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**Undergraduate Microprogram in Childhood-Family Intervention in Indigenous Contexts - 0694**

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**RESPONSABLE :**

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**SCOLARITÉ :**

18 crédits, Premier cycle

**OBJECTIFS :**

This microprogram is aimed at training students on the realities of Indigenous families, their challenges, the issues faced by their members as well as their impact on their relations and the community. It fosters the development of knowledge, competencies and abilities from a practical and theoretical perspective. This should allow those involved in Indigenous communities on a daily basis to acquire essential knowledge and tools, in order to be able to assist and cooperate in the intervention in a manner appropriate to the local values and culture. This training also provides basic knowledge of the goals, legislative frameworks and approaches of the various resources working in the field of childhood and family.

This microprogram uses an approach based on reflective practice in childhood-family intervention, including self-awareness as a practitioner and the capacity to reflect upon one's actions. It will allow those completing the program to demonstrate more self-assurance in their work with families and to intervene in a problem situation and context in a more structured and relevant manner. The approach also fosters the ability to work in concert with other practitioners in cross-disciplinary and cross-cultural context.

**CONDITIONS D'ADMISSION :**

**Base collégiale**

Hold a diploma of college studies or the equivalent in an appropriate field.

**Base études universitaires**

Be at least 21 years of age and have successfully completed a minimum of three university courses.

**Base expérience**

Be at least 21 years of age and have appropriate knowledge and an experience deemed relevant.

**PLAN DE FORMATION :**

**Preparatory Activity**

SOA1001E Introduction to Indigenous Studies (0 cr.) \*

**Mandatory Courses**

EDU2530E Workshop on Cognitive Efficiency (3 cr.)  
GPS1200E Personal Development in Aboriginal Context (3 cr.) \*  
SOA1100E Introduction to Social Practice Models and Helping Relationship in  
Aboriginal Context (3 cr.) \*  
SOA1300E Support to Aboriginal Families (3 cr.) \*  
SOA5200E Integration project I (1 cr.) (SOA1100E) \*  
SOA5400E Integration project II (2 cr.) (SOA5200E) \*  
SOC2311E Aboriginal Social Environment (3 cr.) \*

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\* : Disponible à distance

**Règlements pédagogiques :**

To ensure that all students have a common knowledge base related to Indigenous contexts, it is mandatory to successfully complete SOA1001E Introduction to Indigenous Studies (0 cr.) before the end of the first semester. Registration to a second semester will be conditional to the successful completion of this preparatory activity.

For recognition of prior learning, some requirements must be met. They are listed in the following document:  
[https://www.uqat.ca/telechargements/guidelines\\_recognition\\_prior\\_learning\\_school\\_of\\_indigenous\\_studies.pdf](https://www.uqat.ca/telechargements/guidelines_recognition_prior_learning_school_of_indigenous_studies.pdf).

**EDU2530E****Workshop on Cognitive Efficiency**

**Objectifs** : Bringing students to actualize their intellectual potential and enhance their cognitive efficiency; to know more about cognitive and affective processes at play in new and complex knowledge acquisition and personal and professional problem-solving; to learn how to control and adjust those processes (learning strategy, problem solving strategies, cognitive, affective and meta-cognitive strategies); and to discover and experiment efficient ways of studying and intellectual work methods.

**Contenu** : Human brain and intellectual functioning: cognitive, meta-cognitive, affective and motivational processes, their impact on learning and problem-solving (needs, motivation, perception, memory, data processing, decision-making, application). Intelligence and efficiency: intelligence education and intellectual potential actualization. Designation, self-image, feeling of competence, and motivation to overcome challenges. Impulsiveness control, and emotional and intellectual block management. Organization, planning, time management, resources management. Attention, concentration and memory functioning, and memorization strategies. Data perception and observation and data organization strategies. Problem-solving processes and strategies applied to university learning.

**GPS1200E****Personal Development in Aboriginal Context**

**Objectifs** : Learn the cycles of life and initiate oneself to personal development theories from an Aboriginal perspective. Analyze the value and place of the child in the Aboriginal community. Acquire knowledge of the challenges and barriers to the Aboriginal child's development, by taking into account the social and cultural contexts. Learn to recognize indicators of difficulties in children and youth. Examine one's own life path.

**Contenu** : Life cycles and personal development theory from an Aboriginal cultural perspective. Value and place of the child in Aboriginal society. Child and teenager development in Aboriginal context. Dimensions of the 0-18 year-old child development: physical, cognitive, psychological, affective, psychosexual, spiritual. Issues and challenges of child development: parent(s)-child attachment relationship, grief and personal, collective and cross-generational trauma. Development problems and main problems experienced by Aboriginal children: fetal alcoholization, neglect, abandonment, uprooting, family ties breakdown, (repetitive placements), sexual abuse and problematic sexual behaviors, drug and alcohol addiction, poverty, learning difficulties, parents' low education level, school absenteeism, spousal and family violence, mental health problems, etc. Particularities and strengths in Aboriginal context: early parenthood, extended family, intra-family

placement or traditional adoption, resilience, family and community life, spirituality, transmission of cultural values, identity. Relation to one's own life path: life stages, experiences and incidents, and psychosocial needs.

**SOA1001E****Introduction to Indigenous Studies**

**Objectifs** : Introduce students to Indigenous historical elements and contemporary issues to ensure their ability to actively participate in the academic programs of the School of Indigenous Studies.

**Contenu** : Myths and prejudices, colonial history, ancestral rights, rights of Indigenous peoples, diversity and cultures, connection to the land, Indigenous knowledge, social and political dynamics, future, and reconciliation.

**SOA1100E****Introduction to Social Practice Models and Helping Relationship in Aboriginal Context**

**Objectifs** : Learn the different social intervention practices developed in Aboriginal context: holistic, emancipatory, community-based and traditional. Learn the main intervention frameworks (prevention, promotion, partnerships, involuntary context, crisis, frontline services, traditional, etc.) used with Aboriginal children and families in Québec. Understand the helping relationship. Develop an awareness of human rights and freedoms, and of social intervention ethics applied to Aboriginal families' context. Initiate oneself to the notion of ethics in social intervention.

**Contenu** : Different social intervention methods: collective (promotion, prevention, education), group (e.g. sharing, support, education), family (e.g. family circles) and individual. Study of existing Aboriginal models. Models of holistic, emancipatory, community, traditional practice. Models and approaches used in social intervention: appropriation and development of the power to act, holistic, anti-oppressive, feminist, biopsychosocial, systemic, network, and other models appropriate to the Aboriginal context. Concept of cultural safety. Aboriginal worldview and spirituality (mentors, metaphors, traditional rituals, dreams, etc.). Basic elements of communication in helping relationship: required attitudes, skills, techniques. Ethics applied to social intervention (e.g. confidentiality, fundamental rights, evaluation of social intervention) and particularities regarding the helper's role in a small community.

**SOA1300E****Support to Aboriginal Families**

**Objectifs** : Familiarise oneself with the different Aboriginal and non-Aboriginal family models, from a multicultural perspective by situation the historical, political and legal background, the contemporary changes and the resulting realities. Understand the Aboriginal families' role with regard to personal

development and wellness of the individuals and the communities. Learn the main political sciences and legislations related to family and social services. Identify relationships between the realities experienced by Aboriginal families and the social services. Identify relationships between the realities experienced by Aboriginal families and the social environmental, territorial, economic, political context and the main legal provisions they are subject to. Develop knowledge of the main problem areas affecting families. Learn about the main resources for supporting Aboriginal families. Develop family social support skills. Situate one's own family context in relation to the course content.

**Contenu** : Aboriginal and other cultures' family models. Historical background, Aboriginal values, contemporary changes in Aboriginal families and future perspectives. Impact of governments' historical oppression and role on families, and related issues. Main social policies, federal and provincial legislations regarding aboriginal families and social services : Indian Act, Protection Act and provisions regarding Aboriginal people (e.g. x. 37.5), Act Respecting Health and Social Services, frontline services in Aboriginal communities. Cross-generational traumas and their impacts on families. Analysis of the correlations between the Aboriginal communities' living conditions (discrimination, social, economic and political inequalities, exclusion, poverty, ethno-stress, loss of identity, idleness) and family problems (e.g. : spousal and family violence, substance and gaming addiction, mental/physical illness and neurological deficit, intergenerational breakdown and transmission of traumas, difficulties in the parent(s)-child attachment relationship, neglect, etc.). Family as a place of socialisation, education, emotional security, cultural identity-building. Parenting skills. Structural elements of families : organisation and functioning of relationships between family members (roles, rules, structure, emotional expression, natural support network). Family support intervention : community (resources), groupe intervention (support, education, sharing), systemic, focused on family (circle), humanistic (reception, active listening, assistance, individual referral). Examination of one's own family background.

**SOA5200E****Integration project I**

**Objectifs** : Develop the practical links with the theoretical and methodological notions acquired in the field of study and facilitate the integration of this knowledge into one's own experience.

**Contenu** : Production of a personal and professional development portfolio (collection of productions and teaching material for reflective analysis and evaluation; identification of challenges to be faced during training; needs assessments, projects, development of tools, etc.) leading to the proposal of a community project or a practical experience using knowledge - theoretical and methodological, personal and

professional - acquired before and during the training.

**SOA5400E****Integration project II**

**Objectifs** : Consolidate theoretical, methodological and practical notions acquired in the field of study by linking the newly acquired knowledge with its integration in one's own experience.

**Contenu** : In relation to childhood and family, development, planning and implementation of a supervised project – of the promotional, preventive, educational or other type – responding to a community need, which may build upon one's own experience at work and/or in his community. Application of theoretical and methodological knowledge acquired during the training.

**SOC2311E****Aboriginal Social Environment**

**Objectifs** : Introduce the student to the analysis of social, environmental, cultural and organizational factors that characterize Aboriginal populations in Canada and Quebec, as well as their relationship to society as a whole. Distinguish between the major research theories and strategies that enable a sociological analysis of Aboriginal individuals, groups, communities and nations. Compare the research theories and strategies being discussed with contemporary social situations or phenomena. Learn about restorative justice (philosophy and rules of Aboriginal traditional justice); understand its impacts and be able to compare them with the impacts of the application of non-Aboriginal justice. Identify formal and informal authorities in the Aboriginal communities in Abitibi-Témiscamingue and Northern Quebec.

**Contenu** : The major cultural groups in Canada. Demographic and socioeconomic characteristics of Aboriginal people within the social groups in Canada and Quebec; analysis of Aboriginal social and political institutions, of contemporary social dynamics, of their beliefs, values, and of their relationship to society as a whole. Sociology of minorities and ethnocultural relationships in the context of traditional societies, modernity and post-modernity. The various research strategies demonstrating the different Aboriginal realities concerning education, health and employment as well as their origins via documentary and content analysis, observation, conversation, site studies, statistical and comparative analysis.