



# CAMOSUN COLLEGE

School of Health and Human Services (HHS)  
Department: Community, Family & Child Studies – Health UT



[Camosun.ca/hhs-handbook](http://camosun.ca/hhs-handbook)

## HLTH 111 Indigenous Peoples' Health Winter 2020

### COURSE OUTLINE

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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.*

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#### 1. Instructor Information

- |                  |                                  |   |
|------------------|----------------------------------|---|
| (a) Instructor   | Artemis Fire                     |   |
| (b) Office hours | TBA                              |   |
| (c) Location     | TBA                              |   |
| (d) Phone        | Please use email                 | Alternative: Click or tap here to enter text. |
| (e) E-mail       | firea@camosun.bc.ca              |   |
| (f) Website      | Click or tap here to enter text. |   |

#### 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:

- describe and discuss the impact of colonization on Indigenous peoples' health in Canada.
- describe the dimensions of health with consideration to their application to indigenous peoples.
- explain the relationship between people, land and health and the ways in which this may be experienced by indigenous peoples and community.
- discuss select holistic health approaches and cultural practices and the ways in which these enhance the health of Indigenous peoples and community.
- 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* (2<sup>nd</sup> ed.). Vancouver: Canadian Scholars' Press.

(b) Other Readings: As assigned – see reading list.

### 4. Course Content and Schedule

**Schedule is subject to change and we may have additional classes off campus for enhanced learning**

Jan. 6th - Introduction to the course

Jan. 13th – Introduction to Colonization

Jan. 20th - Introduction to Treaties & The Indian Act

Jan. 27th – Residential Schools

Feb. 3rd - Medicine, Indigenous Ways of Knowing, Cultural Revitalization and the Way Forward

Feb. 10th – Medicine, Indigenous Ways of Knowing, Cultural Revitalization and the Way Forward

Feb 17th – – Reading Week – No Class

\*Feb. 24th – Ceremony – Moosehide Campaign – Off-campus class\*

Pre-registration is required (free) and participation will vary\*:

<https://moosehidecampaign.ca/events/2020-moose-hide-campaign-day-in-b-c/provincial-gathering>

Mar. 2nd – Historical Trauma

Mar. 9th – Land as Medicine

Mar. 16th - Medicine, Indigenous Ways of Knowing, Cultural Revitalization and the Way Forward

Mar. 23rd – Language Revitalization

Mar. 30th - Facilitated Discussions

Apr. 6th – Course Wrap-up, Closing Activities & Circle

### 5. Basis of Student Assessment (Weighting)

#### Assignment Overview

Assignment:	Due Date:	Value:
(a) Participation/Engagement	(ongoing)	20%
(b) Self-Location Paper	(Feb. 9th)	20%
(c) Moosehide Ceremony Reflection	(Mar. 8th)	15%

- |     |                                  |                       |          |
|-----|----------------------------------|-----------------------|----------|
| (d) | Readings – Summary & Reflection  | (Mar. 15th)           | 25%      |
| (e) | Facilitated Discussion & Outline | (*in-class Mar. 30th) | 15% & 5% |

**Late Assignments:** All assignments must be completed/submitted on the date assigned. Late assignment grades will be reduced by **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**.

**\*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 hard copy, in class, on the due date).**

**All assignments are to be double spaced, double-sided, Times New Roman 12-point font, and must include a title page, introduction, body, conclusion; it is also very important to use citations and references (APA Style) for anything that is from a source that is not your own thoughts, or it is considered plagiarism.**

**Plagiarism & Academic Dishonesty** - If plagiarism, cheating, or academic dishonesty can be documented, the penalty will be an automatic “zero” on the assignment in question. Camosun College’s policy on Plagiarism can be found here: <http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.1.pdf>

**Attendance is required** in order to receive the learning in this class. **If you miss a class 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.

**Missed Class Makeup Assignment:** You need to have a minimum 10 minute discussion (in person or on the phone) with at least 2 other students in your class to learn their perspective of the important aspects of the class missed. Ensure you identify which students you have spoken to. Complete and submit a 400 - 600 word paper which describes the key elements of the class, along with your own reflections on the subject. Please submit this paper on D2L before the next class.

**\*Note:** It is the student’s responsibility to track the dates missed and to follow up with colleagues about content missed, while they still remember.

## 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.

## A. 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:

### 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#page=4> 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.