

	Applied Science and Management
	FNGA 200
	Organizational and Community Wellness
	Term: Winter 2025 Number of Credits:3
Course Outline	

INSTRUCTOR: Jocelyne Wasacase-Merasty

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COURSE TIME: Wednesday

Delivery is fully online via Zoom

OFFICE HOURS: Please send an email to book an appointment

COURSE DESCRIPTION

Organizational and Community Wellness introduces students to the relationship between the concept of “wellness” as it relates to, and in the context of, Indigenous community, organizations, and governance. The course is an opportunity for students to critically engage with and reflect upon the nature of organizations and communities from the perspective of wellness and well-being. Using a combination of theoretical literature, government legislation, news media, institutional policy, and oral history, students will examine and reflect upon relationships within organizations, focusing on northern Indigenous communities. By the end of the course, students will be able to create and critically assess a wellness resource for a community or organization.

COURSE REQUIREMENTS

Prerequisite(s): ENGL 100 and one of HIST 140, FNGA 100 or FNGA 101

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

LEARNING OUTCOMES

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

- Critically reflect on how cross-organizational relationships relate to and are a part of community and organizational wellness.
- Explain how leadership and governance relate to (Indigenous) community and organizational wellness.
- Describe and reflect on how reconciliation is a part of and connected to community, organizational, governmental, and individual wellness.
- Identify ways Indigenous ancestral values and governance practices can inform, redefine, and/or be incorporated into modern Indigenous governance to promote community and organizational wellness.

- Think reflectively about their role in the community and organizations.
- Engage in critical reading and writing and respectful communication.

COURSE FORMAT

Weekly breakdown of instructional hours

Students are expected to attend 1.5 hours of weekly instructional sessions and participate in online learning activities via Zoom. In addition, it is anticipated that this course will require approximately 3 to 4 hours of homework and additional reading each week. Please note that the actual time commitment may vary by individual.

Delivery format

Students will be required to attend weekly zoom classes and complete an assortment of synchronous and asynchronous online activities.

EVALUATION

Participation and Weekly Discussion	30 %
Reconciliation Project & Presentation	25%
Major Project Progress Report	10 %
Major Project, Paper & Presentation	35 %
Total	100%

Participation and Weekly Discussion (30%)

Students are expected to attend class and actively participate in weekly discussions and in-class activities. Examples include small-group critical reading exercises, reflective writing, and responding to weekly discussion questions through both written and verbal communication.

Reconciliation project and presentation (25%)

Students will prepare a brief presentation and write a short reflection on an example of institutional policy and practice related to reconciliation.

Major project progress report (10%)

Students will submit a formal progress report on their major project.

Major project, final paper and presentation (35%)

Students will complete a major project by developing a wellness resource for a community or organization, accompanied by a short critical paper.

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates.

TEXTBOOKS & LEARNING MATERIALS

There is no textbook for this course. Required readings and materials will be available online.

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

ACCESSIBILITY AND ACADEMIC ACCOMMODATION

Yukon University is committed to providing a positive, supportive, and barrier-free academic environment for all its students. Students experiencing barriers to full participation due to a visible or hidden disability (including hearing, vision, mobility, learning disability, mental health, chronic or temporary medical condition), should contact [Accessibility Services](#) for resources or to arrange academic accommodations: access@yukonu.ca.

TOPIC OUTLINE

Module	Week	Topic
1	Jan 8	Introduction to the Course and Oral Tradition within Organizational and Community Wellness This opening week introduces students to the course framework, emphasizing the relationship between wellness and Indigenous community, organization, and governance. The week will also focus on the role of oral tradition in shaping community and organizational wellness, setting the stage for understanding wellness in Indigenous contexts.
2	Jan 15	Leadership and Governance in Indigenous Communities Exploring leadership and governance through the lens of wellness, this week will explore how these concepts are implemented and their impact on community wellness.

3	Jan 22	<p>The Role of Oral Tradition in Leadership and Governance (Integration)</p> <p>This week integrates oral tradition with leadership and governance, examining how oral history and cultural practices influence decision-making and wellness in Indigenous communities.</p>
4	Jan 29	<p>Reconciliation in Government: Addressing the Land Question for Wellness</p> <p>Focusing on the land question, this week looks at how land issues affect community wellness and the reconciliation process in government policies. Students will examine historical land disputes and contemporary resolutions, understanding their impact on community wellness.</p>
5	Feb 5	<p>Reconciliation in Institutions: Legislation for Community Wellness</p> <p>This week, we explore how institutional policies and legislation contribute to wellness in Indigenous communities. The week's readings will be on government legislation and institutional policies, assessing their effectiveness in promoting wellness.</p>
6	Feb 12	<p>Reconciliation in Community: Creating a Sense of Wellness through Self and Others</p> <p>This week, we will look at personal and interpersonal aspects of wellness in community settings. Students will reflect on their role in community wellness, exploring how individual actions and relationships contribute to the overall well-being of Indigenous communities.</p>
7	Reading Week	<p>Reconciliation Project Due on Feb 25th (Midnight)</p>
8	Feb 26	<p>Intergovernmental Affairs (Nation-to-Nation Relationship)</p> <p>This week, we will explore the Nation-to-Nation relationships between Indigenous communities and the Canadian government, referring to the recognition of Indigenous groups as sovereign entities in their dealings with the federal government, particularly in intergovernmental affairs, and the impact of these interactions on community wellness.</p> <p>Major Project Progress Report Due on Mar 9th (Midnight).</p>

9	Mar 5	<p>Industrial Relations (Resources and Land)</p> <p>Industrial relations, particularly regarding resources and land, are explored in the context of Indigenous community wellness and reconciliation.</p>
	Mar 12	<p>Organizational Wellness</p> <p>This week delves into organizational wellness strategies, focusing on how organizations within Indigenous communities can promote overall wellness.</p>
	Mar 19	<p>Cultural Safety</p> <p>Students will learn about cultural safety and understand its importance in healthcare, education, and other sectors within Indigenous communities.</p>
	Mar 26	<p>Students will deliver their in-class presentations via Zoom. The major project and accompanying paper are due on March 31st (Midnight).</p> <p>These presentations should demonstrate the students' understanding and application of course concepts, drawn from the assigned readings to real-world scenarios related to community wellness. The course concludes with students uploading their final projects and papers a few days after their presentations, allowing time for last-minute revisions based on the feedback received.</p>