CAMOSUN COLLEGE

School of Health and Human Services (HHS)

Department: Community, Family &
Child Studies – Health UT

HLTH 111 Indigenous Peoples' Health
Summer 2019

COURSE OUTLINE

The course description is available on the web:
http://camosun.ca/learn/calendar/current/web/hlth.html#hlth111

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**	Artemis Fire		
(b)	**Office hours**	After class or by appointment		
(c)	**Location**	SAEC – Various days		
(d)	**Phone**	Please use email.	**Alternative:**	n/a
(e)	**E-mail**	firea@camosun.bc.ca		
(f)	**Website**	n/a		

2. Course Description & Intended Learning Outcomes

Students will explore indigenous peoples' health experiences: past, present, and future. Using a strength-based and holistic perspective, students will learn about the current realities of Indigenous peoples' health experiences, and will be introduced to traditional healing practices. Students will be able to use this knowledge to further their own understanding of Indigenous peoples' health, and can apply this experience to work with children, families and in community.

Upon successful completion of this course a student will be able to:

a) describe and discuss the impact of colonization on Indigenous peoples' health in Canada.
b) describe the dimensions of health with consideration to their application to Indigenous peoples.
c) explain the relationship between people, land and health and the ways in which this may be experienced by Indigenous peoples and community.
d) discuss select holistic health approaches and cultural practices and the ways in which these enhance the health of Indigenous peoples and community.
e) describe future possibilities for Indigenous health that encompass a strength-based holistic perspective on health.

3. Required Materials

(a) Text: Greenwood, M., de Leeuw, S., & Lindsay, N. M. (Eds.). (2018). *Determinants of Indigenous Peoples' Health in Canada: Beyond the Social* (2nd ed.). Vancouver: Canadian Scholars' Press.

(b) Other Readings: As assigned – TBA.

4. Course Content and Schedule

Class Schedule will be handed out separately. Course begins May 1st, 2019 at 9am.
Topics include: Colonization: the Indian Act, residential schools, treaties, historical trauma; Medicine: cultural revitalization, ceremony, Indigenous ways of knowing, the Land, language, two-eyed seeing.

5. Basis of Student Assessment (Weighting)

Assignment Overview

	Assignment:	Due Date:	Value:
(a)	Attendance/Participation/Engagement	(ongoing)	**20%**
(b)	Facilitated Discussion & Outline	(*in-class May 14th)	**15% & 5%**
(c)	Readings – Summary & Reflection 1	(May 12th)	**15%**
	- Summary & Reflection 2	(May 20th)	**10%**
(d)	Class Presentation (2 or 3 students)	(*in-class May 22nd)	**25%**
	& Report	(May 27th)	**10%**

*Assignment details will be handed out separately. **All written assignments are due at 10pm on the due date, all to be submitted on D2L** (except for the Facilitated Discussion Outline which will be handed in in class on the due date).

Late Assignments: All assignments must be completed/submitted on the date assigned. Late assignments will be penalized **5% per day and after 10 days will not be accepted** unless an extension is negotiated and approved by the instructor **in advance of the assignment due date.**

Note: Attendance is required in order to receive the learning in this class. **If you miss a class (half a day) it will affect your learning and your grade**. If you need to miss a class, you are invited to complete a make-up assignment for each class you miss. **(1 full day = 2 classes).** Discuss this option with the instructor.

6. Grading System

☒ Standard Grading System (GPA)

☐ Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

Eyē? Sqâ'lewen – The Centre for Indigenous Education & Community Connections (or IECC)
http://camosun.ca/learn/school/indigenous-education-community-connections/index.html

8. College Supports, Services and Policies

Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g., illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts: http://camosun.ca/about/mental-health/emergency.html or http://camosun.ca/services/sexual-violence/get-support.html#urgent

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, centre for accessibility, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit Student Services at http://camosun.ca/services/

College Policies

Policies are available on the College website at http://camosun.ca/about/policies/

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies.

Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Student Appeals, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, and Student Penalties and Fines.

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 website.

- ### GRADING SYSTEMS
  http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf#page=2

  The following two grading systems are used at Camosun College:

- **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.

• 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#page=4 for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	*Incomplete*: 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	*In progress*: 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	*Compulsory Withdrawal*: 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.