with clients.
- Utilize Trauma-Informed Practices
Apply trauma-informed practices that acknowledge the historical and intergenerational trauma experienced by Indigenous communities, ensuring a safe and supportive environment for clients.

- Ethical and Professional Standards
Understand and adhere to ethical standards and professional boundaries in counseling, including confidentiality, informed consent, and the role of community and family in Indigenous contexts.
- Critical Reflection on Personal Bias
Engage in critical self-reflection to recognize personal biases and assumptions, especially related to Indigenous issues, and actively work towards culturally safe and anti-oppressive counseling practices.
- Collaboration with Indigenous Elders and Knowledge Keepers
Build meaningful relationships with Indigenous Elders and Knowledge Keepers, integrating their teachings and guidance into counseling practices when appropriate.
- Evaluate Counseling Effectiveness
Critically evaluate the effectiveness of counseling sessions through self-assessment, client feedback, and peer review, making adjustments to improve outcomes in future practice.

Activity/Assessments

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Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Indigenous Social Services Community Worker Program

Course Title: 107 Critical Comprehension and Writing

Course Length: 40 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description:

This course focuses on developing advanced skills in critical reading and effective writing. Through analysis of various texts, critical thinking exercises, and writing assignments, students will learn to read, interpret, and respond to complex ideas while honing their writing abilities to convey well-structured, persuasive, and insightful arguments.

Course Outline:

By the end of this course students will be able to:

- Develop Critical Reading Skills
Analyze and critically evaluate academic texts, reports, and literature related to Indigenous social services, identifying key arguments, biases, and underlying assumptions.
- Understand Indigenous Knowledge in Writing
Demonstrate an understanding of how Indigenous knowledge systems and worldviews influence writing and communication, and integrate these into written work in a culturally respectful manner.
- Synthesize Information from Multiple Sources
Gather, compare, and synthesize information from various academic, governmental, and community-based sources to create cohesive, well-supported written arguments.
- Write Professionally for Social Services
Produce clear, concise, and professional writing tailored to the social services context, including reports, case notes, grant proposals, and program evaluations, while adhering to ethical standards of confidentiality and cultural sensitivity.
- Express Indigenous Perspectives in Writing
Articulate Indigenous perspectives on social issues, community development, and policy in written formats, ensuring that the writing reflects Indigenous voices, values, and experiences.
- Apply Critical Thinking in Writing
Use critical thinking skills to construct well-reasoned arguments in essays, research papers, and other academic writing, demonstrating an ability to engage with complex social issues affecting Indigenous communities.

- Adopt Culturally Appropriate Language
Use language that is inclusive, culturally appropriate, and non-oppressive in all forms of writing, ensuring that the writing reflects respect for Indigenous identities and communities.
 - Improve Writing through Revision
Engage in the writing process by drafting, revising, and editing to improve the clarity, coherence, and cultural relevance of written work.
 - Utilize Research and Citation Practices
Incorporate research using appropriate academic citation methods (e.g., APA) and acknowledge Indigenous knowledge systems in a way that respects community ownership and intellectual property rights.
 - Reflect Critically on Personal Writing
Reflect on and assess personal writing, considering feedback from peers, instructors, and Indigenous community members to continuously improve writing skills.
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Activity/Assessments

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Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Course Title: 108 Indigenous Trends and Issues in Social and Human Services

Course Length: 30 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description:

This course explores the historical, cultural, and contemporary issues facing Indigenous communities within the context of social and human services. Students will examine the unique challenges, strengths, and perspectives of Indigenous peoples, and learn how to develop culturally sensitive and effective strategies for providing support and assistance.

Course Outcomes

By the end of this course students will be able to:

- Understand Contemporary Indigenous Issues
Identify and critically analyze contemporary social, political, and economic issues affecting Indigenous communities in Canada, including systemic inequalities, health disparities, and the impact of colonial policies.
- Examine Historical and Ongoing Impacts of Colonization
Understand and explain the historical context of colonization and its ongoing effects on Indigenous peoples, with a particular focus on the residential school system, the Sixties Scoop, and their impact on social and human services.
- Analyze Policy and Legislation
Evaluate key Canadian policies, treaties, and legislation affecting Indigenous communities, including the Indian Act, Truth and Reconciliation Commission Calls to Action, and United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and assess their implications for social and human services.
- Apply Indigenous Worldviews to Human Services
Integrate Indigenous knowledge systems, cultural practices, and values into the delivery of social and human services, recognizing the diversity of Indigenous experiences and the importance of community-based solutions.
- Explore Indigenous Health and Wellness Models
Understand traditional Indigenous approaches to health and wellness, and analyze how these models can be applied within contemporary social and human services to address the needs of Indigenous individuals and communities.

- Engage in Culturally Safe Practices
Develop the skills necessary to provide culturally safe and trauma-informed services to Indigenous clients, fostering an environment of respect, trust, and empowerment in social and human service settings.
- Critique Mainstream Social Service Models
Critically assess mainstream social service models and approaches for their relevance and applicability in Indigenous communities, identifying areas where decolonizing practices can be implemented.
- Examine Indigenous Leadership in Social Services
Explore the role of Indigenous leadership and community-driven initiatives in shaping trends and innovations in social and human services, and assess the impact of these efforts on Indigenous wellbeing.
- Collaborate with Indigenous Communities
Demonstrate the ability to build respectful, collaborative relationships with Indigenous Elders, leaders, and community members to address social issues and co-create solutions that reflect community priorities.
- Engage in Critical Reflection on Social Justice
Reflect on personal beliefs, biases, and the role of social justice in addressing Indigenous issues in social and human services, and commit to lifelong learning and advocacy for Indigenous rights and wellbeing.

Activity/Assessments

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Participation Mark:	20%
Assignment:	40%
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Indigenous Social Services Community Worker Program

Course Title: 109 Indigenous Health and Wellness in the Social Services Field

Course Length: 40 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description:

This course explores the critical intersection of Indigenous health and wellness within the context of the social services field. Students will develop a comprehensive understanding of historical, cultural, and socio-political factors influencing Indigenous health outcomes. The course aims to equip learners with the knowledge, skills, and cultural sensitivity required to engage effectively with Indigenous communities and individuals while promoting their holistic health and well-being.

Course Objectives:

By the end of this course, students will be able to:

1. Understand Indigenous Perspectives: Analyze historical and contemporary perspectives of Indigenous communities on health and wellness, considering cultural, spiritual, and communal dimensions.
2. Examine Health Disparities: Evaluate the socio-economic, environmental, and systemic factors contributing to health disparities among Indigenous populations.
3. Cultural Competence: Develop cultural competence and humility in engaging with Indigenous clients, recognizing the diversity within Indigenous communities.
4. Holistic Health Model: Comprehend the Indigenous holistic health model, which incorporates physical, mental, emotional, and spiritual well-being.
5. Traditional Healing Practices: Explore traditional Indigenous healing practices and their integration with modern healthcare systems.
6. Community Engagement: Apply community-based approaches to address health and wellness needs within Indigenous communities, emphasizing collaboration and empowerment.
7. Culturally Appropriate Services: Design culturally sensitive social services that promote self-determination and align with Indigenous values.
8. Trauma-Informed Care: Understand the historical trauma experienced by Indigenous

communities and implement trauma-informed care approaches in service delivery.

9. Policy and Advocacy: Analyze existing policies impacting Indigenous health and wellness, and advocate for change to support equitable health outcomes.
10. Ethical Considerations: Reflect on ethical dilemmas when working with Indigenous populations and navigate potential conflicts while upholding cultural integrity.

Course Structure:

This course consists of lectures, discussions, case studies, guest speakers, and practical exercises. The curriculum is divided into modules, each addressing specific topics related to Indigenous health and wellness. Students will have the opportunity to engage in cultural immersion experiences, community visits, and reflective assignments to deepen their understanding.

Note: This course aims to create a safe and inclusive learning environment. Guest speakers and resources will be sourced from Indigenous communities and scholars. All discussions and activities will be conducted with utmost respect for Indigenous knowledge and experiences.

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

Note: All course passing mark is 70%, otherwise, student will be marked as fail.

Academic Standing

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*"Your Training – Your Future,
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Indigenous Social Services Community Worker Program

Course Title: 110 Counseling Skills

Course Length: 60 Hours (2 weeks course)

Delivery Mode: blended

Prerequisites: None

Course Description:

This course provides an in-depth exploration of foundational counseling skills and techniques. Students will develop the necessary competencies to establish rapport, facilitate open communication, and provide empathetic support to individuals in need. Through theoretical learning and practical exercises, students will gain a comprehensive understanding of ethical considerations, active listening, and effective communication in a counseling context.

Course Outcomes

By the end of this course students will be able to

- Demonstrate Core Counseling Skills
Effectively apply core counseling skills such as active listening, empathy, reflection, and paraphrasing to establish trust and rapport with clients.
- Apply Culturally Appropriate Counseling Techniques
Use culturally sensitive counseling techniques that respect the cultural backgrounds and worldviews of Indigenous and non-Indigenous clients.
- Facilitate Solution-Focused Conversations
Guide clients through solution-focused counseling sessions, helping them identify strengths, set goals, and develop action plans to address personal or social challenges.
- Utilize Non-Verbal Communication Skills
Recognize and appropriately respond to non-verbal cues in clients, understanding the importance of body language, silence, and space in Indigenous and multicultural contexts.
- Conduct Trauma-Informed Counseling
Implement trauma-informed counseling practices, especially when working with clients who have experienced historical, intergenerational, or personal trauma.
- Provide Crisis Intervention
Develop the skills to assess and intervene in crisis situations, providing immediate support and referrals to ensure client safety and well-being.

- Maintain Ethical and Professional Boundaries
Adhere to professional and ethical standards in counseling, including confidentiality, informed consent, and maintaining appropriate boundaries.
 - Engage in Reflective Practice
Continuously reflect on personal counseling practices, seeking feedback and engaging in self-assessment to improve skills and client outcomes.
 - Collaborate with Clients and Support Networks
Work collaboratively with clients, their families, and community supports to create a network of care that aligns with the client's needs and cultural context.
 - Evaluate the Effectiveness of Counseling Sessions
Assess the outcomes of counseling interventions and make necessary adjustments to improve the effectiveness of future sessions.
-

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Indigenous Social Services Community Worker Program

Course Title: 111 Group Counselling: Theory and Practice

Course Length: 60 Hours (2 weeks course)

Delivery Mode: blended

Prerequisites: None

Course Description:

This course delves into the theory and practice of group counseling, equipping students with the skills to facilitate effective group therapy sessions. Through experiential learning, role-play, and case studies, students will explore group dynamics, develop group counseling strategies, and gain insight into ethical considerations in a group therapy context.

Course Outcomes

By the end of this course students will be able to:

1. Understand Group Counselling Theories
 - Demonstrate knowledge of key theories and approaches in group counselling.
 - Identify and explain the stages of group development and group dynamics within a therapeutic setting.
2. Facilitate Group Therapy Sessions
 - Apply effective facilitation techniques to lead group therapy sessions, including managing group interactions, promoting engagement, and handling conflicts.
 - Design and implement structured group counselling strategies that cater to diverse client needs.
3. Analyze Group Dynamics
 - Evaluate the influence of group dynamics, such as cohesion, power structures, and communication patterns, on the therapeutic process.
 - Identify common challenges within group settings and propose strategies to manage them effectively.
4. Ethical Considerations in Group Counselling
 - Analyze ethical issues specific to group therapy, including confidentiality, dual relationships, and cultural competency.
 - Apply ethical decision-making frameworks to real life group counselling scenarios.
5. Develop Interpersonal and Communication Skills
 - Enhance listening, empathy, and feedback skills through roleplaying and case studies.
 - Foster a supportive environment that encourages open communication among group members.

6. Apply Theory to Practice through Experiential Learning

- Engage in roleplaying exercises to simulate real world group counselling situations, reflecting on personal facilitation style and areas for improvement.
- Critically assess case studies to demonstrate the practical application of theoretical knowledge in group counselling settings.

7. Evaluate the Effectiveness of Group Therapy

- Use appropriate evaluation methods to assess the effectiveness of group therapy interventions.
- Reflect on group progress and individual contributions to make necessary adjustments in facilitation techniques.

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Indigenous Social Services Community Worker Program

Course Title: 112 Lifespan Development

Course Length: 60 Hours (2 weeks course)

Delivery Mode: blended

Prerequisites: None

Course Description:

This course provides a comprehensive exploration of human development across the lifespan, from conception to death. Students will study the physical, cognitive, emotional, and social changes that occur at different stages of life. Through theoretical frameworks, research findings, and case studies, students will gain a deep understanding of the factors influencing development and the implications for individuals and society.

Course Outcomes

By the end of this course students will be able to:

1. Understand Key Concepts in Human Development

- Demonstrate knowledge of the physical, cognitive, emotional, and social changes that occur across various life stages from conception to death.
- Identify and explain major theoretical frameworks that explain human development, including biological, psychological, and sociocultural factors.

2. Analyze Developmental Stages

- Compare and contrast the characteristics and challenges associated with each major developmental stage (infancy, childhood, adolescence, adulthood, and aging).
- Apply theories to analyze how developmental changes impact behavior, decision-making, and social interactions at different life stages.

3. Evaluate Influences on Human Development

- Analyze the role of genetics, environment, culture, and societal factors on human development and how they shape individual differences.
- Examine how family, peers, education, and culture influence development during key life stages.

4. Research and Apply Case Studies

- Critically evaluate research findings related to lifespan development, including empirical studies and case studies, to apply these insights to real life scenarios.
- Utilize case studies to demonstrate understanding of how developmental theories manifest in individual experiences.

5. Understand Developmental Disorders and Challenges

- Identify and explain common developmental disorders and challenges that individuals may face throughout the lifespan.
- Evaluate the impact of these developmental challenges on physical, cognitive, and emotional wellbeing, as well as their broader implications for families and society.

6. Recognize Ethical and Social Implications

- Analyze the ethical considerations in the study and application of lifespan development theories, particularly concerning vulnerable populations such as children, the elderly, and individuals with developmental disabilities.
- Discuss the societal implications of developmental research, including policy decisions and interventions that affect different age groups.

7. Integrate Developmental Knowledge in Practical Contexts

- Apply knowledge of lifespan development to real world settings, such as healthcare, education, and social services.
- Reflect on how understanding human development can improve practices and policies aimed at supporting individuals at various stages of life.

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Indigenous Social Services Community Worker Program

Course Title: 113 Indigenous History and Culture in Social Services

Course Length: 40 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description:

This course provides an in-depth exploration of Indigenous history, culture, and their intersection with social services. Students will examine the historical context, contemporary issues, and cultural perspectives that shape the experiences of Indigenous communities within the social services framework. Through a combination of lectures, discussions, case studies, and experiential learning, students will develop a comprehensive understanding of how to provide culturally competent and ethical social services to Indigenous populations.

Course Outcomes

By the end of this course students will be able to:

1. Understand Indigenous Histories and Cultures

- Demonstrate an in depth understanding of the history and cultural heritage of Indigenous communities, including key historical events, treaties, and policies that have impacted Indigenous peoples.
- Recognize the diversity within Indigenous cultures, including language, traditions, governance structures, and worldview.

2. Analyze Historical and Contemporary Issues

- Analyze the historical trauma and systemic marginalization experienced by Indigenous communities due to colonization, residential schools, and governmental policies.
- Identify and evaluate contemporary social, economic, and political challenges facing Indigenous populations, including access to healthcare, education, and social services.

3. Explore Indigenous Perspectives on Social Services

- Examine how Indigenous worldviews and cultural practices shape approaches to health, healing, and social services.
- Critically assess how social services provided to Indigenous populations can either support or undermine their cultural identity, autonomy, and community wellbeing.

4. Develop Culturally Competent Social Services Approaches

- Apply culturally competent and respectful social services practices that align with the values, traditions, and needs of Indigenous individuals and communities.
- Demonstrate the ability to engage Indigenous clients in social services frameworks that acknowledge

- and incorporate Indigenous knowledge, practices, and healing approaches.

5. Ethical Considerations in Working with Indigenous Populations

- Identify and address ethical issues in providing social services to Indigenous populations, including cultural appropriation, power imbalances, and respecting Indigenous self-determination.
- Apply ethical decision-making frameworks that consider the historical context, cultural perspectives, and rights of Indigenous communities.

6. Understand Policy and Advocacy for Indigenous Rights

- Analyze the role of social services professionals in advocating for policy changes that support the rights and sovereignty of Indigenous communities.
- Examine the impact of federal, provincial, and local policies on Indigenous peoples and how social services can play a role in promoting justice and reconciliation.

7. Engage in Experiential Learning and Reflection

- Participate in experiential learning activities, such as case studies, community engagement, and fieldwork, to gain a deeper understanding of Indigenous realities in social services contexts.
- Reflect on personal biases, assumptions, and knowledge gaps to enhance cultural humility and competence in working with Indigenous populations.

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Indigenous Social Services Community Worker Program

Course Title: 114 Indigenous Family Dynamics and Supports in Social Services

Course Length: 30 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description:

This course provides an in-depth exploration of Indigenous family dynamics, cultural values, and traditional support systems within the context of social services. Students will gain an understanding of the historical, social, and political factors that impact Indigenous families and communities, and will learn culturally sensitive approaches to providing effective support and services. Through a combination of lectures, case studies, guest speakers, and interactive activities, students will develop the skills necessary to work collaboratively with Indigenous families and contribute to the well-being of their communities.

Course Outcomes

By the end of this course students will be able to:

1. Understand Indigenous Family Structures and Dynamics
 - Demonstrate a comprehensive understanding of the traditional and contemporary family structures within Indigenous communities.
 - Analyze the cultural values, kinship systems, and roles within Indigenous families, including how these dynamics impact social and community support systems.
2. Analyze the Historical and Political Context of Indigenous Families
 - Examine the historical, social, and political factors, such as colonization, residential schools, and governmental policies, that have shaped the experiences of Indigenous families.
 - Analyze the long-term impacts of these factors on family cohesion, community connections, and access to social services.
3. Culturally Sensitive Approaches to Social Services
 - Develop culturally sensitive and respectful approaches to supporting Indigenous families in social services, recognizing the importance of traditional practices and values.
 - Apply principles of cultural humility and collaboration when working with Indigenous families and communities to address their unique needs and challenges.
4. Recognize and Support Traditional Indigenous Support Systems
 - Identify traditional Indigenous family and community support systems, including extended family networks, Elders, and community-based healing practices.
 - Explore how these traditional systems can be integrated into modern social services to provide holistic support to Indigenous families.

5. Ethical and Collaborative Practices in Social Services

- Demonstrate the ability to work ethically and collaboratively with Indigenous families, respecting their autonomy, cultural practices, and decision-making processes.
- Apply ethical frameworks that consider historical trauma and contemporary Indigenous rights when providing family centered services.

6. Develop Skills for Working with Indigenous Families in Social Services

- Gain practical skills to engage Indigenous families in social services contexts, including effective communication, conflict resolution, and culturally appropriate intervention strategies.
- Work with community-based organizations and Indigenous led services to understand how to support family wellbeing and empowerment.

7. Evaluate the Impact of Social and Governmental Policies on Indigenous Families

- Critically evaluate the role of federal, provincial, and local policies in shaping the lives of Indigenous families and how these policies influence access to social services.
- Advocate for policy changes that support Indigenous family cohesion and address systemic barriers within the social services system.

8. Engage in Experiential Learning and Reflective Practice

- Participate in interactive activities, case studies, and guest speaker sessions to deepen understanding of Indigenous family dynamics and support systems.
- Reflect on personal biases and assumptions to develop a deeper cultural competency in working with Indigenous families and contributing to their wellbeing.

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Indigenous Social Services Community Worker Program

Course Title: 115 Introduction to Psychology

Course Length: 40 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description:

This introductory course provides a comprehensive overview of the fundamental principles, theories, and applications of psychology. Students will explore the scientific study of human behavior and mental processes, gaining insights into various psychological perspectives and research methods. Through lectures, discussions, experiments, and practical exercises, students will develop a foundational understanding of key psychological concepts and their real-world implications.

Course Outcomes

By the end of this course students will be able to:

1. Understand Key Psychological Concepts and Theories
 - Demonstrate a foundational understanding of key psychological concepts, such as perception, learning, memory, motivation, emotion, and personality.
 - Explain and compare major psychological theories, including behaviorism, cognitive psychology, humanism, psychoanalysis, and biological psychology.
2. Explore the Scientific Study of Human Behavior
 - Describe the principles of the scientific method and how they are applied in psychological research to study human behavior and mental processes.
 - Differentiate between various research methods in psychology, such as experiments, observations, case studies, and surveys, and evaluate their strengths and limitations.
3. Analyze Human Development and Mental Processes
 - Explore psychological perspectives on human development across the lifespan, including cognitive, emotional, and social development.
 - Explain how mental processes, such as perception, cognition, memory, and decision making, influence behavior in everyday life.
4. Apply Psychological Principles to Real World Situations
 - Identify real world applications of psychological theories and principles, including in areas such as mental health, education, relationships, and workplace behavior.
 - Analyze how psychological concepts can be used to address individual and societal issues, such as stress, motivation, and interpersonal conflicts.

5. Develop Critical Thinking Skills in Psychology

- Critically assess psychological research findings, identifying potential biases, ethical concerns, and implications for further study.
- Apply critical thinking to evaluate popular media representations of psychological phenomena and distinguish between scientifically supported information and misconceptions.

6. Participate in Experiential Learning and Practical Exercises

- Engage in psychological experiments, discussions, and practical exercises to develop Hands-on understanding of key concepts and theories.
- Reflect on personal behavior and mental processes through self-assessment and observational activities to enhance self-awareness and understanding of psychological principles.

7. Understand Ethical Considerations in Psychology

- Identify ethical principles in psychological research and practice, including issues related to confidentiality, informed consent, and the treatment of participants.
- Discuss the role of ethics in psychological studies, particularly in cases involving vulnerable populations and controversial research topics.

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Indigenous Social Services Community Worker Program

Course Title: 116 Professional Practice and Ethics in Social Work

Course Length: 30 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description:

This course provides a comprehensive exploration of the foundational principles, ethical considerations, and practical skills essential for effective professional practice in the field of social work. Students will examine the ethical dilemmas, values, and responsibilities that guide social work practice, while developing essential communication, assessment, and intervention skills. Through case studies, role-play exercises, and ethical decision-making scenarios, students will develop a strong ethical framework and a solid foundation for ethical and effective social work practice.

Course Outcomes

By the end of this course students will be able to:

- Understand Ethical Principles in Social Work
Identify and explain core ethical principles in social work, including dignity, respect for persons, justice, and the importance of confidentiality.
- Apply Professional Codes of Ethics
Demonstrate an understanding of professional codes of ethics, such as those from the Canadian Association of Social Workers (CASW), and how they guide decision making in social services practice.
- Navigate Ethical Dilemmas
Critically analyze and resolve ethical dilemmas in social work practice, applying ethical frameworks to make informed and responsible decisions.
- Promote Social Justice and Advocacy
Understand the role of social workers in promoting social justice, advocating for marginalized communities, and challenging systemic inequalities that affect Indigenous and nonindigenous populations.
- Maintain Professional Boundaries
Recognize and maintain professional boundaries in client relationships, ensuring clear and ethical interactions that promote trust and wellbeing.
- Engage in Reflective Practice
Engage in ongoing self-reflection and assessment of personal values, biases, and ethical decision making

to improve professional practice.

- Understand Indigenous Protocols in Professional Practice
Demonstrate an understanding of Indigenous cultural protocols, knowledge, and values in social work practice, ensuring that professional ethics are culturally aligned.
- Ensure Confidentiality and Informed Consent
Apply ethical standards related to confidentiality and informed consent, ensuring that clients' rights are protected in all interactions and services provided.
- Collaborate with Multidisciplinary Teams
Work effectively with other professionals in multidisciplinary settings while adhering to ethical guidelines, promoting the wellbeing of clients and communities.
- Commit to Lifelong Learning in Ethics
Embrace a commitment to lifelong learning, staying informed about changes in ethical standards and practices in the social services field.

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Indigenous Social Services Community Worker Program

Course Title: 117 Research and Methods in Social Services

Course Length: 30 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description:

This course equips students with the knowledge and skills to effectively conduct research in the field of social services. Students will learn about various research methodologies, data collection techniques, and ethical considerations specific to social service settings. Through hands-on exercises, data analysis, and research projects, students will develop the ability to design and execute research studies that contribute to evidence-based practice and inform decision-making in social services.

Course Outcomes

By the end of this course students will be able to:

- Understand and apply various research methodologies relevant to social services, including qualitative, quantitative, and mixed method approaches.
- Demonstrate proficiency in data collection techniques, such as interviews, surveys, and observations, specific to Indigenous and social services contexts.
- Analyze and interpret data using appropriate analytical tools to support evidence-based practice in social services.
- Identify and address ethical considerations in research, with a focus on cultural sensitivity and respect for Indigenous knowledge and communities.
- Design and execute a research study that addresses a key issue in Indigenous social services, from problem identification to data collection and analysis.
- Contribute to informed decision making by applying research findings to improve social services policies and practices in Indigenous communities.
- Communicate research findings effectively, both in written reports and oral presentations, to social services professionals, stakeholders, and Indigenous communities.

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

Note: All course passing mark is 70%, otherwise, student will be marked as fail.

Academic Standing

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Indigenous Social Services Community Worker Program

Course Title: 118 Orientation to Indigenous, Social, and Human Services

Course Length: 30 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description:

This course serves as an introductory exploration of the interplay between Indigenous communities, social services, and the broader human services sector. Through a combination of lectures, discussions, guest speakers, and experiential learning, students will gain a foundational understanding of the historical context, cultural considerations, and contemporary challenges that shape the provision of social and human services to Indigenous populations. The course aims to foster cultural competence, empathy, and ethical awareness in working effectively within Indigenous communities.

Course Outcomes

By the end of this course students will be able to:

- Understand the historical and cultural context of Indigenous communities and how it intersects with the social and human services sectors.
- Identify key contemporary challenges faced by Indigenous populations in accessing social and human services.
- Demonstrate cultural competence by recognizing and respecting the cultural diversity, values, and traditional practices within Indigenous communities.
- Apply ethical principles when engaging with Indigenous communities in social and human services, ensuring respectful, culturally sensitive, and trauma-informed approaches.
- Develop empathy and awareness of the systemic factors affecting Indigenous populations, fostering a commitment to supporting reconciliation and advocacy in the field of social services.
- Collaborate effectively with Indigenous communities by integrating knowledge of Indigenous worldviews and perspectives into service delivery.

Competencies for Academic Evaluation

By the end of the course, students will demonstrate competencies in the following areas:

1. Cultural Competence:

- Demonstrating understanding and sensitivity to Indigenous cultural practices, values, and traditional knowledge systems in social services settings.

2. Historical Awareness:

- Recognizing and explaining the historical factors, including colonization, residential schools, and

intergenerational trauma, that impact Indigenous communities' interactions with social services.

3. Ethical Practice:

- Applying ethical principles and frameworks when working with Indigenous individuals and communities, particularly in ensuring informed consent, confidentiality, and respect for sovereignty.

4. Contemporary Issues Understanding:

- Identifying and critically analyzing modern-day challenges, such as access to healthcare, education, and social services, affecting Indigenous populations.

5. Reconciliation and Advocacy:

- Understanding the importance of reconciliation, advocacy, and community centered practice in promoting equitable and effective services to Indigenous communities.

6. Communication and Collaboration:

- Developing effective communication strategies that foster collaboration and trust building with Indigenous communities and social services professionals.

1. Cultural Competence:

- Demonstrate awareness of diversity within Indigenous communities, acknowledging the unique traditions, languages, and governance structures that influence social and human services.
- Integrate cultural knowledge into social services practices by tailoring interventions to reflect Indigenous values and traditions.

2. Historical Awareness:

- Analyze the impact of colonization on Indigenous populations, focusing on policies such as the Indian Act, residential schools, and forced relocations.
- Evaluate the role of historical trauma and its ongoing effects on health, wellbeing, and access to social services for Indigenous peoples.

3. Ethical Practice:

- Apply ethical principles by recognizing the rights of Indigenous peoples to self-determination and sovereignty within social services settings.
- Develop ethical solutions to address power imbalances in service delivery, ensuring practices are aligned with the principles of social justice and cultural safety.

4. Contemporary Issues Understanding:

- Critically examine systemic barriers that Indigenous communities face in accessing social services, including socioeconomic disparities, discrimination, and geographical isolation.
- Identify strategies to address gaps in service delivery for Indigenous communities, particularly in areas such as mental health, child welfare, and housing.

5. Reconciliation and Advocacy:

- Advocate for policies that promote the rights and wellbeing of Indigenous peoples, working towards reconciliation by addressing historical and contemporary injustices.
- Participate in advocacy efforts by engaging with Indigenous communities, social service

organizations, and policymakers to support equitable service provision.

6. Communication and Collaboration:

- Develop strong interpersonal skills to effectively communicate with Indigenous individuals and communities, ensuring interactions are respectful, inclusive, and culturally appropriate.
- Foster collaborative partnerships with Indigenous community leaders, Elders, and stakeholders to enhance the effectiveness of social services programs and ensure they meet community needs.

7. Empathy and Reflexivity:

- Demonstrate empathy in understanding the lived experiences of Indigenous peoples, particularly those affected by historical trauma, social injustice, and marginalization.
- Engage in reflexive practice by critically reflecting on personal biases, assumptions, and approaches to ensure that social services delivery is responsive to the needs of Indigenous communities.

8. Trauma Informed Practice:

- Apply trauma informed approaches when working with Indigenous communities, recognizing the collective and individual experiences of trauma, including intergenerational trauma, and adapting services to promote healing and resilience.

9. Policy and Social Service Systems Knowledge:

- Understand the interplay between Indigenous rights and social service systems and how local, provincial, and federal policies affect service delivery.
- Critically assess the effectiveness of existing social service frameworks in addressing the unique needs of Indigenous communities, and recommend reforms

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

Note: All course passing mark is 70%, otherwise, student will be marked as fail.

Academic Standing

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Indigenous Social Services Community Worker Program

Course Title: 119 Field Placement: Indigenous Social Services Community Worker

Course Length: Practicum 80 Hours (2 weeks)

Prerequisites: None

Course Description:

The field placement in Indigenous Social Services provides students with the opportunity to apply theoretical knowledge and practical skills gained in the classroom to real-world settings within Indigenous communities. Under the guidance of experienced mentors and supervisors, students will engage in hands-on work that contributes to the well-being of Indigenous individuals, families, and communities. This placement aims to develop culturally sensitive, ethical, and effective community workers who can support the unique needs and aspirations of Indigenous populations.

Learning Objectives:

1. Apply theoretical concepts of Indigenous social services and community work in practical settings.
2. Develop cultural humility, sensitivity, and respect when working with Indigenous individuals and communities.
3. Collaborate effectively with community members, Elders, and Indigenous organizations.
4. Design and implement culturally appropriate interventions that address the needs of Indigenous individuals and families.
5. Engage in reflective practice and continuous learning to enhance personal and professional growth.

Placement Activities:

Orientation and Cultural Immersion

- Introduction to the placement site, mentor, and organizational policies
- Attend cultural competency training and workshops
- Immerse in the community's cultural practices, traditions, and protocols

Needs Assessment and Planning

- Shadowing experienced community workers in needs assessment interviews
- Participate in case conferences and discussions to identify strengths and challenges
- Contribute to the development of individualized support plans

Client Support and Engagement

- Participate in home visits and community outreach initiatives
- Support clients in accessing resources, services, and programs
- Develop rapport and establish trusting relationships with clients

Program Implementation and Evaluation

- Assist in organizing and facilitating cultural events, workshops, or support groups
- Contribute to the evaluation of program effectiveness and make recommendations for improvement
- Document observations, interventions, and outcomes

Advocacy and Community Development

- Attend community meetings and discussions on social issues
- Collaborate with community members to identify areas for advocacy and change
- Assist in developing community-driven initiatives for positive social impact

Reflection and Integration

- Engage in regular supervision and reflective practice sessions with mentor/supervisor
- Reflect on personal growth, challenges, and successes during the placement
- Discuss ways to incorporate cultural awareness into future practice

Assessment Methods:

1. Weekly Journal Entries: Reflect on experiences, challenges, and learning moments during the placement.
2. Case Studies: Analyze and present case scenarios that demonstrate cultural sensitivity and effective intervention strategies.
3. Final Presentation: Share experiences, lessons learned, and recommendations for enhancing Indigenous social services.
4. Mentore Supervisor Evaluation: Receive feedback from the mentor/supervisor regarding professional growth and performance.

Activity/Assessments

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Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Indigenous Social Services Community Worker Program

Course Title: 120 Crisis Intervention and Trauma Support Exploration

Course Length: 40 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description:

This course delves into the theoretical foundations and practical strategies of crisis intervention and trauma support. Students will gain a comprehensive understanding of crisis theory, assessment techniques, and evidence-based interventions for individuals and communities experiencing various forms of crisis and trauma. Through case studies, role-playing, simulations, and experiential learning, students will develop the skills necessary to provide effective and compassionate support to those in need during times of crisis and trauma.

Course Outcomes

By the end of this course students will be able to:

1. Understand and apply crisis theory to identify and assess various forms of crisis and trauma, including individual, family, and community level crises.
2. Demonstrate proficiency in crisis assessment techniques, utilizing evidence-based tools to evaluate the severity of crises and determine appropriate interventions.
3. Develop and implement evidence-based intervention strategies for individuals and communities experiencing trauma, focusing on immediate support and long-term recovery.
4. Apply trauma informed approaches to crisis intervention, ensuring that support services are empathetic, culturally sensitive, and tailored to the specific needs of those affected.
5. Demonstrate effective communication and de-escalation techniques to manage crises and provide compassionate care to individuals in distress.
6. Engage in self-reflection and practice selfcare strategies to ensure personal wellbeing and resilience when working in high stress, trauma related environments.

Competencies for Academic Evaluation

1. Crisis Theory and Assessment:

- Understanding of Crisis Theory: Demonstrate a solid understanding of the foundational concepts in crisis theory, including the stages of crisis, and apply them in real world scenarios.
- Crisis Assessment Skills: Accurately assess the nature and intensity of a crisis using evidence based assessment techniques, and determine the immediate and long-term needs of individuals and communities.

2. Evidence Based Interventions:

- Develop and Apply Interventions: Create and implement intervention plans that are informed by evidence based practices, including short-term crisis intervention and long-term trauma support strategies.
- Adaptability in Interventions: Tailor interventions to the unique cultural, social, and psychological needs of individuals and communities, particularly when working with vulnerable or marginalized groups.

3. Trauma Informed Practice:

- Incorporate Trauma Informed Care: Integrate trauma informed principles into crisis intervention strategies, ensuring that support is empathetic, nonjudgmental, and focused on promoting healing and empowerment.
- Recognize and Address Trauma: Identify the signs of trauma in individuals and communities, and apply trauma support techniques that promote safety, trust, and recovery.

Activity/Assessments

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Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Indigenous Social Services Community Worker Program

Course Title: 121 Field Placement Overview: Indigenous Social Services Community Worker

Course Length: Practicum 40 Hours (1 week)

Prerequisites: None

Course Description:

The Indigenous Social Services Community Worker field placement provides students with a unique opportunity to engage directly with Indigenous communities and individuals while applying social work principles in culturally sensitive and ethical ways. Through this placement, students will gain practical experience, develop cultural competence, and contribute to the well-being of Indigenous populations. Under the guidance of experienced mentors, students will enhance their skills in assessment, case management, advocacy, and community engagement within an Indigenous context.

Course Outcomes

By the end of this course students will be able to:

1. Apply social work principles in real world settings, demonstrating culturally sensitive and ethical practices in Indigenous communities.
2. Develop and enhance practical skills in assessment, case management, advocacy, and community engagement while working with Indigenous individuals and communities.
3. Demonstrate cultural competence by integrating Indigenous worldviews, traditions, and values into social work practice.
4. Collaborate effectively with Indigenous mentors and community leaders, learning from their guidance to provide meaningful support to Indigenous populations.
5. Critically evaluate and reflect on field placement experiences, using self assessment and feedback to improve professional practice in Indigenous social services.
6. Contribute to the wellbeing of Indigenous populations by identifying community needs and developing appropriate, culturally respectful interventions and support strategies.

Competencies for Academic Evaluation

1. Application of Social Work Principles:

- Ethical Practice: Demonstrate the ability to apply social work ethics, including confidentiality, informed consent, and respect for Indigenous sovereignty, in field placements.
- Culturally Responsive Practice: Integrate Indigenous cultural practices and values into social service delivery, ensuring respect for traditional knowledge and community norms.

2. Assessment and Case Management:

- Needs Assessment: Conduct comprehensive assessments of the needs of Indigenous individuals and communities, identifying key issues such as health, education, and social support.
- Case Management Skills: Manage client cases effectively by developing appropriate service plans, coordinating resources, and monitoring client progress.

3. Advocacy and Community Engagement:

- Advocacy Skills: Act as an advocate for Indigenous individuals and communities, supporting their rights and working toward solutions that promote their wellbeing and self-determination.
- Community Engagement: Foster strong relationships with Indigenous communities and stakeholders, encouraging participation in decision making and community development initiatives.

4. Cultural Competence:

- Cultural Sensitivity: Demonstrate deep understanding of Indigenous traditions, values, and worldviews, and how they influence social work practice.
- Adaptability: Tailor social service interventions to reflect the cultural context of Indigenous communities, ensuring that services are relevant and respectful.

5. Mentorship and Collaboration:

- Effective Collaboration: Work closely with experienced mentors, Indigenous Elders, and community leaders, demonstrating the ability to listen, learn, and implement their guidance.
- Peer Learning: Engage with peers to share field placement experiences and develop a collective understanding of best practices in Indigenous social services.

6. Reflective Practice and SelfAssessment:

- Reflection: Reflect on field placement experiences, identifying personal strengths, challenges, and areas for growth in working with Indigenous populations.
- Continuous Improvement: Use feedback from mentors and supervisors to refine and improve professional skills, particularly in culturally competent and ethical social work practice.

7. Contribution to Indigenous Wellbeing:

- Community Impact: Identify and address community specific challenges, contributing to the development of culturally appropriate interventions that enhance the wellbeing of Indigenous individuals and communities.
- Sustainability: Implement strategies that support long-term community empowerment, helping Indigenous populations build resilience and self-sufficiency.

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Indigenous Social Services Community Worker Program

Course Title: 122 Agency Administration and Fundraising in Indigenous Communities

Course Length: 30 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description:

This course provides a comprehensive exploration of agency administration and fundraising strategies within the context of Indigenous communities. Students will gain a solid understanding of the principles and practices necessary to effectively manage and lead social service agencies, organizations, and initiatives that serve Indigenous populations. Through case studies, practical exercises, guest speakers, and real-world projects, students will develop the skills needed to navigate administrative challenges, create sustainable funding streams, and promote the well-being of Indigenous communities.

Course Outcomes

By the end of this course students will be able to:

1. Understand and apply principles of agency administration within Indigenous social service organizations, including strategic planning, leadership, budgeting, and organizational management.
2. Develop and implement effective fundraising strategies to secure sustainable funding for Indigenous social services agencies, initiatives, and community projects.
3. Demonstrate culturally competent leadership and management skills that are sensitive to Indigenous worldviews, governance structures, and community needs.
4. Navigate challenges specific to managing Indigenous focused organizations, including working within both Indigenous and nonindigenous systems and funding environments.
5. Analyze the ethical and legal considerations involved in managing social services agencies that serve Indigenous communities.
6. Promote the wellbeing of Indigenous populations by fostering sustainable organizational practices that support long-term community empowerment and growth.

Competencies for Academic Evaluation

1. Agency Administration and Leadership:

- Strategic Planning: Demonstrate the ability to create and execute strategic plans that align with the mission, values, and goals of Indigenous social service organizations.
- Budgeting and Financial Management: Develop skills in creating, managing, and overseeing agency budgets, ensuring transparency and accountability in financial operations.
- Human Resources Management: Apply effective personnel management practices, including

recruitment, supervision, and professional development, with attention to culturally responsive leadership.

2. Fundraising and Resource Development:

- Fundraising Strategies: Design and implement comprehensive fundraising plans, utilizing grants, partnerships, and donor engagement to secure financial support for Indigenous agencies.
- Grant Writing: Develop strong grant writing skills, targeting funding sources that align with the needs and goals of Indigenous communities.
- Sustainability: Create strategies that build sustainable funding streams, ensuring long term financial stability for Indigenous social service organizations.

3. Cultural Competence and Leadership:

- Culturally Responsive Leadership: Lead Indigenous organizations with sensitivity to cultural protocols, values, and governance structures, ensuring community participation and respect for Indigenous knowledge systems.
- Collaboration with Indigenous Communities: Foster relationships with Indigenous leaders, Elders, and community members to ensure agency practices and projects are reflective of community priorities.

4. Navigating Systems and Challenges:

- Dual Systems Management: Effectively navigate the complexities of working within both Indigenous governance structures and external (governmental or nonindigenous) funding and policy environments.
- Problem Solving: Identify and address administrative challenges, including resource limitations, organizational conflict, and systemic barriers, to promote organizational success.

5. Ethical and Legal Considerations:

- Ethical Leadership: Apply ethical decision-making processes in managing agencies, ensuring that organizational practices align with Indigenous rights, self-determination, and community wellbeing.
- Legal Compliance: Ensure that agencies comply with relevant laws and regulations, including those related to funding, nonprofit management, and service delivery, while respecting Indigenous sovereignty.

6. Program and Project Management:

- Program Development: Design, implement, and evaluate programs and services that address the specific needs of Indigenous communities, ensuring effectiveness and cultural relevance.
- Community Engagement: Involve Indigenous community members in program planning and implementation to ensure services are meeting the needs and priorities of the population.

7. Sustainability and Long Term Impact:

- Sustainable Practices: Develop organizational policies and strategies that promote environmental, social, and financial sustainability for the agency and community projects.
 - Community Empowerment: Implement practices that contribute to the long term empowerment and self sufficiency of Indigenous communities, ensuring that programs and services lead to lasting positive outcomes.
-

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Academic Standing

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Indigenous Social Services Community Worker Program

Course Title: 123 Indigenous Social Services Community Worker Project Practicum

Course Length: Practicum 40 Hours (1 week)

Prerequisites: None

Course Description:

The Indigenous Social Services Community Worker Project Practicum is a culminating experiential learning opportunity that enables students to apply their knowledge, skills, and cultural competence gained throughout their program to real-world scenarios. Under the guidance of experienced mentors, students will engage in hands-on, project-based work within Indigenous communities, organizations, or agencies. This practicum aims to strengthen students' abilities as culturally responsive social service practitioners, while contributing to positive change and well-being within Indigenous contexts.

Course Outcomes

By the end of this course students will be able to:

1. Apply knowledge and skills gained throughout the program in real world Indigenous community settings, demonstrating culturally responsive social service practices.
2. Engage in Hands-on project-based work with Indigenous communities, organizations, or agencies, contributing to the wellbeing and positive change of Indigenous populations.
3. Develop professional competencies in areas such as case management, advocacy, program development, and community engagement, tailored to Indigenous cultural contexts.
4. Collaborate effectively with Indigenous mentors, community leaders, and agencies, incorporating feedback and cultural wisdom into their social services practice.
5. Demonstrate cultural competence and humility in their interactions with Indigenous individuals and communities, ensuring that social services are respectful of traditions, values, and Indigenous governance structures.
6. Reflect on their professional growth, identifying strengths, areas for development, and strategies for continuous learning in the field of Indigenous social services.

Competencies for Academic Evaluation

1. Application of Knowledge and Skills:
 - Knowledge Integration: Demonstrate the ability to apply theoretical knowledge and practical skills from coursework in real world Indigenous social services contexts.
 - Problem Solving: Identify and address challenges faced by Indigenous individuals and communities using culturally appropriate interventions and support strategies.
2. Hands-on Project Based Work:
 1. Project Management: Plan, develop, and implement project based work that meets the needs of

- Indigenous communities and organizations, aligning with culturally relevant practices.
2. **Community Impact:** Ensure that projects contribute to the wellbeing and positive development of Indigenous populations, assessing both short-term and long-term impacts.
 3. **Professional Competencies:**
 - **Case Management:** Conduct assessments, develop service plans, and provide ongoing support to Indigenous individuals and families, considering their unique cultural needs.
 - **Advocacy and Program Development:** Advocate for Indigenous clients and communities, developing programs that promote health, education, social support, and empowerment.
 4. **Collaboration with Indigenous Mentors and Community Leaders:**
 - **Mentorship Engagement:** Work closely with experienced Indigenous mentors, applying their feedback and integrating Indigenous knowledge into service delivery.
 - **Community Collaboration:** Build strong, respectful relationships with Indigenous community leaders and stakeholders, fostering a collaborative approach to social services.
 5. **Cultural Competence and Humility:**
 - **Culturally Responsive Practice:** Show the ability to deliver social services that respect and align with Indigenous cultural values, traditions, and governance systems.
 - **Cultural Humility:** Continuously reflect on personal biases, remaining open to learning and adapting social service practices in accordance with Indigenous community feedback.
 6. **Reflection and Professional Growth:**
 - **SelfAssessment:** Regularly reflect on personal and professional growth, identifying areas of strength and those needing further development in providing social services to Indigenous communities.
 - **Continuous Learning:** Demonstrate a commitment to ongoing learning and professional development in Indigenous social services, integrating new insights and experiences into practice.
 7. **Ethical and Culturally Sensitive Practice:**
 - **Ethical Conduct:** Uphold ethical principles in all interactions, ensuring confidentiality, informed consent, and respect for the autonomy of Indigenous clients.
 - **Culturally Sensitive Support:** Tailor interventions and services to the specific needs of Indigenous communities, showing respect for their traditions and values in all aspects of project work.
-

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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*"Your Training – Your Future,
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Indigenous Social Services Community Worker Program

Course Title: 124 Case Management and Advocacy in Indigenous Community Settings

Course Length: 40 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description:

This course provides students with a deep understanding of case management and advocacy principles within the context of Indigenous communities. Through a blend of theoretical knowledge, practical skills development, and experiential learning, students will explore the critical roles of case managers and advocates in addressing the complex needs and challenges faced by Indigenous individuals and families. The course emphasizes culturally responsive approaches to empower, support, and promote positive change within Indigenous community settings.

Course Outcomes

By the end of this course students will be able to:

1. Understand and apply principles of case management and advocacy specific to Indigenous community settings, addressing the complex needs of Indigenous individuals and families.
2. Develop and implement culturally responsive case management strategies that respect Indigenous values, traditions, and governance structures, promoting empowerment and self determination.
3. Demonstrate proficiency in advocacy techniques, ensuring that Indigenous clients' rights are protected and their voices are amplified in social service and legal contexts.
4. Collaborate with Indigenous communities and leaders to provide holistic, culturally appropriate case management and advocacy services.
5. Evaluate and respond to the unique challenges faced by Indigenous populations, including systemic barriers, historical trauma, and socioeconomic factors, while promoting positive change.
6. Reflect on ethical considerations and personal biases in providing case management and advocacy services, ensuring culturally respectful and ethical practice in Indigenous community settings.

Competencies for Academic Evaluation

1. Case Management Skills:

- Comprehensive Needs Assessment: Demonstrate the ability to assess the diverse and often complex needs of Indigenous individuals and families, considering cultural, social, economic, and psychological factors.
- Service Planning and Coordination: Develop and implement individualized service plans that are culturally aligned, ensuring access to appropriate resources and services.
- Case Monitoring and Adjustment: Evaluate the effectiveness of case management strategies, making necessary adjustments based on ongoing feedback from clients and community members.

2. Culturally Responsive Practice:

- Cultural Competence: Exhibit a deep understanding of Indigenous cultures, traditions, and worldviews, and incorporate these into case management and advocacy practices.
- Community Based Approaches: Work collaboratively with Indigenous Elders, leaders, and stakeholders to ensure that services reflect the community's values and needs.

3. Advocacy Techniques:

- Client Centered Advocacy: Act as an advocate for Indigenous clients, ensuring that their rights are upheld, their voices heard, and their needs met in social service, healthcare, and legal systems.
- Systemic Advocacy: Engage in advocacy that challenges systemic barriers and promotes social justice for Indigenous populations, pushing for policy changes and resource allocation that benefit Indigenous communities.

4. Ethical and Legal Competence:

- Ethical Decision Making: Apply ethical principles in case management and advocacy, ensuring respect for confidentiality, client autonomy, and Indigenous sovereignty.
- Legal Knowledge: Understand and navigate the legal frameworks and policies that impact Indigenous populations, ensuring compliance while advocating for Indigenous rights and self-determination.

5. Problem Solving and Critical Thinking:

- Addressing Systemic Barriers: Identify and address systemic barriers, such as racism, colonialism, and intergenerational trauma, that affect Indigenous clients' access to resources and services.
- Creative Solutions: Develop innovative, culturally sensitive solutions to the unique challenges faced by Indigenous clients, focusing on holistic and sustainable approaches to problem-solving.

6. Collaboration with Indigenous Communities:

- Effective Communication: Build trust and maintain strong relationships with Indigenous communities, ensuring open and respectful communication with clients, families, and community members.
- Teamwork: Work collaboratively with social service providers, community organizations, and Indigenous leaders to ensure comprehensive support for clients.

7. Reflection and Self-awareness:

- Self-reflection: Continuously reflect on personal biases, values, and practices, ensuring that case management and advocacy approaches remain culturally respectful and aligned with Indigenous worldviews.
- Professional Development: Engage in ongoing learning and professional development to enhance case management and advocacy skills, particularly within Indigenous community settings.

8. Promoting Positive Change:

- Client Empowerment: Focus on empowering Indigenous clients to take control of their lives, make informed decisions, and advocate for themselves within social systems.
- Community Impact: Design case management and advocacy strategies that contribute to positive, long-term change for Indigenous individuals, families, and communities.

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

Note: All course passing mark is 70%, otherwise, student will be marked as fail.

Academic Standing

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Indigenous Social Services Community Worker Program

Course Title: 125 Indigenous Community Development

Course Length: 30 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description:

This course provides an in-depth exploration of Indigenous community development principles, strategies, and practices. Students will gain a comprehensive understanding of the historical context, cultural considerations, and collaborative approaches involved in fostering sustainable development within Indigenous communities. Through a combination of lectures, case studies, experiential learning, and community engagement, students will develop the knowledge and skills necessary to work effectively in partnership with Indigenous communities to promote self-determination, cultural preservation, and holistic well-being.

Course Outcomes

By the end of this course students will be able to:

- Understand and apply principles of Indigenous community development, including sustainable development, self determination, and cultural preservation.
- Analyze the historical context and contemporary issues affecting Indigenous communities, recognizing how colonization and systemic challenges have influenced development.
- Develop culturally responsive and collaborative strategies for working in partnership with Indigenous communities, ensuring that development initiatives reflect Indigenous values, traditions, and governance structures.
- Implement sustainable development practices that promote long-term community wellbeing, economic stability, and environmental stewardship.
- Facilitate community engagement and participation, ensuring that development projects are driven by Indigenous communities and prioritize their goals and aspirations.
- Reflect on ethical considerations and personal biases, ensuring culturally respectful, inclusive, and empowering approaches to Indigenous community development.

Competencies for Academic Evaluation

1. Understanding of Indigenous Community Development Principles:
 - Comprehensive Knowledge: Demonstrate a deep understanding of the principles of Indigenous community development, including the importance of cultural preservation, selfdetermination, and sustainability.

- Application of Concepts: Apply community development concepts to realworld scenarios, focusing on Indigenous communities' unique social, cultural, and economic contexts.

2. Historical and Contemporary Context:

- Historical Analysis: Analyze the impact of colonization, historical trauma, and systemic discrimination on Indigenous communities and how these issues affect contemporary development efforts.
- Contemporary Challenges: Critically assess ongoing challenges, such as access to resources, economic development, and political sovereignty, that influence Indigenous community development.

3. Culturally Responsive and Collaborative Strategies:

- Cultural Competence: Demonstrate the ability to design and implement community development projects that respect and reflect Indigenous cultures, governance systems, and traditional knowledge.
- Collaborative Partnership: Work collaboratively with Indigenous leaders, Elders, and community members, ensuring that community development initiatives are cocreated and aligned with local priorities.

4. Sustainable Development Practices:

- Sustainability: Develop strategies for sustainable community development, addressing economic, social, and environmental aspects to promote long-term wellbeing and resilience within Indigenous communities.
- Environmental Stewardship: Apply Indigenous perspectives on land, resources, and environmental sustainability to community development initiatives.

5. Community Engagement and Participation:

- Engagement Techniques: Use participatory approaches to involve Indigenous community members in all stages of the development process, ensuring that projects are community driven and reflective of local goals.
- Facilitation Skills: Demonstrate the ability to facilitate discussions, workshops, and meetings with Indigenous communities, fostering open communication and collective decision-making.

6. Ethical and Inclusive Practice:

- Ethical Considerations: Ensure that development projects adhere to ethical standards, including respecting Indigenous sovereignty, avoiding exploitative practices, and ensuring community consent.
- Inclusive Development: Create development strategies that include all community members, ensuring equity and addressing the diverse needs of Indigenous populations, including marginalized groups.

7. Self-reflection and Continuous Learning:

- Personal Reflection: Engage in ongoing self reflection to address biases, ensuring that personal assumptions and values do not interfere with the development process.
- Adaptability: Show willingness to adapt development approaches based on feedback from Indigenous communities and changing local contexts.

8. Promotion of Self-determination and Empowerment:

- Empowering Communities: Design development projects that empower Indigenous communities to take control of their own futures, fostering independence and self sufficiency.
- Support for self Determination: Advocate for policies and practices that promote the self determination of Indigenous peoples, ensuring that community development is led by Indigenous voices and priorities.

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

Note: All course passing mark is 70%, otherwise, student will be marked as fail.

Academic Standing

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Indigenous Social Services Community Worker Program

Course Title: 126 Field Placement Overview: Indigenous Social Services Community Worker - Building a Pond (Foundational Knowledge)

Course Length: Practicum 40 Hours (1 week)

Prerequisites: None

Course Description:

The Indigenous Social Services Community Worker field placement focuses on the practical application of foundational knowledge and skills in building a pond within an Indigenous community setting. This experiential learning opportunity allows students to engage in hands-on work while integrating cultural competence, community engagement, and social service principles. Under the guidance of experienced mentors, students will contribute to the construction of a pond that aligns with the community's cultural values, needs, and aspirations.

Course Outcomes

By the end of this course students will be able to:

1. Apply foundational knowledge and skills from previous coursework in real world Indigenous community settings, demonstrating a strong understanding of social service principles.
2. Integrate cultural competence into practical social services work, ensuring that all actions and interventions are respectful of and aligned with the cultural values, traditions, and governance structures of Indigenous communities.
3. Engage in community driven social services work, collaborating with Indigenous community members, leaders, and mentors to meet the community's needs and aspirations.
4. Contribute to the construction of social service initiatives that promote wellbeing and empowerment, focusing on long-term, sustainable impacts that align with community goals.
5. Develop professional skills in case management, advocacy, community engagement, and resource coordination, while ensuring a culturally responsive approach.
6. Reflect on personal and professional growth, identifying areas for development and continuously improving social services practice within Indigenous contexts.

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Indigenous Social Services Community Worker Program

Course Title: 127 Legislation in Social Services of New Brunswick, Canada

Course Length: 40 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description:

This course offers a comprehensive exploration of the legislative framework that governs social services in the province of New Brunswick, Canada. Students will delve into the key laws, regulations, and policies that shape the provision of social services, with a focus on understanding the rights, responsibilities, and ethical considerations relevant to practitioners. Through case studies, guest speakers, discussions, and practical exercises, students will develop a strong foundation in the legal aspects of social services practice within the New Brunswick context.

Course Outcomes

By the end of this course students will be able to:

1. Understand the legislative framework that governs social services in New Brunswick, Canada, including key laws, regulations, and policies that shape service provision.
2. Identify the rights and responsibilities of social service practitioners, clients, and organizations within the legal context of New Brunswick.
3. Analyze the ethical considerations associated with social services practice, ensuring compliance with legal requirements while upholding professional ethics and standards.
4. Interpret and apply relevant legislation in various social service scenarios, ensuring that interventions and practices align with provincial laws and policies.
5. Critically evaluate case studies involving legal and ethical dilemmas in social services, developing the ability to navigate complex legal and regulatory environments.
6. Develop practical strategies for incorporating legislative knowledge into day today social service practice, ensuring that clients' rights are protected and services are delivered effectively.

Competencies for Academic Evaluation

1. Understanding of Legislative Framework:
 - Knowledge of Key Legislation: Demonstrate a thorough understanding of the main laws and regulations that govern social services in New Brunswick, such as the Child and Family Services Act, the Mental Health Act, and other relevant provincial policies.
 - Interpretation of Policies: Develop the ability to interpret government policies related to social services, understanding how they apply to various social work scenarios and client groups.

2. Rights and Responsibilities:

- Client Rights: Understand the legal rights of clients within the social services system, including their rights to access services, confidentiality, and informed consent.
- Practitioner Responsibilities: Demonstrate knowledge of the legal responsibilities and duties of social services practitioners, including documentation, reporting requirements, and compliance with provincial regulations.

3. Ethical and Legal Decision Making:

- Ethical Considerations: Analyze ethical issues in social services, balancing legal requirements with professional ethics, and ensuring respect for client autonomy and cultural sensitivity.
- Legal Dilemmas: Apply ethical decision making frameworks to resolve legal dilemmas encountered in social services, ensuring compliance with both legal and ethical standards.

4. Application of Legislation:

- Case Management: Use knowledge of New Brunswick's social services laws to manage client cases effectively, ensuring that services are provided in accordance with provincial legislation.
- Policy Implementation: Implement government policies in practice by designing social service interventions that meet legislative standards, ensuring that services are legally compliant and ethically sound.

5. Critical Evaluation of Case Studies:

- Analysis of Legal Scenarios: Critically evaluate case studies that involve legal challenges in social services, identifying how practitioners can navigate legal constraints while advocating for their clients.
- Problem Solving Skills: Develop problem solving strategies to address real world legal issues in social services, applying legal and ethical knowledge to find practical solutions.

6. Practical Legislative Strategies:

- Advocacy and Client Rights: Demonstrate the ability to advocate for clients within the legal system, ensuring that their rights are protected and that they have access to necessary services.
- Compliance with Legal Requirements: Ensure that all social services practices comply with provincial laws, including documentation, reporting, and case management protocols.

7. Collaboration with Legal and Government Systems:

- Working with Government Agencies: Understand how to effectively collaborate with government agencies, legal professionals, and other stakeholders to ensure that social services are delivered in accordance with New Brunswick's laws and policies.
- Navigating Bureaucracy: Develop strategies for navigating the bureaucratic and legal systems that impact social services in New Brunswick, ensuring smooth service delivery for clients.

8. Reflection and Continuous Learning:

- Legal Updates: Stay informed of changes in legislation and policies affecting social services, and reflect on how these changes impact social work practice.
- Professional Development: Engage in continuous learning regarding legal and regulatory developments in New Brunswick to ensure that social service practices remain compliant and effective.

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Indigenous Social Services Community Worker Program

Course Title: 128 Special Topics in Indigenous Social Services: New Brunswick, Canada

Course Length: 40 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description:

This advanced course delves into special topics within Indigenous social services, focusing on the unique context of New Brunswick, Canada. Students will explore specific areas of social service practice that are particularly relevant to Indigenous communities in the province.

Through in-depth study, case analyses, guest speakers, and community engagement, students will gain a deeper understanding of the challenges, opportunities, and culturally sensitive approaches required to address these specialized areas within Indigenous social services.

Course Outcomes

By the end of this course students will be able to:

1. Critically examine unique aspects of social support within Indigenous communities, including culturally responsive approaches, historical considerations, and contemporary challenges.
2. Analyze specialized areas of Indigenous social services, such as mental health, cultural preservation, land stewardship, and community healing, with a focus on their significance to Indigenous wellbeing.
3. Develop culturally competent strategies to address specialized needs within Indigenous communities, ensuring alignment with cultural values, traditions, and community goals.
4. Engage with Indigenous experts and practitioners to gain practical insights and deepen understanding of complex social issues within Indigenous contexts.
5. Investigate and analyze case studies to identify challenges and opportunities for promoting positive change in Indigenous social services.
6. Develop critical perspectives on current practices and policies, empowering students to advocate for improvements and drive sustainable, culturally appropriate solutions in Indigenous social service settings.

Competencies for Academic Evaluation

1. Understanding of Specialized Topics:
 - InDepth Knowledge: Demonstrate comprehensive knowledge of specialized areas within Indigenous social services, such as mental health, cultural preservation, land stewardship, and traditional healing practices.
 - Contextual Understanding: Apply knowledge of historical, social, and cultural contexts to understand the unique needs and challenges faced by Indigenous communities in these specialized areas.

2. Culturally Responsive Approaches:

- Cultural Competence: Develop strategies that integrate Indigenous cultural values, beliefs, and traditions into social service interventions, ensuring that services are respectful and relevant to the community.
- Holistic Approach: Demonstrate the ability to take a holistic view of social services in Indigenous settings, considering the interconnectedness of mental, physical, cultural, and environmental health.

3. Critical Analysis and Problem Solving:

- Case Study Evaluation: Analyze real life case studies to identify challenges and propose solutions that promote positive social change within Indigenous communities.
- Critical Thinking: Develop critical perspectives on current social service practices and policies, identifying areas where improvements are needed to better serve Indigenous populations.

4. Specialized Needs and Social Support:

- Addressing Specialized Needs: Exhibit the ability to identify and address specialized needs in Indigenous social services, such as those related to mental health, cultural preservation, or land stewardship.
- Tailored Interventions: Design and implement social service interventions that are specifically tailored to the unique challenges and strengths of Indigenous communities.

5. Engagement with Experts and Indigenous Leaders:

- Collaboration with Experts: Engage effectively with Indigenous experts, Elders, and practitioners, learning from their knowledge and experience to enhance social service practice.
- Community Involvement: Work collaboratively with Indigenous communities and leaders to cocreate solutions that align with community aspirations and foster empowerment.

6. Ethical and Culturally Appropriate Practice:

- Ethical Considerations: Apply ethical principles that respect Indigenous sovereignty, self-determination, and cultural heritage, ensuring that all interventions are conducted in partnership with the community.
- Cultural Preservation: Support efforts that prioritize cultural preservation, traditional knowledge, and land stewardship in Indigenous social services, recognizing the importance of these aspects to community identity and wellbeing.

7. Leadership and Advocacy:

- Advocacy for Positive Change: Demonstrate the ability to advocate for systemic changes and improvements in Indigenous social services, focusing on the empowerment and self-determination of Indigenous communities.
- Leadership in Specialized Areas: Exhibit leadership skills in addressing specialized topics within Indigenous social services, driving initiatives that promote mental health, cultural preservation, and environmental sustainability.

8. Reflective Practice and Continuous Learning:

- Ongoing Reflection: Engage in self-reflection to assess personal biases and improve cultural competence, ensuring that social service practices remain responsive to the evolving needs of Indigenous communities.

- Continuous Learning: Demonstrate a commitment to continuous learning in specialized areas of Indigenous social services, staying informed of new developments, best practices, and emerging challenges.

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Indigenous Social Services Community Worker Program

Course Title: 129 Orientation to Community Services

Course Length: 30 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description:

The Orientation to Community Service course is designed to provide students with a comprehensive introduction to the principles, practices, and values of community service. Through a combination of theoretical knowledge, practical skills development, and experiential learning, students will gain a solid foundation in understanding the role of community service in addressing societal needs, promoting social change, and fostering community well-being. This course serves as a gateway to prepare students for effective engagement and meaningful contributions in various community service settings.

Course Outcomes

By the end of this course students will be able to:

1. Understand the foundational principles and practices of community services, including the role of community service workers in addressing social needs and promoting wellbeing.
2. Analyze the relationship between community services and social change, exploring how community services can be used as a tool to foster equitable social outcomes and improve community wellbeing.
3. Develop practical skills necessary for effective engagement in community service settings, including communication, advocacy, collaboration, and problem solving.
4. Apply theoretical knowledge to real world scenarios, demonstrating the ability to integrate values such as empathy, respect, and social justice into community service work.
5. Identify and evaluate social needs within communities, understanding how to create and implement service initiatives that respond to these needs in a culturally sensitive and inclusive manner.
6. Reflect on the ethical responsibilities of community service workers and their role in promoting social justice, inclusion, and community empowerment.

Competencies for Academic Evaluation

1. Understanding of Community Service Principles:
 - Knowledge of Core Principles: Demonstrate a comprehensive understanding of the key principles that guide community services, including social justice, inclusion, and empathy.
 - Role of Community Services: Analyze the role of community services in addressing societal issues such as poverty, inequality, and social exclusion.

2. Social Change and Community Wellbeing:

- Impact of Social Services: Understand how community services contribute to social change, identifying strategies to promote equitable outcomes and community resilience.
- Community Empowerment: Demonstrate knowledge of how community services can be used to empower individuals and groups, fostering sustainable and inclusive wellbeing.

3. Practical Skills in Community Engagement:

- Communication and Collaboration: Develop effective communication skills for engaging with community members, stakeholders, and service organizations, promoting collaboration and trust.
- Advocacy and Problem Solving: Demonstrate the ability to advocate for clients and communities, using problem solving techniques to address barriers to social inclusion and wellbeing.

4. Application of Theoretical Knowledge:

- Integration of Values: Show the ability to integrate core community service values such as respect, empathy, and equity into practice, ensuring ethical service delivery.
- Real World Application: Apply theoretical knowledge to practical scenarios, developing actionable strategies for addressing community challenges.

5. Identification of Community Needs:

- Needs Assessment: Develop the ability to assess social needs within a community, identifying areas of vulnerability and opportunities for intervention.
- Service Design: Create and propose community service initiatives that address identified needs, ensuring that services are culturally sensitive and inclusive.

6. Ethical Practice and Responsibility:

- Ethical Decision Making: Understand the ethical responsibilities of community service workers, including maintaining confidentiality, promoting client autonomy, and working in an inclusive and nondiscriminatory manner.
- Social Justice Focus: Demonstrate a commitment to social justice, advocating for systemic changes that promote equity, inclusion, and wellbeing within the community.

7. Self-reflection and Professional Growth:

- Reflective Practice: Engage in self-reflection to assess personal strengths and areas for development in community service practice, aiming for continuous improvement and professional growth.
- Adaptability: Show adaptability in responding to changing community needs, remaining open to learning and adjusting service approaches as necessary.

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Indigenous Social Services Community Worker Program

Course Title: 130 Principles and Behaviors of Intervention

Course Length: 40 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description:

The Principles and Behaviors of Intervention course provides students with a comprehensive understanding of the foundational principles and effective techniques of intervention across various contexts. Through a blend of theoretical knowledge, case studies, practical exercises, and real-world applications, students will develop the skills necessary to assess situations, plan interventions, and implement strategies that facilitate positive change and support individuals and groups in need.

Course Outcomes

By the end of this course students will be able to:

1. Understand the foundational principles of intervention, including theories and models of intervention that support individuals and groups in need across various contexts.
2. Assess situations requiring intervention, using appropriate assessment tools and techniques to identify the needs and dynamics involved.
3. Develop and plan effective intervention strategies, tailoring approaches to specific situations to facilitate positive change and support client wellbeing.
4. Implement intervention techniques using practical, evidence based methods to address challenges faced by individuals, families, or groups.
5. Critically evaluate the outcomes of interventions, using feedback and reflective practices to improve the effectiveness of future interventions.
6. Apply ethical considerations in the planning and execution of interventions, ensuring respect for autonomy, dignity, and cultural sensitivity.

Competencies for Academic Evaluation

1. Understanding of Intervention Principles:

- Knowledge of Theoretical Foundations: Demonstrate a strong understanding of key intervention theories and principles, including crisis intervention, behavioural intervention, and cognitive behavioural strategies.
- Adaptability Across Contexts: Understand how intervention principles apply across diverse contexts, including individual, family, community, and group settings.

2. Assessment Skills:

- Needs Assessment: Use appropriate tools and techniques to assess the needs of individuals or groups requiring intervention, identifying key issues, risk factors, and strengths.
- Situation Analysis: Demonstrate the ability to analyze the dynamics of situations requiring intervention, considering the social, psychological, and environmental factors involved.

3. Planning and Strategy Development:

- Customized Intervention Planning: Develop intervention plans that are tailored to the unique needs of individuals or groups, ensuring that strategies are specific, actionable, and achievable.
- Goal Setting: Collaborate with clients to set realistic and measurable goals for the intervention, focusing on empowerment and client led change.

4. Implementation of Intervention Techniques:

- Practical Application: Implement intervention strategies in real world scenarios, applying evidence based techniques that support positive behavioral, emotional, or social change.
- Crisis Intervention: Demonstrate proficiency in managing crises, using de-escalation techniques and providing immediate support in high-pressure situations.

5. Evaluation and Reflective Practice:

- Outcome Evaluation: Evaluate the effectiveness of interventions through ongoing monitoring and feedback from clients, adjusting strategies as necessary to improve outcomes.
- Reflective Practice: Engage in self-reflection to assess the success of intervention techniques, identifying areas for personal and professional growth.

6. Ethical and Culturally Responsive Practice:

- Ethical Considerations: Apply ethical principles in all stages of intervention, including confidentiality, informed consent, and respect for client autonomy.
- Cultural Competence: Ensure that interventions are culturally sensitive and tailored to the values, beliefs, and backgrounds of the individuals or groups involved, respecting diversity and inclusion.

7. Interpersonal and Communication Skills:

- Effective Communication: Demonstrate strong communication skills when engaging with clients, using active listening, empathy, and nonjudgmental support to build rapport and trust.
- Collaboration and Teamwork: Work collaboratively with other professionals, family members, or community stakeholders involved in the intervention process to ensure comprehensive support for clients.

8. Problem Solving and Decision Making:

- Critical Thinking: Apply critical thinking and problem solving skills to identify the best course of action in complex intervention scenarios, considering the immediate and long-term needs of clients.
- Strategic Decision Making: Make informed decisions about intervention techniques

Activity/Assessments

Attendance: 20%

Participation Mark: 20%

Assignment: 40%
Test/Quiz: 20%

Note: All course passing mark is 70%, otherwise, student will be marked as fail.

Academic Standing

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Practicum

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Plagiarism

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*"Your Training – Your Future,
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Indigenous Social Services Community Worker Program

Course Title: 131 Workplace Safety for Social Workers

Course Length: 30 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description:

The Workplace Safety for Social Workers course equips students with the knowledge and skills necessary to navigate potential risks, maintain personal well-being, and ensure a safe working environment within the field of social work. Through a combination of theoretical learning, practical exercises, case studies, and interactive discussions, students will learn strategies to identify and mitigate workplace hazards, enhance self-care, and promote a culture of safety in their social work practice.

Course Outcomes

By the end of this course students will be able to:

1. Understand the potential risks and hazards in the field of social work, including physical, emotional, and environmental risks specific to various practice settings.
2. Identify and assess workplace hazards in social work environments, using appropriate tools and techniques to evaluate risk factors for clients and social workers.
3. Develop and implement strategies to mitigate workplace hazards, promoting safety for both clients and social work professionals.
4. Enhance selfcare and resilience by incorporating practical selfcare techniques to maintain personal wellbeing and prevent burnout in social work practice.
5. Promote a culture of safety within social work teams and organizations, advocating for policies and practices that prioritize safety and wellbeing.
6. Apply ethical and legal considerations related to workplace safety, ensuring compliance with health and safety regulations while protecting the rights and dignity of clients and colleagues.

Competencies for Academic Evaluation

1. Risk Identification and Assessment:

- Understanding Workplace Hazards: Demonstrate knowledge of common hazards in social work settings, including risks related to client interactions, home visits, community based work, and institutional settings.
- Risk Assessment Skills: Use tools and techniques to identify, assess, and document workplace risks, creating safety plans that address identified hazards.

2. Hazard Mitigation and Safety Strategies:

- Development of Safety Plans: Create and implement safety plans that mitigate workplace hazards, ensuring that both social workers and clients are protected in high risk situations.
- Crisis Management: Demonstrate the ability to manage and respond to crises effectively, using de-escalation techniques and emergency protocols to maintain safety.

3. Self-care and Personal Wellbeing:

- Self-care Techniques: Develop and apply selfcare strategies to maintain mental, emotional, and physical wellbeing, preventing burnout and compassion fatigue in high stress social work environments.
- Work Life Balance: Understand the importance of work life balance and develop skills to maintain personal boundaries, ensuring long-term sustainability in the social work profession.

4. Promoting a Culture of Safety:

- Safety Advocacy: Advocate for workplace policies and practices that prioritize the safety and wellbeing of social workers and clients, promoting a safe and supportive work environment.
- Collaboration for Safety: Work collaboratively with colleagues, supervisors, and organizational leaders to promote a culture of safety, ensuring that all team members are aware of and follow safety protocols.

5. Ethical and Legal Considerations:

- Ethical Decision Making: Apply ethical principles when addressing workplace safety issues, ensuring that interventions respect client autonomy, confidentiality, and dignity.
- Legal Compliance: Understand and adhere to workplace health and safety regulations, ensuring that social work practices comply with local, provincial, and national laws.

6. Communication and Conflict Resolution:

- Effective Communication: Demonstrate strong communication skills when discussing safety concerns with clients, colleagues, and supervisors, ensuring that risks are clearly articulated and addressed.
- Conflict Resolution: Use conflict resolution techniques to deescalate potentially dangerous situations, maintaining safety for all parties involved.

7. Personal Safety and Boundary Setting:

- Boundary Setting: Develop skills to set and maintain professional boundaries in social work practice, ensuring that personal safety is not compromised during client interactions.
- Safety in High-risk Environments: Demonstrate awareness of and strategies for maintaining safety in high risk environments, such as home visits or community outreach, where social workers may encounter unpredictable situations.

8. Continuous Learning and Improvement:

- Ongoing Safety Training: Engage in continuous professional development to stay updated on workplace safety protocols, emerging risks, and best practices in the field of social work.
 - Reflective Practice: Reflect on personal safety practices and areas for improvement, ensuring that workplace safety remains a priority throughout one's social work career.
-

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

Note: All course passing mark is 70%, otherwise, student will be marked as fail.

Academic Standing

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Indigenous Social Services Community Worker Program

Course Title: 132 Introduction to Sociology

Course Length: 30 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description:

The Introduction to Sociology course provides students with a foundational understanding of the sociological perspective and the key concepts that shape our understanding of society and human behavior. Through a combination of theoretical exploration, case studies, research analysis, and critical thinking exercises, students will develop insights into how individuals, groups, and institutions interact, influence, and are influenced by social structures. This course serves as a gateway to exploring the complex dynamics of human society and prepares students for further study in sociology.

Course Outcomes:

1. Understanding Sociological Perspectives
 - Explain the fundamental sociological theories (functionalism, conflict theory, symbolic interactionism) and how they contribute to our understanding of society and human behavior.
2. Application of Sociological Concepts
 - Apply key sociological concepts such as socialization, culture, norms, values, and social institutions to analyze real-world case studies.
3. Critical Analysis of Social Structures
 - Analyze the influence of social structures (e.g., class, gender, race, and institutions) on individual and group behavior using sociological research methods and case studies.
4. Research and Analytical Skills
 - Develop basic research skills in sociology, including identifying credible sources, understanding data, and conducting sociological analysis.
5. Impact of Social Institutions
 - Evaluate how social institutions such as family, education, religion, government, and media influence individuals and shape societal expectations and behaviors.
6. Insight into Social Change
 - Explain the factors that lead to social change and examine the role of individuals and groups in contributing to societal transformations.

7. Development of Critical Thinking

- Employ critical thinking to assess societal issues such as inequality, deviance, and social mobility, and propose solutions using sociological theories.

Course Competencies:

1. Sociological Theory Competency

- Demonstrate understanding of the major sociological theories by accurately describing and comparing them, and applying them to societal contexts.

2. Cultural Analysis Competency

- Analyze and compare different cultural norms and values across societies, and assess their role in shaping human behavior and societal expectations.

3. Research Competency

- Identify and interpret sociological data, utilizing quantitative and qualitative research methods to analyze social phenomena.

4. Social Structures Competency

- Understand the role of social structures such as class, gender, race, and ethnicity in shaping power dynamics and individual opportunities.

5. Communication Competency

- Clearly articulate sociological concepts and findings through written and oral communication, demonstrating an ability to convey complex ideas to diverse audiences.

6. Social Institutions Competency

- Examine the function and impact of social institutions and critically analyze their roles in maintaining or challenging societal norms and structures.

7. Problem-Solving Competency

- Apply sociological insights to develop solutions to contemporary social problems, demonstrating an understanding of the role of social policies and advocacy in addressing societal challenges.

Activity/Assessments

Attendance: 20%

Participation Mark: 20%

Assignment: 40%

Test/Quiz: 20%

Note: All course passing mark is 70%, otherwise, student will be marked as fail.

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Indigenous Social Services Community Worker Program

Course Title: 133 Canadian Democracy and Indigenous Peoples: A Socio-Political Exploration

Course Length: 40 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description:

The Canadian Democracy and Indigenous Peoples course offers a comprehensive exploration of the complex relationship between Canadian democracy and the Indigenous peoples of Canada. Through an interdisciplinary lens, students will analyze historical, cultural, legal, and socio-political factors that shape the interaction between Indigenous communities and the Canadian democratic system. This course provides a critical examination of the challenges, opportunities, and efforts toward reconciliation, self-determination, and meaningful inclusion of Indigenous perspectives within the Canadian democratic framework.

Course Overview:

Course Learning Outcomes:

1. Historical Understanding of Indigenous-Canadian Relations
 - Identify and explain key historical events and policies that have shaped the relationship between Indigenous peoples and the Canadian state, including treaties, residential schools, and the Indian Act.
2. Sociopolitical Analysis of Canadian Democracy
 - Analyze the Canadian democratic system, including its structures and processes, and assess how Indigenous peoples have been included or excluded within this framework.
3. Critical Examination of Reconciliation Efforts
 - Critically evaluate contemporary efforts toward reconciliation, including Truth and Reconciliation Commission (TRC) calls to action, Indigenous self-governance, and the recognition of Indigenous rights.
4. Understanding of Indigenous Legal Frameworks
 - Examine Indigenous legal systems and how they interact with, challenge, or complement the Canadian legal and political frameworks.
5. Insight into Self-Determination and Autonomy
 - Explain the significance of Indigenous self-determination and autonomy and explore the ways in which Indigenous communities are working towards greater political, legal, and cultural sovereignty.
6. Cultural and Political Representation
 - Assess the role of Indigenous cultural and political representation within Canadian democracy and

explore the barriers and opportunities for greater inclusion of Indigenous perspectives.

7. Development of Advocacy and Policy Skills

- Develop skills to advocate for Indigenous rights and contribute to policy discussions that promote the meaningful inclusion of Indigenous perspectives in Canadian governance.

Course Competencies:

1. Historical Competency

- Demonstrate a deep understanding of the historical context of Indigenous-Canadian relations, including the development and impact of colonial policies, land claims, and legal agreements on Indigenous communities.

2. Legal Competency

- Understand the Canadian legal system as it pertains to Indigenous peoples, including the Constitution Act (Section 35), treaties, land rights, and current legal battles surrounding Indigenous self-determination.

3. Reconciliation Competency

- Critically assess reconciliation processes and the implementation of the Truth and Reconciliation Commission's recommendations, and evaluate their impact on both Indigenous communities and Canadian society.

4. Political Competency

- Analyze Canadian democratic institutions and policies in relation to Indigenous governance structures, focusing on the inclusion or exclusion of Indigenous voices in political decision-making.

5. Cultural Competency

- Demonstrate an understanding of the cultural significance of Indigenous traditions, worldviews, and governance systems, and how these contribute to Indigenous sovereignty and identity within Canadian democracy.

6. Advocacy and Policy Competency

- Develop the ability to propose, critique, and advocate for policies that support Indigenous rights, self-governance, and the inclusion of Indigenous perspectives within Canadian democratic systems.

7. Critical Thinking and Problem-Solving Competency

- Apply critical thinking skills to analyze contemporary challenges facing Indigenous communities in relation to Canadian democracy, and propose solutions that support meaningful change and inclusion.

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

Note: All course passing mark is 70%, otherwise, student will be marked as fail.

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