

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: HSER 140		Number of Credits: 3 Course credit policy (105)															
Course Full Title: Introduction to Indigenous-Centred Human Services Course Short Title: Indigenous-Centred Human Serv. <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
Faculty: Faculty of Professional Studies		Department (or program if no department): Social Work & Human Services															
Calendar Description: Introduces the history of human services as it relates to the Indigenous Peoples of Canada from point of contact to the present. Students are prepared to work with Indigenous Peoples in culturally safe ways, exploring Indigenous-settler relationships and differing worldviews. Note: Fieldtrips outside of class time are required.																	
Prerequisites (or NONE):		Admission to the Social Service Worker diploma.															
Corequisites (if applicable, or NONE):																	
Pre/corequisites (if applicable, or NONE):		HSER 120 and SOWK 110.															
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Special Topics <i>(Double-click on boxes to select.)</i> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>															
		Independent Study If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit															
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td>15</td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar hours	30	Tutorials/workshops		Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)	15	Supervised online activities		Other contact hours:		Total hours	45	Transfer Credit Transfer credit already exists: <i>(See bctransferguide.ca.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Submit outline for (re)articulation: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>	
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		Grading System <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit															
		Maximum enrolment (for information only): 24 Expected Frequency of Course Offerings: Annually <i>(Every semester, Fall only, annually, etc.)</i>															
Department / Program Head or Director: Margaret Coombes		Date approved: February 1, 2019															
Faculty Council approval		Date approved: May 10, 2019															
Dean/Associate VP: Tracy Ryder-Glass		Date approved: May 10, 2019															
Campus-Wide Consultation (CWC)		Date of posting: June 28, 2019															
Undergraduate Education Committee (UEC) approval		Date of meeting: August 29, 2019															

Learning Outcomes

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

1. Explain the history of human services as it relates to the Indigenous Peoples of Canada, from point of contact to the present (e.g., the impact of residential schools, child welfare, and the 1960s scoop).
2. Critically examine Indigenous-settler relationships.
3. Differentiate between Indigenous and other worldviews.
4. Examine the effects of the *Indian Act*, treaties, and unceded territories (e.g., intergenerational trauma).
5. Analyze societal portrayals of Indigenous Peoples.
6. Explore Indigenous resistance strategies, resilience, and healing.
7. Explain the necessity and importance of protocols for practices with Indigenous Peoples.
8. Develop culturally safe practices.
9. Critically examine decolonization and the implementation of the Truth and Reconciliation Commission's Calls to Action.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

Lectures, experiential activities, field trips, and guest speakers

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (*If more space is required, download Supplemental Texts and Resource Materials form.*)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Coursepack	<input type="checkbox"/>		
2.		<input type="checkbox"/>		
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

Required Additional Supplies and Materials (*Software, hardware, tools, specialized clothing, etc.*)**Typical Evaluation Methods and Weighting**

Final exam:	%	Assignments:	40%	Field experience:	10%	Portfolio:	%
Midterm exam:	%	Project:	40%	Practicum:	%	Participation:	10%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary):**Typical Course Content and Topics**

1. Indigenous history—Blanket Exercise
2. Indian Act and Treaties
3. Indigenous and other worldviews
4. Field trip to former residential school
5. Residential schools, child welfare, the 1960s scoop
6. Indigenous-Settler relations
7. Field trip to longhouse
8. Representations of Indigenous Peoples (e.g., media)
9. Protocols and Indigenous practices
10. Culturally safe practices
11. Reconciliation and the Truth and Reconciliation Commission's Calls to Action
12. Self-decolonization
13. Participation in other Indigenous cultural events