



CAMOSUN COLLEGE

School of Health and Human Services (HHS)

Department: Community, Family & Child Studies – Health UT

HLTH 111 – D01: Indigenous Peoples' Health

Fall 2020

COURSE OUTLINE

The course description is available on the web:

<http://camosun.ca/learn/calendar/current/web/hlth.html#hlth111>

Camosun College will continue to follow the guidance of the Provincial Health Officer, the B.C. Government and WorkSafeBC, and as such may revise the delivery of courses. Courses with an approved face-to-face component may need to move to online or remote delivery if necessary.

The COVID-19 pandemic has presented many challenges, and Camosun College is committed to helping you safely complete your education. Following guidelines from the Provincial Health Officer, WorkSafeBC and the BC Government to ensure the health and wellbeing of students and employees, Camosun College is providing you with every possible protection to keep you safe including COVID Training for students and employees, health checks, infection control protocols including sanitization of spaces, PPE and ensuring physical distancing. Please refer to: <http://camosun.ca/covid19/faq/covid-faqs-students.html>

However, if you're at all uncomfortable being on campus, please share your concerns with your Instructor and if needed, alternatives will be discussed.

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** Monique Auger
- (b) **Office hours** Virtually available by appointment (please email)
- (c) **Location** Online class via D2L
- (d) **Phone** n/a **Alternative:** n/a
- (e) **E-mail** augerm@camosun.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) **Texts:** 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:** Other required reading materials are listed in the schedule below. These resources will be posted on D2L.

4. Course Content and Schedule

Week 1 – Introduction to the course

- Introductions
- Guidelines and expectations, overview of the course syllabus

Required Readings: Ch. 6: "Terminology" in Younging, G. (2018). *Elements of Indigenous Style*. Edmonton: Brush Education. (pp. 50-73)

Songhees Nation. (2020). Lək' wəŋən Traditional Territory. Retrieved from: <https://www.songheesnation.ca/community/l-k-ng-n-traditional-territory>

Week 2 – 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 – Understanding colonialism

- What is colonialism?
- The Indian Act

Required Readings: Czyzewski, K. (2011). Colonialism as a broader social determinant of health. *The International Indigenous Policy Journal*, 2.

Week 4 – The Residential School System

- The Residential School System
- Trauma and harm
- Healing and reconciliation

Required Readings: Wilk, P., Maltby, A., & Cooke, M. (2017). Residential schools and the effects on Indigenous health and well-being in Canada—a scoping review. *Public Health Reviews*, 38(8): 1-23. Retrieved from:

<https://publichealthreviews.biomedcentral.com/track/pdf/10.1186/s40985-017-0055-6>

Week 5 – Indian Hospitals

- 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 6 – The child welfare system: past and present

- The Sixties Scoop
- The current child welfare system

Required Readings: National Collaborating Centre for Aboriginal Health. (2017). *Indigenous Children and the Child Welfare System in Canada*. Retrieved from

<https://www.nccih.ca/docs/health/FS-ChildWelfareCanada-EN.pdf>

Week 7 – Land and health

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

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

Week 8 – Traditional medicines and two-eyed seeing

- The importance of seeing strengths in both traditional and western healing practices
- 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 – Spiritual Wellness and the Role of Ceremony

- Understanding the diversity of ceremony and traditional practices across Nations
- Understanding the impact of culture and connection on health and wellness

Required Readings: Chapter 9: “miyo-pimatisiwin, “A Good Path”: Indigenous Knowledges, Languages, and Traditions in Education and Health. pp. 80-92. In, *Determinants of Indigenous Peoples’ Health*.

Week 10 – Language and identity

- Importance of identity and language revitalization
- Types of language revitalization approaches

Required Readings: Chapter 7: “atikowisi miyw-ayawin, Ascribed Health and Wellness, to kaskitamasowin miyw-ayawin, Achieved Health and Wellness.” pp. 63-72. In, *Determinants of Indigenous Peoples’ Health*.

Week 11 – Access to health care services

- Different barriers to accessing health services
- Understand shifts that are needed to make healthcare more accessible

Required Readings: Horrill, T., McMillan, D. E., Schultz, A. S. H., & Thompson, G. (2018). Understanding access to healthcare among Indigenous peoples: A comparative analysis of biomedical and postcolonial perspectives. *Nursing Inquiry*. Retrieved from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6055798/pdf/NIN-25-na.pdf>

Week 12 – Cultural safety

- Learn about racism in the healthcare system
- Understand what cultural safety is

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*.

Week 13 – Reflection on relationships: seeing the whole picture

- Review of course topics
- Discussing the importance of relationships across all areas of work

Required Readings: Chapter 26: “Medicine is Relationship: Relationship is Medicine.” pp. 320-332, in *Determinants of Indigenous Peoples Health*.

5. Basis of Student Assessment (Weighting)

Assignments:

(a) Introduction Post	Due Sep. 11, 2020	2%
(b) Online Discussion Post #1	Due Sep. 25, 2020	8%
(c) Self-Location Paper	Due Oct. 9, 2020	20%
(d) Online Discussion Post #2	Due Oct. 16, 2020	10%
(e) UNDRIP Assignment	Due Oct. 30, 2020	20%

(f) Online Discussion Post #3	Due Nov. 13, 2020	10%
(g) Online Discussion Post #4	Due Dec. 4, 2020	10%
(h) Learning Statement	Due Dec. 11, 2020	20%

*Please note: Assignments are due at **noon** on the above noted due date. Assignments will be submitted to D2L.*

Assignment descriptions:

a) Introductions (2 marks)

Please post a short (200-250 word) introduction. Please share who you are, where you come from, your program, and your personal/professional interests. I would also like to know why you are taking this course and what you hope to learn. **(1 mark)**

Following your introduction, I would like to hear from you about what you feel is needed to ensure that our online learning environment is a safe space for us to work through new material, to share with each other, and to explore different ideas. Please share 2 - 3 guidelines or examples that may contribute to us co-creating an optimal learning environment. **(1 mark)**

b) Discussion Posts (total of 38 marks)

Discussion posts will be required to demonstrate your knowledge from the different topics covered in this course. Please respond to the question(s) posed for each post. You will be required to contribute one original post (of no more than 500 words) and at least one response to a peer's post. Discussion posts / responses will be due according to the schedule below:

Topic	Due Date
Discussion Post #1 will cover Modules 1 – 3. Please answer each of the following questions: <ol style="list-style-type: none"> 1. How has colonialism shaped the health and wellness of Indigenous peoples in Canada? 	Sep. 25
Discussion Post #2 will cover Modules 4 – 6. Please answer each of the following questions: <ol style="list-style-type: none"> 1. What were the physical, spiritual, emotional, and mental impacts of Residential Schools on Indigenous children? 2. What impacts would attending Indian Hospitals during childhood have for child development? 3. How might these different impacts from Residential Schools, Indian Hospitals, and the child welfare system be intergenerational? 	Oct. 16
Discussion Post #3 will cover Modules 7 – 10 <ol style="list-style-type: none"> 1. In Module 8, Elders Albert and Murdena Marshall speak about making the world a better place for the next 7 	Nov. 13

Topic	Due Date
generations. Each of us can contribute to this through our actions, responsibilities and ways of life. Do you think you will use Two-Eyed Seeing in your future work to lead to better health outcomes for everyone? Please explain your answers, and make links to the readings and videos.	
Discussion Post #4 will cover Modules 11 – 13 1. Consider what equitable access to health care services might look like for Indigenous peoples. Please name three barriers to care that you learned about in this module and suggest a potential solution or way of improving access to care for each of these barriers. 2. What is needed to improve our health care system to prevent Indigenous people from experiencing racism like Brian Sinclair experienced?	Dec. 4

Discussion posts will be graded using the following rubric:

Description	Grade
No post	0%
Contributed original posting but either did not address the question posed or addressed the question in an incomplete manner.	50 – 64%
Contributed original posting that partially addresses the question posed in a thoughtful manner. Some linkage to readings and topics shared. May have provided comments on peers' posts, but did not provide fruitful contributions to initiate further discussion.	65 – 79%
Contributed original posting that addresses the question posed in a thoughtful manner. Offered critical feedback to statements made by other discussion forum participants.	80 – 89%
Contributed original posting that addresses the question posed in a thoughtful manner that initiates conversation and promotes critical discussion of issues. Thoughtfully weaves in readings. Offered critical feedback to statements made by other discussion forum participants.	90 – 100%

c) Self-Location Paper (20 marks)

One of the most fundamental principles of Indigenous learning and research is the importance for students and researchers to self-locate. In doing so, both Indigenous and Settlers/non-Indigenous people, are asked to consider our own histories and relationships: including our identity, cultural and territorial origins, and our familial and community relations. With this in mind, this self-location paper will demonstrate your understanding of where you come from, and how this affects what you know and the opinions you have. A critical aspect of this assignment is develop an understanding of whose traditional territory you are on and to acknowledge this territory within your paper.

There are 2 sections to this paper, and each section of your paper should include a response to the following questions:

Section 1: Self-location

- What is your ancestral heritage? And how does this shape your values and beliefs? **(3 marks)**
- On whose territory do you currently live? Why is it important to acknowledge territory? **(3 marks)**
- How have your familial and personal relationships helped shaped the way you see the world? **(2 marks)**

Section 2: Motivations

- Why is it important for you to learn about Indigenous health and wellness? **(2-marks)**
- What do you hope to leave this class with? **(2 marks)**
- What do you hope to do with what you have experienced and/or gained from this class? **(2 marks)**

Conclusion (3 marks)

- If you are not Indigenous to these lands, how does your self-location shape your understanding and relationship to Indigenous peoples?
- If you are Indigenous to these lands: how does your self-location shape how you move forward in community?

(Overall writing quality is worth **3 marks**)

This assignment is 3-4 double spaced pages, Times New Roman 12-point font, and must also include a title page, introduction, body, conclusion, citations and references (APA Style) for anything that is from a source that is not your own thoughts.

d) United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) Assignment (20 marks)

Your task is to create and share a presentation (with slides) that summarizes and assesses an Article from the United Nations Declaration of the Rights of Indigenous Peoples.

You will choose one of the 46 Articles found in the UNDRIP report. Your presentation should address the following questions:

- What article did you choose and what does this article mean? (i.e., a summary of the article in your own words) **(2 marks)**
- Why is this article important? **(3 marks)**
- How does this article relate/connect to the determinants of Indigenous Peoples Health? Which determinants? **(5 marks)**
- How well is Canada doing in terms of respecting Indigenous rights and adhering to the UNDRIP article that you chose? Please give Canada a letter grade as a rating system **(5 marks)**

Overall quality of presentation **(5 marks)**

Slides should include high-level, point-form statements, with references, images, and other visual aids as needed. **Please include 10-15 slides in your presentation.** To accompany your slides, you have a choice of two options: you may either include narrative notes that tell the story of your presentation in a separate document (500 – 1000 words), or you may record yourself giving a short (10-15 minute) oral presentation for your instructor. Either option will be uploaded to D2L alongside your slides.

e) Learning Statement (20 marks)

This final assignment should aim to summarize what you have learned over the semester in HLTH 111. Please provide a reflection on the course, including a response to each of the following questions:

- New knowledge that you have acquired and the significance of what you have learned (**4 marks**)
- Ways that you have applied what you have learned in class, or plan to apply it in the future (**4 marks**)
- Things that have shifted your perspective (**4 marks**)
- Course topics that you agreed (**2 marks**) with and those that you disagreed with (**2 marks**)
- How this class will (or will not) shift your future career (**4 marks**)

This assignment is 3 – 4 double spaced pages (Times New Roman 12 pt font, with standard margins). Please include a title page with the title of your paper, your name, the class section, and the date. References (in APA Style) are required for any information that is not your own thoughts and opinions. Please reference the course material as needed (specific textbook chapters and additional readings, course lectures, etc.). Additional citations are welcome but not necessary.

6. Instructional Policies

Extensions

Please contact the instructor a minimum of 48 hours (two days) before the assignment due date, should you require an extension without late penalty. Accommodations can be made for students registered with the Centre for Accessible Learning, as well as those experiencing an illness or compassionate reason (documentation required).

Late Assignments

All assignments must be completed and handed in on the date assigned. Late assignments will be penalized **5% per day** (or partial day) and after ten days will not be accepted unless an extension is legitimately warranted and approved by the instructor in advance of the assignment due date.

Plagiarism, Cheating, and 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>

7. Grading System

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

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://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	The minimum requirements of the assignment have not been met.	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.