

**Fond du Lac Tribal and Community College
COURSE OUTLINE FORM**

Updated 1/21/16

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____

2. Date submitted: _____

3. Date approved: _____ Date revised 2/16/17, 8/31/17

4. Department/discipline: Psychology

5. Department(s) endorsement(s): _____

(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Indigenous Psychology

Abbreviated course title (25 characters or less): _____

7. Course Designator: PSYC 8. Course Level: 2002

9. Number of Credits: Lecture 3 Lab _____

10. Control Number (on site) 40 Control Number (online) 30

11. Catalog/Course description:

This course is designed to examine the psychology of Indigenous people of North America. Topics of study include Indigenous theories, the impact of historical trauma on Indigenous peoples, intergenerational trauma, the psychology of internalized oppression, and Indigenous healing interventions. Students will participate in class activities to enhance their understanding of Indigenous worldview and learn specific counseling strategies in working effectively with Indigenous populations.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s):

Co-requisite:

13. Course Materials (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Fixico, D. (2003). *The American Indian mind in a linear world*. New York: Taylor & Francis Books Inc.

Duran, E. (2006). *Healing the soul wound: Counseling with American Indians and other Native peoples*. New York: Teachers College Press.

14. Course Content (Provide an outline of major topics covered in course)

Introduction to Indigenous Psychology
Indigenous Worldview & Oral Tradition
Indigenous Worldview in Contrast to Western Thought

Indigenous Circular Philosophy
Indigenous Understanding of Relationships
Indigenous Circle of Life
Indigenous Theories
American Indian Holocaust: Impact on Indigenous Communities Today
Historical Trauma of Indigenous Peoples
Intergenerational Trauma
Psychology of Internalized Oppression
Indigenous Healing Interventions
Cultural protocols and working in cross cultural settings

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Course learning outcomes will fulfill the identified competencies:

Course Learning Outcomes:

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

- 1.) Students will demonstrate an understanding of Indigenous peoples. Including foundational concepts such as worldview, philosophy, and relationships to the natural world. (A, D) {GI}
- 2.) Students will recognize and apply cultural protocols in working more effectively in cross-cultural settings. (C, D) {GI, AA, ZH}
- 3.) Students will demonstrate an understanding of cultural experiences and the influence on behavior, thoughts, and actions. (C, D) {GI, ZO}
- 4.) Students will demonstrate the ability to analyze students' own worldview in relation to Indigenous concepts. (A, C, D) {ZO, AA, DE, ZH}
- 5.) Students will demonstrate an understanding of the impact of historical events on Indigenous behavior from an intergenerational perspective. (A, C) {GI, ZO, AA, DE, ZA, ZH}
- 6.) Students will critique and articulate Indigenous worldview in contrast to western worldview. (A, C, D) {GI, AA, ZH}
- 7.) Students will review historical and contemporary methods of Indigenous interventions. (A, D) {GI, AA, ZH}

16. Minnesota Transfer Curriculum (MnTC): If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See www.mntransfer.org

Goal Area(s): 5 & 7

Goal and Outcomes:

Goal 5- To increase student knowledge of indigenous psychology. Provide the opportunity for students to learn about specific human behaviors, the impact of trauma on indigenous peoples, and intergenerational perspectives. In addition to enhancing student knowledge and understanding in work effectively with diverse populations.

Outcomes:

- 1.) Critique alternative psychological theories and worldview in relation to human behavior.
- 2.) Examine the impact of historical events on human behavior from an intergenerational perspective.
- 3.) Review historical and contemporary methods of indigenous interventions.
- 4.) Develop new knowledge and understanding in working with diverse populations.

Goal 7- To increase students' understanding of individuals and group differences (e.g. race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Student should be able to evaluate the United States' historical and contemporary responses to group differences.

Outcomes:

- 1.) Critique indigenous worldview and the contrast between indigenous cultural and American society.
- 2.) Demonstrate the ability to analyze students' own worldview in relation to indigenous concepts.
- 3.) Display the ability to work more effectively in cross-cultural settings.
- 4.) Present the ability to work collectively with students from diverse backgrounds.

Does this course require additional material for specific program requirements?
If yes, please provide.

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