



CAMOSUN COLLEGE
School of Health and Human Services
Indigenous Education & Community Connections

HLTH 111 – X02 & 002
Indigenous Community Health
2015W

COURSE OUTLINE

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

Ω 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.

1. Instructor Information

(a) Instructor	Tommy Happynook (hii ni nah sim)
(b) Office hours	Wednesday 10am -11am or by appointment
(c) Location	Ewing 204 – Lansdowne
(d) Phone	250.370.3299 Alternative: n/a
(e) E-mail	happynookt@camosun.bc.ca
(f) Website	n/a

2. Intended Learning Outcomes

On completion of this course students will:

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

3. Required Materials

1. None
2. Additional resources may be provided throughout the course

4. Course Content and Schedule

	Class Content	Class Readings
Lecture 01 Jan 05	<ul style="list-style-type: none"> • Acknowledging territory • Introductions • Circle guidelines • Overview of course outline • Dr. Evan Adams – 8th Fire interview • Connection to land <ul style="list-style-type: none"> ◦ John Elliott • Film: Keepers of the Fire 	
Lecture 02 Jan 12	<ul style="list-style-type: none"> • Aboriginal Affairs and Northern Development Canada • The Indian Act • Bill C-31 • Bill C-3 	<ul style="list-style-type: none"> • Lavoie, Forget, Browne. <i>Caught at the Crossroads: First Nations, Health Care, and the Legacy of the Indian Act.</i> • The Indian Act
Lecture 03 Jan 19	<ul style="list-style-type: none"> • Residential Schools • Film: Kuper Island: Return to the healing circle 	<ul style="list-style-type: none"> • Truth and Reconciliation Commission. 2012. <i>They came for the children: Canada, Aboriginal peoples, and residential schools.</i> Pgs.: 1-70.
Lecture 04 Jan 26	<ul style="list-style-type: none"> • The Sixties Scoop • Indian Hospitals • Film: Richard Cardinal • Film: Gil Cardinal 	
Lecture 05 Feb 02	<ul style="list-style-type: none"> • Guests: Joyce and Victor Underwood to discuss sweat lodge ceremony 	<ul style="list-style-type: none"> • Poundmaker's Lodge
Lecture 06 Feb 09	<ul style="list-style-type: none"> • Family Day – No Class 	
Lecture 07 Feb 16	<ul style="list-style-type: none"> • Sweat lodge ceremony with Joyce and Victor Underwood 	
Lecture 08 Feb 23	<ul style="list-style-type: none"> • Traditional healers • Traditional healing practices • Traditional medicines • Guest: 	<ul style="list-style-type: none"> • Tlakael. 2009. <i>The Doctor is the Medicine.</i> Cultural Survival Quarterly. 33.2.
Lecture 09 Mar 02	<ul style="list-style-type: none"> • Current trends in Indigenous health • Indigenous health statistics • Cultural safety in health care 	<ul style="list-style-type: none"> • First Nations Health Council. 2011. <i>Implementing the Vision: BC First Nations Health Governance.</i> Section 4: Where are we today? Pgs: 18-36.
Lecture 10 Mar 09	<ul style="list-style-type: none"> • Food and nutrition • Decolonized diets • Returning to traditional foods • Film: T'Lina: The Rendering of Wealth 	<ul style="list-style-type: none"> • Ligaya, Armina. 2012. <i>Yes to berries, no to salt.</i> National Post
Lecture 11 Mar 16	<ul style="list-style-type: none"> • Cultural Revitalization • Film: Return of the River 	<ul style="list-style-type: none"> • Ranford, Jennifer. 1998. <i>Traditional Native Healing: An Integral Part of Community and Cultural Revitalization.</i> Nexus Vol 13: 63-73.
Lecture 12 Mar 23	<ul style="list-style-type: none"> • Presentations 	
Lecture 13 Mar 30	<ul style="list-style-type: none"> • Presentations • Research Paper Due 	
Lecture 14 Apr 06	<ul style="list-style-type: none"> • Easter Monday – No Class 	

6. Basis of Student Assessment (Weighting)

a) Attendance (20%)

Attendance is a crucial part of learning and a very important part of this course. Being prepared for class includes making sure that you are on time, the readings are done, and you are ready to participate in discussions. Please let me know if you are unable to attend class; need to make arrangements for extensions on assignments; or need clarification on anything related to the course.

b) Critical Reflections (2x15%)

Students need to write 2 critical reflections throughout the course. The critical reflections can be on any of the films, guests, and/or readings used in the course. This assignment is due at the beginning of class 1 week after the film, guest, or reading is discussed in class. The reflection should be 3 double spaced pages. **Remember that you are critically reflecting and not summarizing.**

c) Research Paper (30%)

Students need to write a research paper on a topic of your choice that is 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 the present and future. The paper should be 6-8 double spaced pages and should include:

- An introduction, including why you chose the topic
- A brief overview of the impacts of colonization and current realities, as it relates to the topic
- Health strategies being utilized, both indigenous and non-indigenous
- Some concluding remarks about what you have learned and how it has impacted you

d) Presentation (20%)

Students will prepare a presentation on the research that they have chosen for their research paper. Presentations should be 8-10 minutes in length (not including questions). Students should use visual aids, power point, Prezi, etc. to engage with their chosen topic.

6. Grading System

(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)

(Mark with "X" in box below to show appropriate approved grading system – see last page of this template.)

☒ Standard Grading System (GPA)

☐ Competency Based Grading System

7. 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>

A. 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.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.

IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.