



EFFECTIVE: SEPTEMBER 2009 CURRICULUM GUIDELINES

A. Division: Educational Services **Effective Date:** September 2009

B. Department / Program Area: Student Development/
First Nations **Revision:** New Course
If Revision, Section(s) Revised: F, M, N
Date of Previous Revision: September 2004
Date of Current Revision: April 2009

C: FINA 1100 **D: Aboriginal Mentor Support** **E: 3**

Subject & Course No.	Descriptive Title	Semester Credits						
<p>F: Calendar Description:</p> <p>This course helps aboriginal students learn to work as peer helpers, mentors and tutors. Students learn about aboriginal teachings and get training in peer support skills and peer tutoring strategies. The focus of the training is for students to learn to help their peers in ways that empower those being helped.</p>								
<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p style="padding-left: 20px;">- instructor directed seminar</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p style="padding-left: 20px;">4</p> <p>Number of Weeks per Semester:</p> <p style="padding-left: 20px;">15</p>	<p>H: Course Prerequisites:</p> <p style="text-align: center;">Instructor permission</p>							
	<p>I: Course Corequisites:</p> <p style="text-align: center;">none</p>							
	<p>J: Course for which this Course is a Prerequisite:</p> <p style="text-align: center;">none</p>							
	<p>K: Maximum Class Size:</p> <p style="text-align: center;">25</p>							
<p>L: PLEASE INDICATE:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> <p style="text-align: center;">SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)</p>			<input type="checkbox"/>	Non-Credit	<input checked="" type="checkbox"/>	College Credit Non-Transfer	<input type="checkbox"/>	College Credit Transfer:
<input type="checkbox"/>	Non-Credit							
<input checked="" type="checkbox"/>	College Credit Non-Transfer							
<input type="checkbox"/>	College Credit Transfer:							

M: Course Objectives / Learning Outcomes:

At the end of the course, the successful student should be able to:

1. Communicate effectively in a helping role.
2. Recognize and respect individual differences that affect learning and life choices.
3. Promote personal and academic skill development of self and others.
4. Help other students access information and resources.
5. Help others in an ethical manner.
6. Develop an increased understanding of his/her aboriginal culture.

N: Course Content:

1. Aboriginal Cultural Understandings
 - a. History
 - i. Impacts of the Residential School Era
 - ii. Family Status
 - iii. Family Tree
 - b. Traditional Values and Teachings
 - c. Teachings of the Medicine Wheel
 - d. Aboriginal Ceremonies
2. Communication Skills
 - a. Listening
 - b. Speaking
 - c. Assertiveness
3. Principles of Helping
4. Understanding Self and Others as Holistic Beings
 - a. Values, needs, roles, and personal style
 - b. Individual differences
5. Roles, Responsibilities and Relationships
 - a. Roles and Relationships of peer tutors and helpers
 - b. Creating productive helping and tutoring relationships
6. Characteristics of the Successful Learner
 - a. Knowledge
 - b. Skills
 - c. Attitudes
7. Principles of Tutoring
8. Structure of a Tutoring Session
9. Tutoring Techniques
10. Ethical Issues in Peer Helping

O: Methods of Instruction:

Classes will be experiential in nature using a combination of short lectures, demonstrations, structured activities, and group discussions. Students will participate in role plays and other exercises designed to focus on developing specific aspects of helping skills. Video and audio equipment may be used in practice and for evaluation purposes.

P: Textbooks and Materials to be Purchased by Students:

Students may be required to purchase a textbook.

Q: Means of Assessment:

Selection of evaluation and assessment tools for this course will be based on:

1. Adherence to college policy regarding number and weighting of evaluations.
2. A combination of evaluation instruments that includes opportunities for students to demonstrate different ways of knowing i.e. individual, group, oral, written, descriptive, reflective, practice.
3. A developmental approach to evaluation that is sequenced and progressive.
4. Evaluation being used as a teaching and learning tool for both students and instructors.
5. Commitment to student participation in evaluation through such processes as self and peer evaluation, participation in instrument design and course/instructor evaluation.

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No

Course Designer(s)

Education Council / Curriculum Committee Representative

Dean / Director: Ted James

Acting Registrar: Brenda Walton