



COURSE OUTLINE

FNGA 200

ORGANIZATIONAL AND COMMUNITY WELLNESS

45 HOURS

3 CREDITS

PREPARED BY: _____
Marilyn Jensen

DATE: _____

APPROVED BY: _____
Dave McHardy, Dean

DATE: _____

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Course Outline prepared by Garry Umbrich, March 2013.

Yukon College
P.O. Box 2799
Whitehorse, YT
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SCHOOL OF MANAGEMENT, TOURISM & HOSPITALITY
First Nations Governance and Public Administration
3 Credit Course
Fall, 2013

ORGANIZATIONAL AND COMMUNITY WELLNESS

INSTRUCTOR: Marilyn Jensen, M.A.
OFFICE HOURS: By appointment, email
OFFICE LOCATION: A2208
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COURSE OFFERING
DAYS & TIMES:

Monday, September 30th – 9am – 3pm
Tuesday, October 1st – 9am – 1pm
Thursday, October 15th – 9am – 3pm
Monday, October 28th – 9am – 3pm
Tuesday, October 29th – 9am – 1pm
Tuesday, November 12th – 9am – 1pm
Monday, November 25th – 9am – 3pm
Tuesday, November 26th – 9am – 1pm
December 9th – 9am – 1pm

COURSE DESCRIPTION

This course will introduce students to the concept of organizational and community wellness in a First Nation community and government settings. The course will examine the role that management and leadership has to play in meeting the challenges Yukon First Nations face today, particularly in providing strategies and solutions for their citizens, communities and governments.

The implementation of the Yukon First Nation Final and Self-government Agreements requires Yukon First Nations to assert principles of self-determination, wellness, health, self-reliance and revitalization of cultures and language. However, making the kind of changes that allow individuals, communities and First Nation governments to overcome

the residual effects of colonization is challenging and require strategies and effective methodologies. This course will focus on the kinds of analytical, conflict and dispute resolution skills that are required by leadership in order to affect positive change.

Students will have an expanded understanding and appreciation of the impact of the colonial era in the Yukon. Students will also better understand the challenges Yukon First Nations face in creating individual, community and governmental strategies to improve the quality of life for their people.

LEARNING OUTCOMES

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

- Describe the key historical events that shaped the evolution of Yukon First Nations over the past few centuries.
- Describe the impacts of colonization in the Yukon on individuals, communities and First Nation governments.
- Identify some of the key challenges Yukon First Nations face in implementing their Agreements with respect to matters of improving the health and well-being of their citizens, their communities and their governments.
- Analyze and make conclusions as to the effectiveness of different kinds of healing efforts and initiatives undertaken by First Nations.
- Demonstrate some of the conflict resolution skills managers apply in day-to-day conflict management situations.

DELIVERY METHODS / FORMAT:

The primary delivery methods will include:

- Lecture: Instructor-led presentation of material
- Guest speakers
- Group discussions on specific topics
- Group exercises: Group analysis and presentations on specific topics/scenarios
- Individual exercises: individual analysis and presentation on specific topics/scenarios
- Student readings: Assigned readings from texts, internet research, First Nation documents,

PREREQUISITES:

Admission to the First Nations Governance and Public Administration Program.

COURSE REQUIREMENTS / EVALUATION:

Attendance and Participation

All students will be expected to attend and actively participate in class. The material covered in the classroom is cumulative in nature, and missing classes may put students at a disadvantage. Participation will account for 10% of the student's final grade.

Assignments

Students will be required to complete two individual essays (20% each).

Group Exercises

Students will be required to complete 1 group exercise (20%) in class. This will involve a class presentation.

Take-Home Final Exam

For the take-home final exam, students will examine how critical the role of leadership is in facilitating positive change within their communities. Change creates conflict, and so leaders need to be able to manage the process of making change and help their First Nation steer through the inevitable conflict that will be created.

Students will be asked several key questions for the take-home exam, and they will have to answer these questions in an essay format, between 500 – 1000 words.

Evaluation

Participation	10%
Group Exercises (1)	20%
Essay Assignments (2)	40%
Final Take-Home Exam	30%
Total	100%

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the

words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the college.

STUDENTS WITH DISABILITIES OR CHRONIC CONDITIONS:

Reasonable accommodations are available for students with a documented disability or chronic condition. It is the student's responsibility to seek these accommodations. If a student has a disability or chronic condition and may need accommodation to fully participate in this class, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

REQUIRED TEXTBOOKS / MATERIALS:

Alfred, T. (2009). *Colonialism and state dependency: Communities in crisis*. Journal de la Santé Autochtone.

Aboriginal Healing Foundation (2005). *Reclaiming connections: Understanding residential school trauma among Aboriginal people – A resource manual*. Ottawa: Aboriginal Healing Foundation.

Aboriginal Affairs and Northern Development Canada (1996). *Report of the Royal Commission on Aboriginal peoples, VOLUME 4 Perspectives and realities, Chapter 6 - The North*. Ottawa: Aboriginal Affairs and Northern Development Canada.

Conference Board of Canada (2008). *Healthy people, healthy performance, healthy profits: A case for business action on the socio-economic determinants of health*. Ottawa: Conference Board of Canada.

Centre for Prevention and Health Services (2004). *Health improvement: A comprehensive guide to designing, implementing, and evaluating worksite programs*. Washington: National Business Group on Health.

Conference Board of Canada (2011). *Workforce wellness: A partnership in action in New Brunswick*. Ottawa: Conference Board of Canada.

First Nations Health Authority: BC Ministry of Health (2012). *Together in wellness: A report on the integration and the improvement of health services for First Nations in British Columbia*. Victoria: BC Ministry of Health

Goodwin, C. and Griffith, B (2007). *The conflict survival kit: Tools for resolving conflict at work*. Upper Saddle River, New Jersey: Prentice Hall.

Government of New Brunswick (2008). *Final report of the Select Committee of Wellness to the Second Session of the 56th Legislative Assembly of New Brunswick*. Fredericton: Government of New Brunswick.

McClellan, C. (1975) *My old people say: An ethnographic survey of Southern Yukon Territory, Volume 1 and Volume II*. Ottawa: National Museums of Canada.

Nunavut Tunngavik Inc. (2011). *Clyde River community wellness plan*. Iqaluit: Government of Nunavut.

Ribova, L. (2000). *Individual and community well-being*. Akureyri Iceland: Stefansson Arctic Institute

Saskatchewan Population Health and Evaluation Health Research Unit (2006). *First Nations health development project: Community health indicators toolkit*. Prince Albert: University of Regina and University of Saskatchewan

US Department of Health & Human Services (2010). *Healthy people 2020*. Washington: US Department of Health & Human Services.

W.K. Kellogg Foundation (2004). *Logic development guide: Using logic models to bring together planning, evaluation, and action*. Battle Creek, Michigan: W.K. Kellogg Foundation.

W.K. Kellogg Foundation (1998). *Evaluation handbook*. Battle Creek, Michigan: W.K. Kellogg Foundation.

EQUIVALENCY/TRANSFERABILITY:

In progress.

TOPIC OUTLINE/SYLLABUS:

Date	Topic
Day 1	<p>Introductions</p> <p>Review:</p> <ul style="list-style-type: none"> • Purpose and scope of course • Reading Assignments • Assignments • Evaluation <p>Explore the rationale and purpose of Organizational and Community Wellness, why is this important?</p>
Day 2	<p>Review of the key historical events that shaped the evolution of Yukon First Nations over the past few centuries to understand the impacts of colonization in the Yukon on individuals, communities and First Nation governments.</p> <p><i>DVD: George Johnston: Tlingit Photographer</i> focuses on the impact of the Alaska Highway and how it changed a community forever.</p>
Day 3	<p>Examine elements that are required to develop strong and healthy organizations and how this can translate into First Nation Governments.</p> <p>Assignment #1 Due</p>
Day 4	<p>Examine elements which assist to building strong and healthy communities.</p>
Day 5	<p>Understand some of the key challenges Yukon First Nations face in implementing their Agreements with respect to matters of improving the health and well-being of their citizens, their communities and their governments.</p>
Day 6	<p>Explore examples of communities who have developed strong models of wellness into their governments and community.</p> <p>DVD Guest Speakers: Panel of speakers (May include Vid Con of people from distant communities)</p>
Day 7	<p>Examine the process of developing Wellness Plans for an organization.</p> <p>Assignment #2 Due</p>
Day 8	<p>Examine the process of developing Wellness Plans for a Community.</p>
Day 9	<p>Group Exercise Presentations</p> <p>Final take Home exam distributed and due one week later</p>