



## Justice Institute of British Columbia COURSE OUTLINE

<b>Course Code:</b>	<b>ABLD111</b>
<b>Course Title:</b>	<b>Individual &amp; Community Wellness in Aboriginal Contexts</b>
<b>Prerequisite Courses:</b>	Acceptance into the Certificate Program
<b>School:</b>	Community and Social Justice
<b>Division/Academy/Centre:</b>	Centre for Aboriginal Programs & Services
<b>Previous Course Code &amp; Title:</b>	Same
<b>Course First Offered:</b>	April 2005

<b># of Credits:</b>	<b>3</b>
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### Course Description:

This course will focus on the components of individual and community wellness in Aboriginal contexts. It is based on the belief that effective leaders work to maintain a personally balanced lifestyle. Mental, physical, spiritual and emotional components are integral to effective leadership. Leaders are strong promoters of community wellness. Learners will explore concepts of lifestyle balance, coping with stress, and setting boundaries. Learners will conduct an impact analysis of colonization and oppression on individuals, families and communities. Learners will also explore models of wellness and its meaning in different cultures.

### Course Goal(s):

The goal of this course is to provide learners with the knowledge and skills to create structures that will maximize personal and organizational wellness.

### Learning Outcomes:

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

- Discuss human growth and development
- Analyze community structures
- Employ interpersonal skills
- Discuss community wellness theory and practice
- Analyze the importance of setting boundaries as a leader
- Analyze the impact of colonization on the individual and community
- Examine the practice of building community on and off reserve
- Create structures that allow individuals to remain productive through periods of transition, ambiguity, uncertainty and stress



## **Course Topics/Content:**

### **1. Decision Making**

- Population Health Determinates
- Human Growth and Development

### **2. Community Mapping**

- Asset Mapping

### **3. Values**

### **4. Integrity**

- Secrecy
- Boundaries

### **5. Power & Conflict**

- Within Communities
- Between Communities

### **6. Community Dynamics**

- Group Behaviour
- Impact of Trauma on Group Behaviour

### **7. Resiliency**

### **8. Developing and Maintaining Community Rapport**

- On-reserve Strategies
- Off-reserve Strategies

### **9. Protocols**

- Understanding
- Developing formal networks
- Developing informal networks

### **10. Team Building Strategies**

- Impact of Trauma on the Community
- Community Wellness Theory
- Forms of Wellness
- Physical Wellness
- Spiritual Wellness
- Emotional Wellness
- Intellectual Wellness
- Cultural Wellness
- Social Wellness
- Healthy Relationships
- Influences on Wellness
- Socioeconomic factors
- Economic factors
- Cultural factors
- Oppression



**Text and Resource Materials:**

**Required:**

Chrisjohn, Roland & Young, Sherry (2006). *The Circle Game: Shadows and Substance in the Indian Residential School Experience in Canada*. Canada: Theytus Books

**Recommended:**

- Danieli, Y. (1998). *International Handbook of Multigenerational Legacies of Trauma*. New York: Plenum Press.
- Herman, MD, J. (1992). *Trauma and Recovery: the aftermath of violence from domestic abuse to political terror*. New York: Basic Books.
- Schaef, A.W. (1998). *The Addictive Organization: Why we Overwork, Cover Up, Pick up the Pieces, Please the Boss, and Perpetuate*. S Toronto: Harper Collins Canada
- Vanas, D.J. Eagle Bear (2003). *The Tiny Warrior: A Path to Personal Discovery & Achievement*. Kansas City, MO: Andrews McMeel Publishing
- Wall, S (2001). *To Become a Human Being*. Charlottesville, VA: Hampton Roads Publishing Co.
- Wallis, V. (1993). *Two Old Women: An Alaskan Legend of Betrayal, Courage and Survival* Harper Perennial Publishing

**Course Level:**

x	First Year		Second Year		Third Year		Fourth Year
Other (describe):							

**Equivalent Course(s) within the JIBC:**

**Class Delivery Methods:**

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	42			
Simulation/Lab				
Practicum/Fieldwork				
Online				
Correspondence				
<b>Total Class Hours</b>	<b>42</b>			

**Comments on Delivery Methods:**



**Course Grading System:**

x	Letter Grades		Percentage		Pass/Fail		Credit/No Credit
	Complete/Incomplete		Attendance Only		Not Applicable		

<b>Passing Grade:</b>	C
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**Evaluation Activities and Weighting:**

Final Exam	40%	Assignments	50%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	10%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

**Comments on Evaluation:**

In order to receive an evaluation or grade, learners must participate in class, and complete the written assignments and exams.

Students who are unsuccessful in any formal evaluations may apply to the Program Coordinator for one opportunity to re-write it. Students must arrange to re-write the exam within 10 days of the original exam.

**Other Course Guidelines, Procedures and Comments:**

Late assignments will not be accepted for marking without prior permission of the lead faculty member. A student who misses assignments, quizzes, projects or exams, may, at the discretion of the lead faculty, complete the work missed.

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

**Academic Regulations:**

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy  
Academic Progression Policy  
Admissions Policy  
Academic Appeals Policy  
Evaluation Policy  
Grading Policy

**Student Policies:**

<http://www.jibc.ca/programs-courses/jibc-calendar/student-policies>

Access Policy  
Harassment Policy – Students  
Student Records Policy  
Student Code of Conduct Policy



## JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

### Critical thinking

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

### Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

### Communication, oral and written

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

### Interpersonal relations

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

### Leadership

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

### Inter-professional teamwork

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

### Independent learning

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

### Information literacy

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.