



# 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 Summer 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** Monique Auger
- (b) **Office hours** [Click or tap here to enter text.](#)
- (c) **Location** Online
- (d) **Phone** Please email **Alternative:** n/a
- (e) **E-mail** [augerm@camosun.ca](mailto:augerm@camosun.ca) (please use this email rather than mail through D2L)
- (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:

- 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) **Textbook:** 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:** Other required reading materials are listed in the schedule below. These resources will be posted on D2L.

### 4. Course Content and Schedule

#### ***Week 1 (Jan. 7, 2020) – Introduction to the course***

- Introductions
- Circle guidelines and expectations
- Overview of the course syllabus

#### ***Week 2 (Jan. 14, 2020) – Overview of determinants of Indigenous peoples' health***

- What shapes health and wellness?
- Colonization as a determinant of health

**Required Readings:** Chapter 1: "Structural Determinants of Aboriginal Peoples' Health." pp. 3-15. In, *Determinants of Indigenous Peoples' Health*.

#### ***Week 3 (Jan. 21, 2020) – Understanding colonialism***

- The Indian Act
- The Residential School System

**Required Readings:** Czyzewski, K. (2011). Colonialism as a broader social determinant of health. *The International Indigenous Policy Journal*, 2. Retrieved from: <http://ir.lib.uwo.ca/iipj/vol2/iss1/5><http://ir.lib.uwo.ca/iipj/vol2/iss1/5>

#### ***Week 4 (Jan. 28, 2020) – Intergenerational and Historical Trauma***

- Continued discussion on the Residential School System
- Indian Hospitals
- Defining Historical and Intergeneration trauma

**Required Readings:** Chapter 12: "Being at the Interface: Early Childhood as a Determinant of Health." pp. 111-125. In, *Determinants of Indigenous Peoples' Health*.

#### ***Week 5 (Feb. 4, 2020) – The child welfare system: past and present***

- The Sixties Scoop
- The current child welfare system

**Required Readings:** TBD

### **Week 6 (Feb. 11, 2020) – Land and health**

- Indigenous peoples' relationship to the land
- The impacts of colonization on relationships to land

#### **Assignment Due: Topic and outline for Indigenous Determinants of Health paper**

**Required Readings:** Chapter 16: "The Relatedness of People, Land, and Health." pp. 167-182. In, *Determinants of Indigenous Peoples' Health*.

### **Week 7 (Feb. 18, 2020)– No Class due to reading week**

### **Week 8 (Feb. 25, 2020) – Traditional medicines and two-eyed seeing**

- Plant medicines and medicine people
- Opportunities for accessing traditional medicines in western health care

**Required Readings:** Chapter 5: "Two-Eyed Seeing in Medicine." pp. 44-51, in *Determinants of Indigenous Peoples Health*.

### **Week 9 (Mar. 3, 2020) – Access to health care services and cultural safety**

- Different barriers to accessing health services
- Learn about racism in the healthcare system
- Understand what cultural safety is
- Understand shifts that are needed to make healthcare more accessible

**Required Readings:** Chapter 21: "miyo-pimatisiwin: Practising 'the Good Way of Life' from the Hospital Bed to Mother Earth." pp. 257-273. In, *Determinants of Indigenous Peoples' Health*.

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

(Should be directly linked to learning outcomes.)

- (a) Assignments
- (b) Quizzes
- (c) Exams
- (d) Other (e.g. Project, Attendance, Group Work)

## **6. Grading System**

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

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

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## 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.

## 5. 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:

### (b) 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.

## 1. 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.