



North Central Michigan College Master Course Syllabus

PART 1:

Course Name: Anishinaabek Health Topics

Course Number: NISH 150

Credit Hrs. 3 Lecture Hrs. 3 Lab Hrs. 0 Clinical Hrs. 0 Variable Hrs. 0

Total Hours of Instruction: 3 Total Contact Hours: 52.8
(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)

Course Description:

An introduction to Anishinaabek perspectives on health topics. This course examines the role of Traditional medicine and its relationship to Western medicine. Topics discussed include common diseases and their traditional responses, aspects of nutrition, wellness and family tradition in the healing process, and the importance of a healthy community and spirituality in the Anishinaabek perspective.

Prerequisite (s): None

Co-requisite (s): None

Course Objectives:

- Explain the significance of the Anishinaabek perspective on family, community and relationship to Earth.
- Demonstrate an understanding of various Anishinaabek perspectives on the spiritual element of life as they relate to overall health.
- Identify various diseases of high incidence within the tribal community; and demonstrate an understanding of common patient responses to diagnosis and an understanding of common treatments.
- Differentiate between Traditional and Western approaches to definitions of health, treatment and response in several commonly found areas of health problems within the tribal community.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



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PART 2:

Course Objectives and Linked Lumina DQP Outcomes

See **PART 3** of this syllabus for the complete language of each Lumina DQP outcome.

*Please identify the Lumina DQP outcome(s) supported by the course objectives. List each course objectives (from **PART 1**), followed by the corresponding Lumina DQP Outcome number(s) in parentheses.*

- Explain the significance of the Anishinaabek perspective on family, community and relationship to Earth. (DQP 1,2)
- Demonstrate an understanding of various Anishinaabek perspectives on the spiritual element of life as they relate to overall health. (DQP 1,2)
- Identify various diseases of high incidence within the tribal community; and demonstrate an understanding of common patient responses to diagnosis and an understanding of common treatments. (DQP 1,2)
- Differentiate between Traditional and Western approaches to definitions of health, treatment and response in several commonly found areas of health problems within the tribal community. (DQP 18)



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Suggested Methods of Instruction:

Lecture, discussion, videos, and small group work.

Suggested Methods of Assessment and Evaluation:

Group project and presentation, individual work, quizzes, exam, attendance and participation.

Adopted Text at Time of Course Adoption/Revision:

None.

Topics Covered During the Semester:

Sequence of topics and time allowance are at the discretion of the instructor

- WEEK 1: Perspectives on Family & Community: Past and Present (part 1)
- WEEK 2 Perspectives on Family & Community: Past and Present (part 2)
- WEEK 3 Anishinaabek relationship with Earth
- WEEK 4 Circle of Life
- WEEK 5 Seven Teachings
- WEEK 6 Songs & Drum
- WEEK 7 Harmony vs. Disharmony: an approach to Wellness
- WEEK 8 Maternal-Child Health (part 1)
- WEEK 9 Maternal-Child Health (part 2)
- WEEK 10 Mid-term Exam
- WEEK 11 Disease and Illness: cause, response
- WEEK 12 Combating Disease: Traditional & Western Medicine (part 1)
- WEEK 13 Combating Disease: Traditional & Western Medicine (part 2)
- WEEK 14 Four Directions & Medicine Wheel
- WEEK 15 Food as Medicine
- WEEK 16 Final Exam

Part 1 & Part 2 approved by CRDAP on: 05 01 15

Part 2 approved by AD:

Date:

Part 2 approved by CRDAP Chair:

Date:

Rev02/15



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PART 3:

LUMINA DQP OUTCOMES – Use this reference sheet for **PART 2** of Master Course Syllabus.

Specialized Knowledge

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Broad Integrative Knowledge

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

Intellectual Skills – Analytic Inquiry

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

Intellectual Skills – Use of Information Resources

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

Intellectual Skills – Engaging Diverse Perspectives

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

Intellectual Skills – Communication Fluency

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

Applied Learning

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Civic Learning

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012