

# COURSE SYLLABUS

Indigenous Community Wellness



COURSE TITLE: ICW 115-Cultural Teachings 2 Applying

CLASS SECTION: X17

TERM: Winter 2025

COURSE CREDITS: 3

DELIVERY METHOD(S): In person at Saanich Adult Education Centre

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. Learn more about Camosun's [Territorial Acknowledgement](#).

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*Camosun College requires mandatory attendance for the first-class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.*

## INSTRUCTOR DETAILS

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NAME: Gwooyim Gyat Hawaaw

EMAIL: [HawaawGG@camosun.ca](mailto:HawaawGG@camosun.ca)

OFFICE HOURS: Thursdays 1-4 p.m. by appointment via Zoom

*As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.*

## CALENDAR DESCRIPTION

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Students will apply their learning of traditional teachings, frameworks and concepts related to community wellness work. They will work with old ones and Knowledge Keepers to integrate indigenous teachings into their personal philosophy of wellness rooted in teaching from the land and water. This course enables students to engage in cultural teachings to support personal connection with others.

PREREQUISITE(S): ICW 111

CO-REQUISITE(S):

EQUIVALENCIES:

## COURSE LEARNING OUTCOMES / OBJECTIVES

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1. To help students introduce themselves, their identity, their self-location and their emerging personal wellness philosophy.
2. Apply Indigenous cultural teachings and concepts of health to create a plan that will support each student's personal wellness in professional practice.
3. Articulate the importance of cultural teachings and connections to Indigenous old-ones and knowledge keepers, land, waters and each other.

4. Work with community respectfully, honoring self-determined community goals.

## REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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### Required Readings:

- Oprah Winfrey & Bruce Perry, *What Happened to You? Conversations on Trauma, Resilience and Healing* (New York: Flatiron Books, 2021)
- *Connecting to Culture: Growing our Wellness Activity Guide* (2014)  
Link: [https://cyfn.ca/wp-content/uploads/2016/10/Growing-Wellness-Activity\\_Guide\\_DIGITAL\\_FILE.pdf](https://cyfn.ca/wp-content/uploads/2016/10/Growing-Wellness-Activity_Guide_DIGITAL_FILE.pdf)

### Recommended YouTube Videos:

- “Trauma-informed, Healing-centered Community Wellness” with Dr. Jessica Barudin (UBC Learning Circle, 2024)  
<https://www.youtube.com/watch?v=dDFZicdb7rU>
- “Choosing the Wellness Path” with Tom Oleman  
<https://www.youtube.com/watch?v=yBgzo0qicPY>

## COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

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The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK or DATE RANGE	TOPIC & ACTIVITIES	OTHER NOTES
Week 1 – January 8, 2025	Welcoming Back <ul style="list-style-type: none"> <li>• Honour &amp; Celebration Song by Elder George Harris, Stz’uminus First Nation</li> <li>• Sharing Circle Introductions &amp; Course Overview</li> <li>• <i>Snuw’uyulh</i> Teachings from George Harris</li> </ul>	
Week 2 - January 15, 2025	Approaches to Wellness <ul style="list-style-type: none"> <li>• Review course readings: <i>Connecting with Culture: Growing our Wellness Activity Guide</i> (2014) and <i>What Happened to You?</i> (2021)</li> <li>• YouTube Video: “Land as Body: Indigenous Wellness Research” <a href="https://www.youtube.com/watch?v=T2hkQmoGuLQ">https://www.youtube.com/watch?v=T2hkQmoGuLQ</a></li> <li>• YouTube Video: “Therapeutic Nations: Healing in Times of a Pandemic” with Dr. Dian Million (2020) <a href="https://www.youtube.com/watch?v=8wbloisV2J0">https://www.youtube.com/watch?v=8wbloisV2J0</a></li> </ul>	
Week 3 - January 22, 2025	Resilience and Healing <ul style="list-style-type: none"> <li>• YouTube Video: “Bringing it to the Land” with Wes Nahanee Reach Indigenous Wellness Series (2022) <a href="https://www.youtube.com/watch?v=F2AWrWIT1-I">https://www.youtube.com/watch?v=F2AWrWIT1-I</a></li> <li>• Guest: Dr. Bruce Perry Co-author of <i>What Happened to You?: Conversations on Trauma, Resilience and Healing</i> with Oprah Winfrey</li> </ul>	

WEEK or DATE RANGE	TOPIC & ACTIVITIES	OTHER NOTES
Week 4 – January 29, 2025	Exploring Wellness through Songs <ul style="list-style-type: none"> <li>• Guest: Glenn Patterson, Haudenosaunee Knowledge Keeper</li> </ul>	
Week 5 – February 5, 2025	Exploring Wellness through Journaling <ul style="list-style-type: none"> <li>• Journal Workshop with Guest Facilitator Bill Israel</li> </ul>	
Week 6 – February 12, 2025	What Wellness Means to You <ul style="list-style-type: none"> <li>• Sharing Student Wellness Plans in Circle</li> </ul>	<b>Personal Wellness Plan Due*</b>
Week 7 – February 19, 2025	Reading Break	
Week 8 – February 26, 2025	Honouring Your Strengths & Gifts <ul style="list-style-type: none"> <li>• YouTube Video: “Life Promotion: A Strength Based Approach to Indigenous Wellness” by Carol Hopkins (2017) <a href="https://www.youtube.com/watch?v=ZMUUsxDXv2w">https://www.youtube.com/watch?v=ZMUUsxDXv2w</a></li> </ul>	<b>Drum/Journal Papers Due*</b>
Week 9 – March 5, 2025	Community Research & Protocols: Preparing to Connect with Community  Guests Willa Harry & Vanda Wrede, Aboriginal Coalition to End Homelessness Society  Suggested Links for local First Nations and Indigenous organizations: <a href="https://tsawout.ca/">https://tsawout.ca/</a> <a href="https://tsartlip.com/">https://tsartlip.com/</a> <a href="https://labrc.com/first-nation/tseycum/">https://labrc.com/first-nation/tseycum/</a> <a href="https://www.pauquachin.ca/">https://www.pauquachin.ca/</a> <a href="https://www.songheesnation.ca/">https://www.songheesnation.ca/</a> <a href="https://www.esquimaltnation.ca/">https://www.esquimaltnation.ca/</a> <a href="https://www.acehsociety.ca/">https://www.acehsociety.ca/</a>	
Week 10 – March 12, 2025	Exploring Wellness through Drum Making <ul style="list-style-type: none"> <li>• Guest: Nancy, Drum-making facilitator</li> </ul>	
Week 11 – March 19, 2025	Community Engagement I: Preparation <ul style="list-style-type: none"> <li>• Cover Letters &amp; Resumes</li> </ul>	
Week 12 – March 26, 2025	Community Engagement II: Action <ul style="list-style-type: none"> <li>• Contacting Indigenous Organizations &amp; Interviews</li> </ul>	
Week 13 – April 2, 2025	Community Engagement III: Planning <ul style="list-style-type: none"> <li>• Debriefing our Visits and Identifying Next Steps for the Spring 2025 semester</li> </ul>	
Week 14 – April 9, 2025	Closing Circle- Slahal	

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required. Deadlines can be reviewed on the [CAL exams page](https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams). <https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams>

## EVALUATION OF LEARNING

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DESCRIPTION	WEIGHTING
Attendance and Engagement – April 9, 2025	25%
Personal Wellness Plan - February 5, 2025	20%
Journal/Song Workshop Paper – February 26, 2025	15%
Community Engagement Preparation Work – March 9 to April 2, 2025	25%
Weekly Wellness Journal – April 9, 2025	15%
	<b>TOTAL</b>
	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf) policy for more information.  
<https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf>

## COURSE GUIDELINES & EXPECTATIONS

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This interactive course uses a variety of teaching/learning strategies, lectures, discussion, co-operative learning, and guest speakers. Please arrive at class on time and be prepared to participate in discussions and activities. Classes planned as a continuum for building the skill and knowledge required to meet the competencies for ICW Graduates. Students are required to contact the instructor in advance if they are unable to attend classes.

### **Attendance and Engagement (25%):**

You are encouraged to attend all classes and participate in class discussions and activities in a good way. You are supported to come to class prepared with readings done and engage in self-reflection and practice wellness, reciprocity, and setting healthy boundaries with one another. This is all towards being and becoming excellent wellness workers, in and outside of the class.

### **Personal Wellness Plan (20%):**

You are encouraged to build a 10-week personal wellness plan. The plan may use the model described in the *Connecting to Culture: Growing Your Wellness Activity Guide* (2014). The Guide offers five steps to help create a wellness plan.

Alternatively, you may develop your own wellness plan specific to your cultural traditions and understanding.

After drafting your plan, you will then present what you have created in a sharing circle during week 5.

In your presentation, please include the following:

- An introduction of who you are and where you come from (your family, community, nation)
- Your understanding of wellness and the goals you have in this area
- Four (4) activities that you are going to do to engage in your own wellness in the 10 weeks ahead, and
- Four (4) activities that you will do that will promote wellness in your family, community, and nation

You are encouraged to identify meaningful examples that are attainable for you.

### **Medicine/Song Workshop Papers (15%)**

Choose either the Journal or Song Workshop and write a 3-page paper on i) how the activity contributed to wellness. Please provide specific examples. In the remainder paper, please share how you might integrate this practice or a similar activity into your future work.

Please cite an article or book from the ICW course to support your position, following APA in-text style and citation (i.e. Winfrey & Perry, 2021, 5).

### **Community Engagement Preparation, Cover Letter, Resume, and Interview (25%)**

On your own or with a classmate, develop a community engagement project that will span into the spring semester. The goal of the project is to share your gifts with a local First Nation or Indigenous organization in a way that promotes wellness. This assignment is intended to prepare you for the Capstone Course-ICW 120 in the Spring 2025 semester which focus on implementing your community engagement plan.

You will begin by researching and identifying local First Nations and Indigenous organizations, familiarizing yourself with their community goals, strategic plan, and vision around wellness. Referring to your wellness plans, you are encouraged to consider your gifts and professional goals and use this knowledge to inform the organization you choose to pursue.

Once you have selected your organization, you will make contact to i) further determine their current needs and goals and ii) how your gifts can further their self-determination initiatives. You will need to confirm a person or persons within the First Nation or Indigenous organization that will supervise your project and serve as a point of contact.

As part of this preparation, you will work on a **Cover Letter** and **Resume**. Your Cover Letter will describe your wellness philosophy and highlight how you engage in wellness and why it is important to you. It will also reflect the organization's values and how they align with yours. You will write one page about your professional and/or academic goals. The final part of this preparation will include a **Mock Interview** during class.

Students will then continue this project into the Spring 2025 semester (Capstone – ICW 120), providing further time and support to complete the project.

### **Weekly Wellness Journal (15%)**

Please keep a weekly journal of your learning and reflections for each class. Some questions to consider and help with your writing process: What did you learn about yourself today? What is one thing that you learned about your instructor, classmate, or guest speaker? How is this knowledge or experience helpful for my personal wellness and professional goals?

## **SCHOOL OR DEPARTMENTAL INFORMATION**

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Eyē? Sqâ'lewen: The Center of Indigenous Education and Community Connections (IECC) is an important resource and support for you. Indigenous academic advisors, counselling support, student activities, food, and access to bursaries and scholarships are all a part of this support. Please send [admin@iecc.ca](mailto:admin@iecc.ca) an email and ask to be put on the Indiginews letter if you are interested. This is a newsletter that is sent out to Indigenous students and lists important information and events.

## STUDENT RESPONSIBILITY

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Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

## SUPPORTS AND SERVICES FOR STUDENTS

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Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit [camosun.ca/services](https://camosun.ca/services).

Support Service	Website
Academic Advising	<a href="https://camosun.ca/services/academic-supports/academic-advising">camosun.ca/services/academic-supports/academic-advising</a>
Accessible Learning	<a href="https://camosun.ca/services/academic-supports/accessible-learning">camosun.ca/services/academic-supports/accessible-learning</a>
Counselling	<a href="https://camosun.ca/services/health-and-wellness/counselling-centre">camosun.ca/services/health-and-wellness/counselling-centre</a>
Career Services	<a href="https://camosun.ca/services/co-operative-education-and-career-services">camosun.ca/services/co-operative-education-and-career-services</a>
Financial Aid and Awards	<a href="https://camosun.ca/registration-records/financial-aid-awards">camosun.ca/registration-records/financial-aid-awards</a>
Help Centres (Math/English/Science)	<a href="https://camosun.ca/services/academic-supports/help-centres">camosun.ca/services/academic-supports/help-centres</a>
Indigenous Student Support	<a href="https://camosun.ca/programs-courses/iecc/indigenous-student-services">camosun.ca/programs-courses/iecc/indigenous-student-services</a>
International Student Support	<a href="https://camosun.ca/international">camosun.ca/international</a>
Learning Skills	<a href="https://camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills">camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills</a>
Library	<a href="https://camosun.ca/services/library">camosun.ca/services/library</a>
Office of Student Support	<a href="https://camosun.ca/services/office-student-support">camosun.ca/services/office-student-support</a>
Ombudsperson	<a href="https://camosun.ca/services/ombudsperson">camosun.ca/services/ombudsperson</a>
Registration	<a href="https://camosun.ca/registration-records/registration">camosun.ca/registration-records/registration</a>
Technology Support	<a href="https://camosun.ca/services/its">camosun.ca/services/its</a>
Writing Centre	<a href="https://camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills">camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills</a>

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

## COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

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### Academic Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

### Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc.). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<https://camosun.ca/services/academic-supports/accessible-learning>

### Academic Progress

Please visit <https://camosun.ca/sites/default/files/2023-02/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

### Course Withdrawals Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <https://camosun.ca/registration-records/tuition-fees#deadlines>.

### Grading Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<https://camosun.ca/registration-records/policies-and-procedures-students/registration-policies-students>) and the Grading Policy at <https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf>.

### Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit

<https://camosun.ca/sites/default/files/2021-07/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and [camosun.ca/services/sexual-violence-support-and-education](https://camosun.ca/services/sexual-violence-support-and-education). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-370-3841

### Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <https://camosun.ca/sites/default/files/2021-05/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

### Looking for other policies?

The full suite of College policies and directives can be found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

**Changes to this Syllabus:** Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.