

School of Business, IT & Management

Indigenization Initiatives

Program	Indigenization Initiatives
Library and Information Technology	<ul style="list-style-type: none">• Learn about incorporating indigenous resources and programming into a library• Field Trip to the Chippewas of Rama First Nation Library
Sport Management	<ul style="list-style-type: none">• The General Manager, M.Cvitkov, of the North American Indigenous Games 2017 invited to speak to students.

School of Continuing Education

Indigenization Initiatives

Program	Indigenization Initiatives
History of Arts	<ul style="list-style-type: none">• Examining themes of Native Art in the History of Arts course in the context of function, form and Western norms; course devoted to Diversity and First Nations.
Social Policy and Administration	<ul style="list-style-type: none">• Discusses the legacy, impacts and policies of colonization on Aboriginal Peoples in Canada.• A video- <i>Moccasins & Concrete</i> is presented and discussed.

School of Health & Community Services

Indigenization Initiatives

Program	Indigenization Initiatives
Activation Coordination in Gerontology	<ul style="list-style-type: none"> • Indigenous content being taught in the Introduction to Gerontology course. • Attend the Aboriginal Student Centre to learn about the history of Indigenous peoples in Canada, specifically in Durham Region. • Participation in smudging.
Addictions and Mental Health	<ul style="list-style-type: none"> • Unit – Culturally Sensitive Practices Working with Indigenous Populations. • An overview of relevant history and impact of historical treatment by the arriving Western European populations and the effects on current mental health and addiction issues. • A visit to the Aboriginal Student Centre and participation in a smudging ceremony • Indigenous culture within case studies.
Animal Care	<ul style="list-style-type: none"> • Specific parameters of Aboriginals and the law as it relates to hunting and tradition wildlife activities are covered. • A guest speaker discusses traditional Aboriginal perspectives on human connections to wildlife. • A course topic – Aboriginal rights related to animals and animal welfare.
Child and Youth Care	<ul style="list-style-type: none"> • Opportunities for students to visit the Aboriginal Student Centre • Introducing a new course that will cover Indigenous people – Diversity in Society.
Communicative Disorders Assistant	<ul style="list-style-type: none"> • Statistics given around Indigenous populations. • Cultural sensitivity is covered. • Guest speakers touch on multicultural and multilingual issues.
Community Services and Child Studies Foundations	<ul style="list-style-type: none"> • Multiple visits to the Aboriginal Student Centre. • Unit – Social Determinants of Health – Working with Indigenous People. • Unit – Issues in Community Service Impact on Indigenous People. • Unit - Special Populations Working with Indigenous People.

School of Health & Community Services

Indigenization Initiatives

Dental Hygiene	<ul style="list-style-type: none"> • Discussions around the barriers of oral health for the Indigenous population • Current programs, which exist for the Indigenous population.
Dental Reception and Administration	<ul style="list-style-type: none"> • Unit – Cultural Diversity in the Dental Practice. • Attended the Aboriginal Awareness Day at Durham College. • A request has been made to have a presenter from the Aboriginal Student Centre come and speak.
Developmental Services Worker	<ul style="list-style-type: none"> • Discuss residential schools and oppression covering institutionalization of people with intellectual disabilities.
Early Childhood Education	<ul style="list-style-type: none"> • Presentation – Cultural Safety Initiative – Walking Together. • Self-care and dealing with stress within the Indigenous population.
Fitness and Health Promotion	<ul style="list-style-type: none"> • Visits to the Aboriginal Student Centre for a presentation and smudging demonstration.
NURS 1521 Health and Healing I	<ul style="list-style-type: none"> • One module where the students go to the Aboriginal Student Centre and either Julie or Peggy provides them with information about the TRC, residential schools and colonization. Information provided on health care and indigenous health practices. At the end, any students who are interested are able to participate in a smudging ceremony. • A CBC interview with two indigenous nurses who very articulately describe the challenges and racism they experience as indigenous nurses as well as some of the issues their indigenous clients experience when they access health care in Canada. We will spend time debriefing that interview in class. Facing Race: The Current's town hall event in Vancouver http://www.cbc.ca/listen/shows/the-current/episode/15523622 • The final exam also has a number of questions related to indigenous health.
Occupational Therapist/ Physiotherapist Assistant	<ul style="list-style-type: none"> • Unit - Cultural Competence. • Case studies incorporating Indigenous people. • Planning to incorporate guest speakers.
Personal Support Worker	<ul style="list-style-type: none"> • Unit – Communicating with Indigenous People.

School of Health & Community Services

Indigenization Initiatives

	<ul style="list-style-type: none">• Presentation from the representative at the Aboriginal Centre – History of the Indigenous People in Canada.• Participate in a smudging ceremony at the Aboriginal Centre.
Practical Nursing	<ul style="list-style-type: none">• Aboriginal Centre representative discusses the history of Aboriginal people, the Centre and how we can care for Aboriginal people.• Discussions regarding issues with Aboriginals pertaining to health and health care.• Discussions around beliefs, complementary and alternative therapies being practiced.• Aboriginal Student Centre presentation.
Social Services Worker	<ul style="list-style-type: none">• Guest speakers from the Aboriginal Centre.• Case studies involving Indigenous people.• Increased the amount of content on Indigenous studies.• Study on Indigenous people including discussion of residential schools- students also complete a social action project focused on ongoing issues with Aboriginal Canadians.

School of Interdisciplinary Studies

Indigenization Initiatives

Program	Indigenization Initiatives
GNED 1473 Conflict, Colonization, and Courage: First Nations, Métis, and Inuit in Canada	<ul style="list-style-type: none">• The course will provide students with an introduction to First Nations, Métis and Inuit (FNMI) peoples in Canada including their diverse histories, cultures, and ways of knowing. Students will challenge pre-conceived ideas and stereotypes about FNMI people and will learn about the past, present, and future as it relates to FNMI peoples in Canada.• Some topics will include Indigenous world view, colonization, treaties, the Indian Act, residential schools, the 60's Scoop, urban issues, intergenerational trauma, resiliency, and reconciliation.

School of Justice & Emergency Services

Indigenization Initiatives

Program	Indigenization Initiatives
LEGL 1300 Introduction to the Canadian Legal System	<ul style="list-style-type: none"> • Students attend an Aboriginal Issue workshop held by the Aboriginal Student Centre. It covers the topics of Aboriginal cultural awareness, residential schools and government relationships. • Students are also provided with helpful advice on assisting Aboriginal clients. • A PowerPoint from a previous workshop is available if interested in a copy.
PROV 2301 Criminal/Summary Conviction	<ul style="list-style-type: none"> • Small portion on Gladue Courts.
ETHC 1301 Ethics	<ul style="list-style-type: none"> • Indigenous topics are weaved throughout the course including an in-class assignment about residential schools and a 2-3 hour class spent at Suswaaning Endaajig, the Aboriginal Student Centre.
DIVS 1301 Diversity & Intrapersonal Communications	<ul style="list-style-type: none"> • This course includes a component on Aboriginal rights and how the rights relate to Employment Equity and Human Rights.
SENT 1301 Sensitivity Training	<ul style="list-style-type: none"> • During the Aboriginal People unit in this course, students discuss residential schools, the 60s scoop and the TRC. • The class also visits DC's Aboriginal Centre.
RACE 2300 Race, Religion and Diversity	<ul style="list-style-type: none"> • Includes a component on the history and legacy of residential schools
MGMT 1343 Basic Emergency Management	<ul style="list-style-type: none"> • Class discusses the response to current disasters in First Nations communities and the evacuation of First Nations communities (with a specific case study on the James Bay flood evacuations).
JMED 1301 Court and Criminal Related Justice Mediations	<ul style="list-style-type: none"> • Two full days (6 hours total in weeks 6 and 7) of the JMED course are dedicated to the topics of aboriginal history (including residential schools in Canada), issues (historical and current), and restorative justice. • One of the two classes are held at the Aboriginal Centre.

School of Justice & Emergency Services

Indigenization Initiatives

<p>CMED 1301 Community Mediation</p>	<ul style="list-style-type: none"> • Course includes two separate presentations from indigenous presenters that address residential schools in the course of their presentations.
<p>Mental Health First Aid Certification</p>	<ul style="list-style-type: none"> • MHFA Certificate training discusses how suicide rates and substance abuse are higher in these populations.
<p>PFP 101 Canadian Criminal Justice System</p>	<ul style="list-style-type: none"> • PFP 101 (Canadian Criminal Justice System) includes many of the Calls to Action from TRC. Content includes: <ul style="list-style-type: none"> ○ Restorative Justice ○ Representation of Indigenous peoples in the criminal justice system history, issues, reflections, Treaty rights ○ Missing and Murdered Indigenous Women and Girls(MMIWG) ○ Relationship between Indigenous peoples and the justice system history, laws, and current reflections ○ Indian Act ○ Gladue reporting and Gladue sentencing ○ Indigenous People's Court ○ Indigenous youth in the criminal justice system ○ Representation of Indigenous women in criminal justice system ○ First Nations Policing ○ Indigenous Justice systems ○ Indigenous Justice Case law (Ipeelee, Leonard, Twins) ○ The Royal Commission on Aboriginal Peoples (RCAP) ○ The Truth and Reconciliation Commission (TRC) and Calls to Action
<p>PFP 201 Criminology</p>	<ul style="list-style-type: none"> • Includes an exercise about missing and murdered aboriginal women and children.
<p>PFP 109 Issues in Diversity</p>	<ul style="list-style-type: none"> • Includes one week with two indigenous topics: First Nations policing & First Nations and the Criminal Justice System (Gladue et al.)
<p>LASA1311 Youth & Diversity</p>	<ul style="list-style-type: none"> • Includes one week with the same two indigenous topics: First Nations policing & First Nations and the Criminal Justice System (Gladue et al.)

School of Justice & Emergency Services

Indigenization Initiatives

<p>Overview for Victimology Program</p>	<ul style="list-style-type: none"> • The VICT Program has a specific course on Diversity and Victimology: Aboriginal People. The course is taught by Bonnie Johnston MSW, who is Aboriginal and her father was a Residential School survivor. Bonnie has an Elder who comes to class and she has a field trip where all the students travel to Gladue Court in Toronto. Bonnie has great focus on the Truth and Reconciliation calls to action. <p>As well, the importance of R v Gladue is extensively taught in the Legal Perspectives course with Natalie O'Rourke.</p> <p>We also have a second Diversity and Victimology (Natalie teaches as well) which has a focus on cultural competence in the field of Victim Service work.</p>
<p>INTR 1303 Violence Against Women</p>	<ul style="list-style-type: none"> • Includes an exercise about missing and murdered aboriginal women and children.
<p>CRIM 1354 Justice and Youth Crime</p>	<ul style="list-style-type: none"> • Includes information on the Gladue ruling.
<p>Police Foundations Diploma</p>	<ul style="list-style-type: none"> • Critically examine contemporary issues within the operation of the criminal justice system in Canada, with a focus on Indigenous peoples. • Compare the organization, role and functions of federal, provincial, municipal and Indigenous police services. • Describe the representation of Indigenous people, women and youth in the criminal justice system. • Relationships between Indigenous peoples and the justice system – history, laws, and current reflections Indian Acts. • Representation of Indigenous peoples in the criminal justice system – history, issues, reflections, Treaty rights Missing and Murdered Indigenous Women and Girls (MMIWG). • Indigenous People's Court. • Indigenous youth in the criminal justice system.

School of Justice & Emergency Services

Indigenization Initiatives

	<ul style="list-style-type: none">• Representation of Indigenous women in criminal justice system.
Protection, Security and Investigation Diploma	<ul style="list-style-type: none">• Critically examine contemporary issues within the operation of the criminal justice system in Canada, with a focus on Indigenous peoples.• Compare the organization, role and functions of federal, provincial, municipal and Indigenous police services.• Describe the representation of Indigenous people, women and youth in the criminal justice system.• Relationships between Indigenous peoples and the justice system – history, laws, and current reflections Indian Acts.• Representation of Indigenous peoples in the criminal justice system – history, issues, reflections, Treaty rights Missing and Murdered Indigenous Women and Girls (MMIWG).• Indigenous People’s Court.• Indigenous youth in the criminal justice system.

School of Media, Art & Design

Indigenization Initiatives

Program	Indigenization Initiatives
Journalism – Mass Media	<ul style="list-style-type: none">• Analyzing and extrapolating from current news stories in our Reporting classes and through a Feature Writing-based, Indigenous land-related series, currently being presented in the Chronicle called 'Land Where We Stand'.• Discussions often include residential schools, treaties and justice-related issues.• Indigenous guest speakers.• 'Writing for Public Relations' class - content included how to use proper terminology with respect to Indigenous communities.• Field trip to the Aboriginal Student Centre where advisor/coach Julie Pigeon walked the students through a discussion of cross-cultural understanding between the mainstream and Indigenous communities, focusing also on her own lived experience within the Anishinaabe culture.
Broadcasting – Radio and Contemporary Media	<ul style="list-style-type: none">• Indigenous Perspectives in Contemporary Media –first semester course.• Indigenous Learning Outcomes (ILOs) have been added to several of the first- and second-year courses.• An Indigenous educator and writer brought into lead a one-day faculty workshop on Indigenous culture and history.
Live Sound Reinforcement	<ul style="list-style-type: none">• Indigenous matters come up in discussions in almost every class.

School of Science, Engineering Technology

Indigenization Initiatives

Program	Indigenization Initiatives
Program - Environmental Technology Course – Urban Environmental Planning	<ul style="list-style-type: none"> • CLO2 Acknowledge individual and societal concerns or issues relevant to environmental related projects. • CLO3 Recognize and describe the interrelationships among technology, politics, social issues, the economy and the environment. • CLO4 Apply knowledge of legislation and environmental frameworks (e.g., Canadian and Provincial Environmental Assessment Acts and the Ontario Planning Act) to case studies. <p><u>Relevant Intended Learning Objectives:</u></p> <ul style="list-style-type: none"> • Outline the Far North Land Use Strategy and the key planning requirements under the Far North Act, including the joint planning process with First Nations. • Describe how Individual Environmental Assessments are prepared including preparation of a Terms of Reference, Preparation and Submission of Environmental Assessment Documents (including consultation with First Nations), Public and Government Review, Ministry of the Environment and Climate Change Review, Public consultation on the Ministry Review, and Ministers Decisions.
Program- Architectural Technology Course- History of Architecture	<p><u>Relevant Intended Learning Objectives:</u></p> <ul style="list-style-type: none"> • Describe native long house and population of first nations in Ontario and Central America (Mayas, Incas, and Aztecs) and their contribution to European wealth following the early explorers.
Program- Architectural Technology Course- Technical Report Writing	<ul style="list-style-type: none"> • One final report possible topic is: “How have Canadian First nations impacted our understanding of Architecture and contribution to it? How are their continuing to contribute to the field?”
Program – Environmental Technology Course - Community and the Environment	<p><u>Relevant Course Specific Learning Outcomes:</u></p> <ul style="list-style-type: none"> • CLO4 Examine the various groups and individuals in the community who effect or are affected by environmental impacts. • CLO5 Describe approaches to deal with the groups and individuals that make up the community.

School of Science, Engineering Technology

Indigenization Initiatives

	<p><u>Relevant Intended Learning Objectives:</u></p> <ul style="list-style-type: none">• Identify the different environmental stakeholders within a community.• Describe the role community groups and citizens have on environmental issues.• Examine and discuss the degrees of sharing in decision making between the various stakeholders within communities.
Program- Water Quality Technician Courses- Water Microbiology	<p><u>Relevant Learning Outcomes:</u></p> <ul style="list-style-type: none">• Identify, define and reflect on the water quality issues in the First Nation communities and make recommendations on possible solutions for them.
Program – Environmental Technology Course - Applied Microbiology	<p><u>Relevant Learning Outcomes:</u></p> <ul style="list-style-type: none">• Identify, define and reflect on the water quality issues in the First Nation communities and make recommendations on possible solutions for them.