



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** Marcy Louie
- (b) **Office hours** [Click or tap here to enter text.](#)
- (c) **Location**
- (d) **Phone** [Click or tap here to enter text.](#) **Alternative:** [Click or tap here to enter text.](#)
- (e) **E-mail** [Click or tap here to enter text.](#)
- (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

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.

As noted in course outline

4. Course Content and Schedule

*Changes to the schedule may occur due to guest availability and student needs

January 8 - Introduction to the course

- Circle Guidelines
- Introductions
- Icebreaker
- Overview of the Course Syllabus
- Co-create Class Guidelines: How do we want to be with each other?
- Sign up for car pool for field trip

Key Terminology: <https://www.oise.utoronto.ca/deepeningknowledge/UserFiles/File/SABAR-Glossary-English-Final.pdf>

Interactive map of Vancouver Island First Nations:
<http://viea.ca/business-living-on-vancouver-island/first-nations/>

Interactive map of BC First Nations:
<http://www.bctreaty.ca/map>

January 15 – Connection to Place

Traditional Nature Walk with **JB Williams**

Readings:

Place of the Blue Grouse
<https://seachangesociety.com/place-of-the-blue-grouse/>

Ləkʷəŋən Traditional Territory
<https://www.songheesnation.ca/community/l-k-ng-n-traditional-territory>

Saltwater Peoples: (pages 9 – 19)
<http://www.islandstrust.bc.ca/media/341928/saltwater-people-1983-delliot-sr.pdf>

January 22 – Traditional Knowledge

Reading:

Bartlett, C., Marshall, A., & Marshall, B (2018). Two-eyed seeing in medicine. In Greenwood, M., Leeuw, S., & Lindsay, n. (Eds.), *Determinants of Indigenous peoples' health: Beyond the social* (pp. 44 – 53). Toronto: Canadian Scholars.

Film:

Cranmer, B., Green, S., & Jacob, S. (Producer) & Cranmer, B (Director) (199). *Tina: A rendering of wealth* (DVD). Canada: Nimpkish Wind Productions Inc., National Film Board of Canada.

*Sign up for Indigenous Peoples' Health Presentations & in-class time for group members to connect about presentation

January 29 – Introduction to Colonialism

Reading:

Reading, C. (2018). Structural determinants of Aboriginal peoples' Health. In Greenwood, M., Leeuw, S., & Lindsay, n. (Eds.), *Determinants of Indigenous peoples' health: Beyond the social* (pp. 3 - 15). Toronto: Canadian Scholars.

Video:

Vancouver Island Health Authority (2012). Journey of discovery: An approach to Aboriginal Health in VIHA

Assignment Due: Self-Location paper

*In-class time to connect with group re: Indigenous Peoples' Health Presentations

February 5: The Blanket Exercise

"The KAIROS Blanket Exercise is a workshop that explores the nation-to-nation relationship between Indigenous and non-Indigenous peoples in Canada. Blankets arranged on the floor represent land and participants are invited to step into the roles of First Nations, Inuit and later Métis peoples. The workshop helps people to understand how the colonization of this land impacts those who were here long before settlers arrived. It engages people's minds and hearts in understanding why the relationship between Indigenous and non-Indigenous peoples is often broken and how we can take action together." <https://www.kairoscanada.org/the-blanket-exercise-video>

Guests:

Faye Martin, Indigenous Support Coordinator

February 12 – Indian Act & the Residential School System

Reading:

Hunt, S. (2018). Embodying self-determination: Beyond the gender binary. In Greenwood, M., Leeuw, S., & Lindsay, n. (Eds.), *Determinants of Indigenous peoples' health: Beyond the social* (pp. 22 - 36). Toronto: Canadian Scholars.

Video:

Return to the Healing Circle

Mid-term check-in circle

Assignment Due: Indigenous Health Presentation Outline

February 19 – NO CLASS: READING BREAK

February 26 – Language & Cultural Revitalization and the Role of Ceremony

Reading:

Claxton, N. (2018). The SXOLE (reef net fishery) as an everyday act of resurgence. In Corntassel, J., Aldred, T., Goodyear-Ka'ōpua, N., Silva, N.K., Aikau, H., & Mucina, D. (Eds.), *Everyday acts of resurgence*. Olympia, Washington: Daykeeper Press. (pp. 93 – 97)

Videos:

To Fish As Formerly: W̱SÁNEĆ Nation Brings Reef Net Fishing Back After 100 Years
<https://www.youtube.com/watch?v=vTQk1IR9ibc>

Voices on the Rise
<https://www.youtube.com/watch?v=jbX5qmxC78o>

Assignment Due: Learning Journal 1

Pictionary!

*In-class time to connect with group re: Indigenous Peoples' Health Presentations

March 4 - Victoria Native Friendship Centre (VNFC) Health Services

Readings:

Victoria Native Friendship Centre Programs & Services
<http://www.vnfc.ca/programs-services>

Modeste, D. et al. (1995). S'HULI'UTL QUW'UTSUN the spirit of Cowichan: A journey through the Ṯsewultun Health Centre Huy Tseep Qu Nu Siiye'yu Kwun's 'I M'I ewu'u Tuna Ṯsewultun. In Elliott, S., Foster, L., & Stephenson, P. (Eds.). *A persistent spirit: Towards understanding Aboriginal health in British Columbia*. (pp. University of Victoria: Western Geographical Press.

Field Trip:

VNFC Health Services Tour: led by Team Lead Shona Collison

March 11 – Self-Determination

Readings:

Adam, W. (2018). Re-shaping the politics of health. In Greenwood, M., Leeuw, S., & Lindsay, N. (Eds.), *Determinants of Indigenous peoples' health: Beyond the social* (pp.274-280). Toronto: Canadian Scholars.

Island Health: Aboriginal Health Strategic Plan: 2017 – 2021 (pp. 13 – 19).
<https://www.islandhealth.ca/sites/default/files/2018-09/aboriginal-health-strategic-plan-optimized.pdf>

Assignment Due: Learning Journal 2

*In-class time to connect with group re: Indigenous Peoples' Health Presentations

March 18 – Traditional Medicines

Traditional Medicines Nature Walk

Guest: Della Rice-Sylvester

March 25 – Indigenous Peoples' Health Presentations

April 1- Indigenous Peoples' Health Presentations

April 8: Closing

Closing circle and Feast

5. Basis of Student Assessment (Weighting)

Assignments

(a) Participation		10%
(b) Self-Location Paper	(Jan. 29)	20%
(c) Indigenous Health presentations outline	(Feb. 12)	10%
(d) Indigenous Health presentations	(March 25 & April 1)	20%
(e) Learning Journal 1	(Due Feb. 26)	20%
(f) Learning Journal 2	(Due April 1)	20%

Breakdown:

(a) Participation	10%
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- **Attendance** is a critical part of learning and a very important part of this class.
- **Being Prepared for Class** includes making sure you have your readings done and are ready to talk about and respond them, and the class lectures.
- **Active Listening** is a vital aspect of being in a respectful dialogue with others. You must be able to hear what other people are saying so that you can respond to them in a respectful, and appropriate manner.
- **Professionalism** includes being on time for class; letting me know when you are unable to attend class; making arrangements with me for extensions on assignments; and, looking for clarification when you are not understanding something.
- **You cannot miss more than two classes without a valid excuse. Missing more than two classes will mean you cannot pass this class.**

***Make-up assignments will be required for those missing more than two EXCUSED classes.**

(c) Self-Location Paper	(Due Feb. 12)	20%
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In this paper you are asked to consider your own histories and relationships – i.e. identity, cultural and territorial origins, and familial and community relations. With this in mind, students are asked to write a self-location paper demonstrating their understanding of not only where they come from, but how that affects what they know and the opinions they have. There are two sections to this paper, and you should respond to the following questions:

Section 1: Self-location (9 marks)

What is your ancestral heritage? And how does this shape your values and beliefs?
What role has education played in the shaping of your world view?
How have your personal relationships shaped the way you see the world?

Section 2: Motivations (7 marks)

What do you hope to take away from this class?
What do you hope to do with what you have experienced and/or gained from this class?

It is also expected that students will develop an understanding of whose traditional territory they are on and acknowledge the territory within their paper.

This assignment is 4-5 double spaced pages, Times New Roman 12-point font, and must include a title page, introduction, body, conclusion, APA Style format to reference anything that is from a source that is not your own thoughts. Proper grammar, format and spelling will be evaluated. **(4 marks)**

Indigenous Peoples' Health Presentations	20%
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Students are expected to present on an aspect of Indigenous Peoples' Health in groups of 2, 3, or 4. These presentations will be completed as follows: 10 – 15 minutes (group of 2); 15-20 minutes (group of 3) or 20-25 minutes (group of 4). **6 minutes each person presenting max** and you all are

expected to present equally in this presentation so practice before presenting!! The presentation should provide a history of the topic chosen. You are being asked to reflect on the importance of your subject to the identity and well-being of Indigenous peoples and implications for the future of Indigenous peoples' health -challenges and opportunities. Bring in visual imagery such as collections, pictures, collage etc. PowerPoint is an option. Two classes () have been set aside to complete these presentations.

Headings to guide presentation:

- 1) What is the name of your presentation?
- 2) History of topic chosen (provide a background)
- 3) Significance/relevance currently for Indigenous Identity and well being (or for you as a settler person)
- 4) Implications for the future-challenges and opportunities/ how your topic leads to wellness or self-determination

(d) Learning Journal 1

(Due Feb 26)

20%

You will provide a critical response to the first sections of the course. Within this assignment you will provide:

- a brief summary of the section **(4 marks)**
- outline what stood out for you the most **(4 marks)**
- discuss new learning you have acquired **(4 marks)**
- and finally, "so what?" **(4 marks)**

The "so what" piece is about understanding and demonstrating the practical application of the knowledge you have recently acquired. Or, how will this new knowledge enable you to make a better future.

This assignment is 3-4 double spaced pages, Times New Roman 12-point font, and must include a title page, introduction, body, conclusion, APA Style format to reference anything that is from a source that is not your own thoughts. You must cite a minimum of 3 references from course readings, videos and/or PowerPoints. Proper grammar, format and spelling will be evaluated. **(4 marks)**

(e) Learning Journal 2

(Due April 1)

20%

You will provide a critical response to the first sections of the course. Within this assignment you will provide:

- a brief summary of the section **(4 marks)**
- outline what stood out for you the most **(4 marks)**
- discuss new learning you have acquired **(4 marks)**
- and finally, "so what?" **(4 marks)**

The "so what" piece is about understanding and demonstrating the practical application of the knowledge you have recently acquired. Or, how will this new knowledge enable you to make a better future.

This assignment is 3-4 double spaced pages, Times New Roman 12-point font, and must include a title page, introduction, body, conclusion, APA Style format to reference anything that is from a source that is not your own thoughts. You must cite a minimum of 3 references from course readings, videos and/or PowerPoints. Proper grammar, format and spelling will be evaluated. **(4 marks)**

(b) Quizzes

(c) Exams

(d) Other (e.g. Project, Attendance, Group Work)

1. Late Assignments

All assignments must be completed and handed in on the date assigned. Late assignments will be penalized 5% per 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.

2. 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>

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.

1. 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		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.