



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 2021 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, WorkSafe BC and the B.C. 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** By appointment (please email or connect in class)
- (c) **Location** [Click or tap here to enter text.](#)
- (d) **Phone** Please email **Alternative:** n/a
- (e) **E-mail** augerm@camosun.ca (please use this email rather than mail through D2L)
- (f) **Website** <http://camosun.ca/learn/calendar/current/web/hlth.html>

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:

1. describe and discuss the impact of colonization on Indigenous peoples' health in Canada.
2. describe the dimensions of health with consideration to their application to indigenous peoples.
3. explain the relationship between people, land and health and the ways in which this may be experienced by indigenous peoples and community.
4. discuss select holistic health approaches and cultural practices and the ways in which these enhance the health of Indigenous peoples and community.

5. 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* (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 (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)

Test and Examination Procedures

There are policies regarding written test and examination procedures including late arrivals and missed tests. Please see the Health and Human Services Student Handbook item 5.4 for Test and Examination Procedures at <http://camosun.ca/learn/school/health-human-services/student-info/index.html>

Written Assignments

Assignments are due before 2400 hours (midnight) on the assigned day unless otherwise specified. Assignments about patients, residents or clients must be completed using the individual’s initials only. Unless otherwise directed by individual course outlines, assignments must be: word processed, double spaced, font meeting APA 7th edition guidelines, with a title page and a reference list. Students requiring an extension for the due date of an assignment must negotiate with the instructor, at least 48 hours before the due date. Assignments submitted late without an approved extension will result in a 5% deduction in mark for each day late.

6. Grading System

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

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

Review the School of Health and Human Services [Student Handbook](#).

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		0

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	<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.