



CAMOSUN COLLEGE
School of Health & Human Services
Department of Community, Family & Child Studies

HLTH 111:X01
Indigenous Community Health
Winter 2013

COURSE OUTLINE

Course Description

This course will introduce students to present realities of and future possibilities for Indigenous community health and will explore traditional Indigenous health and healing processes. A brief overview of the impact of colonization on Indigenous health will also be explored.

✦ *Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

Instructor Information

Instructor: Ruth Lyall
Office Hours: by appointment
Location & Time: Wilna Thomas 226, Tuesdays, 8:30 – 11:20
Phone: 250-370-3129
Email: lyallr@camosun.bc.ca

Intended Learning Outcomes

Upon completion of this course, the student will be able to:

1. Discuss the current realities in Indigenous health.
2. Discuss the impact of family and community on health.
3. Describe the impact of colonization on Indigenous health.
4. Describe traditional health and healing practices.
5. Explore future possibilities for Indigenous Community Health.

Required Materials

Stephen, P. et al (Eds). A persistent spirit: Towards understanding Aboriginal health in British Columbia. University of Victoria: Western Geographical Press.

HLTH 111: Indigenous Community Health Coursepack, in Bookstore.

Assignments

EVALUATION

VALUES

Health Strategies Research Paper	35%
Current Event Journals	30%
Healthy Strategies Presentation Participation	20%
	15%

MANDATORY ASSIGNMENTS

ALL assignments must be submitted in order to complete this course.

Please submit ALL assignments in at the beginning of class the day it is due. Assignments should be typed in a 12 font, double-spaced, and include:

- NO COVER PAGE
- Name
- Date
- Name of Class
- Name of Instructor
- Title

LATE POLICY

All assignments are to be submitted in class on day that they are due. In exceptional circumstances, students may arrange with the instructor for an extension of an assignment **BEFORE** the due date. **5% per day will be deducted for late assignments if prior arrangements have not been made with the instructor. All written assignment must be submitted before March 26th unless otherwise negotiated with instructor.**

SCHEDULE OF TOPICS AND CLASS PREPARATION

*This schedule is subject to change depending upon availability of resources and class needs.

DATE	TOPIC	PREPARATION
Jan. 8	Introductions, Overview of the Course Syllabus & Circle Guidelines Introduction to Local Territories, Vancouver Island Nations Provincial and National context http://www.bced.gov.bc.ca/abed/map.htm 8 th Fire interview with Evan Adams: http://www.cbc.ca/doczone/8thfire/2011/11/evan-adams.html Defining “Indigenous Community Health” for ourselves.	

Jan. 15	<p>The Wisdom of our Ancestors Connection to Land</p> <p>Sharing Circle</p> <p><i>Sign-up for Presentations</i> Guest: Della Rice-Sylvester (9:30 – 11:20) Traditional Medicines Nature Walk *Please dress appropriate for an outdoor walk</p>	<p>Schaefer, C. (2006). Sacred Relations & Nature's Pharmacy. In Grandmothers counsel the world: Women elders offer their vision for our planet. (pp. 145-160). & (pp. 189 – 204) Boston, Trumpeter.</p>
Jan. 22	<p>Our Children are our Gifts <u>Library Visit/Library room 136 @ 10:30 – 12:00:</u> Researching Indigenous Health Sources</p> <p>Small group work: Looking at different models of health: Medicine Wheel Seven Grandfather Teachings 13 W,SANEC Moons Circle of Courage</p>	<p>Buckley, B. (2009) Doing Your Thinking. In Hogan, L. (Ed.). <i>The inner journey: Views from native traditions</i>. (pp. 148 – 160). Morning Light Press.</p>
Jan. 29	<p>Residential School</p> <p><u>Video:</u> Century of Genocide in the Americas: The residential school experience (17 min)</p> <p>Sharing Circle</p>	<p>Stephen, P. et al (Eds). Resistance knowledges: Therapy with Aboriginal peoples who have experienced violence. In <i>A persistent spirit: Towards understanding Aboriginal health in British Columbia</i>. University of Victoria: Western Geographical Press. pg. 167-202.</p>
Feb. 5	<p>An Overview of Aboriginal Health in BC</p> <p>DUE: Current Event Journals (30%)</p> <p>Sharing Circle</p>	<p>Stephen, P. et al (Eds). Mind-body-place: A geography of Aboriginal health in BC. In <i>A persistent spirit: Towards understanding Aboriginal health in British Columbia</i>. University of Victoria: Western Geographical Press. pg. 95-124.</p>
Feb. 12	<p>Mental illness vs. mental health</p> <p>Video: Tlina: The Rendering of Wealth</p>	<p>Stephen, P. et al (Eds). Aboriginal Suicide Rates: Indicators of Needy Communities. In <i>A persistent spirit: Towards understanding Aboriginal health in British Columbia</i>. University of Victoria: Western Geographical Press. pg. 207-222.</p> <p>Health Canada: Mental Health and Wellness: http://hc-sc.gc.ca/fniah-spnia/promotion/mental/index-eng.php</p>
Feb. 19	<p>Diet & Nutrition</p> <p>A look at Feasting for Change</p>	<p>Stephen, P. et al (Eds). Changing traditional diet and nutrition in Aboriginal peoples of Coastal British Columbia. In <i>A persistent spirit: Towards understanding Aboriginal health in British Columbia</i>. University of Victoria: Western Geographical Press. pg. 129-156.</p>

Feb. 26	Aboriginal Health Today <u>Computer Lab</u> : First Nations Health Organizations & Initiatives Scavenger Hunt	Implementing the Vision: BC First Nations Governance: Where are we today? www.fnhc.ca/images/uploads/FNHC Health Governance Book-web2.pdf (pg. 18 – 36)
Mar. 5	Visit to Victoria Native Friendship Centre Speaker: Nicole, Health Outreach Worker	VNFC Health Services site: Please look at calendar and brochure: http://www.vnfc.ca/programs-services/health-services
Mar. 12	Vancouver Island Health Plan Presentations 1 - 6	Remember the past, reflect on the present, and build a healthy future http://www.viha.ca/aboriginal_health/ABORIGINAL_HEALTH_PLAN.htm pg. 5-33
Mar. 19	Working Together <u>Ball, J. (2009). Cultural safety in health care for Aboriginal Peoples. Presentations to the British Columbia Public Health Services Authority and Vancouver Coastal Health Authority. Fall, Vancouver.</u> Presentations 7-9 Video: Journeys of Discovery: An Approach to Aboriginal Health in VIHA (30 min). DUE: Indigenous Community Health Paper	Cultural Safety http://www.ecdip.org/culturalsafety/ http://www.ecdip.org/ethics/
Mar. 26	A tour of a community health centre Presentations 10-16	Stephen, P. et al (Eds). S'HULI'UTL QUW'UTSUN the spirit of Cowichan: A journey through the Tsewułtun Health Centre Huy Tseep Qu Nu Siie'yu Kwun's 'l Mi Ewu'u Tuna Tsewułtun. In A persistent spirit: Towards understanding Aboriginal health in British Columbia. University of Victoria: Western Geographical Press.
April 5	Presentations, 17 - 24	
April 12	Presentations 25-30 Closing Circle	

HLTH 111 Evaluations

Responsible & Respectful Participation

Value: 15%

Responsible and Respectful participation are vital components of this course. Throughout this course, you will be asked to actively participation in discussion with care and respect for yourself and others. You will be marked in the following areas:

- **Attendance** is a critical part of learning and a very important part of this course.
- **Being Prepared for Class** includes making sure that you have your readings done and you are ready to talk about and respond to them. This course outline is your guide to knowing what your readings are for each class. Always consult this outline and be prepared for each class. Taking control of your education is an important part of student life and you will get out of this class as much as you put into it.
- **Active Listening** is vital aspect of being in dialogue with others respectfully. You must be able to hear what people are saying so that you can gain their trust and respond to them in a respectful and appropriate manner.
- **Professionalism** includes being on time for class; letting me know when you are unable to attend class; making arrangements with me for extensions on assignments; looking for clarification when you are not understanding something and generally communicating in a respectful way when you are having difficulty with myself as the instructor or the material in this course.

Current Events Journals

Value: 30%
Length: 500 words (1 – 2 pages each, double-spaced)
Due: February 5

You will find 3 articles (on-line, in a newspaper etc.) that explore Indigenous community health and write 3 short journals (1-2 pages, double spaced, each) in response to the articles, which should include:

- A BRIEF overview of the article.
- Why you chose this article?
- What do you find most interesting about the article?
- Do you agree with what the article is stating? If so, why? If not, why not?
- Do you have any thoughts about healthy strategies in response to this topic?

* Article must be submitted with assignment.

Grading criteria

Offers a BRIEF overview of article	/20
Responds to questions posed (above)	/40
Connects to the material from a personal point of view	/40

Indigenous Community Health Strategies Research Paper

Value: 35%
Length: 1000 – 1200 words (4 – 5 pages, double-spaced)
DUE: March 19

You will write a research paper on a topic of your choice, related to Indigenous community health. The focus of this paper is to provide a BRIEF overview of the impacts of colonization and current realities, with a FOCUS on health strategies for present and future.

This paper should include:

- An introduction, including why you chose this topic.
- A BRIEF overview of the impact of colonization and current realities, as it relates to this topic.
- Community health strategies for health in response to this topic.
- Some concluding words about what you have learned and how it has impacted you.

This paper should draw from a minimum of four different sources, which should include books and journal articles. If you are using web-sites, these will not be counted as one of your four sources. You are encouraged to use a minimum of two sources from the course readings.

Grading criteria

Responds to outline above, with a focus on health strategies	/50
Connects to the material from a personal point of view	/30
The paper has a proper beginning, middle and end	/20

“Best Practices” within Indigenous Communities Presentations

Value:	20%
Length:	10-12 minutes
Due:	Assigned dates to be determined at 2nd class

Students will present an example of a program/organization/community that is demonstrating excellence in an area of Indigenous community health. The presentation should include:

- A brief introduction of yourself and reason for choosing this “best practice”.
- Present highlights of “best practice”.
- What do you like most?
- Some form of visual aide (poster board, hand out, power point etc).

You are encouraged to be creative with this presentation and to bring in resources/handouts to share with class.

Grading criteria

Presentation has a clear beginning, middle and end	/15
Clearly presents highlights of “best practice”	/35
Engaging interaction with topic”	
-your interest in topic, likes and areas of growth	/30
Integration of visual aide/handouts	/20

Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

NOTE: Students must complete work in all areas to be eligible for a grade of "A+", "A", "A-", "B+", "B", "B-", "C+", "C", or "D", or "F". This course must be passed with a "C+" 65% average or it must be repeated to complete the program.

Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at

<http://www.camosun.bc.ca>

STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

<http://www.camosun.bc.ca/policies/policies.html>

The Department of Community, Family & Child Studies is committed to promoting competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of Academic Honesty Guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is the student's responsibility to become familiar with the content and the consequences of academic dishonesty. Before you begin your assignments, review the Academic Policies on the Camosun College website: <http://camosun.ca/learn/becoming/policies.html>