



# 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** hii ni nah sim (Tommy Happynook)
- (b) **Office hours** Wednesday 11-12
- (c) **Location** [Click or tap here to enter text.](#)
- (d) **Phone** [Click or tap here to enter text.](#) **Alternative:** [Click or tap here to enter text.](#)
- (e) **E-mail** [happynookt@camosun.ca](mailto:happynookt@camosun.ca)
- (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) Greenwood, M., de Leeuw, S., & Lindsay, N. M. (Eds.). (2108). *Determinants of Indigenous Peoples' Health in Canada: Beyond the Social* (2nd ed.). Vancouver: Canadian Scholars' Press
- (b) Additional resources may be provided throughout the course

### 4. Course Content and Schedule

#### Lecture 01 – January 06 - Introduction to Course

**Content:**

- Territorial Acknowledgment & Introductions
- Teaching and & course philosophy
- Overview of course outline
- Chimanda Adichie: The Danger of a Single Story

#### Lecture 02 – January 13 - Colonialization

**Readings:** Chapter 1: “Structural Determinants of Aboriginal Peoples’ Health.” pp. 3-15. In, *Determinants of Indigenous Peoples’ Health*.

**Content:**

- Indigenous/Settler relations
- Film: Colonization Road

#### Lecture 03 – January 20 - The Indian Act

**Readings:** Chapter 3: “Embodying Self-Determination: Beyond the Gender Binary.” pp. 22-36. In, *Determinants of Indigenous Peoples’ Health*.

**Content:**

- Legislation before the Indian Act
- Indian Act consolidated
- Discrimination within the Indian Act

#### Lecture 04 – January 27 - Indian Residential Schools

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

**Content:**

- The Indian Residential School system
- The Truth and Reconciliation Commission
- Film: Kuper Island: Return to the Healing Circle

#### Lecture 05 – February 03 - The 60’s Scoop

**Readings:** Sinclair, Raven. (2007). Identity lost and found: Lessons from the sixties scoop. *First Peoples Child & family Review*. Vol 3(1). 65-82.  
<http://journals.sfu.ca/fpcfr/index.php/FPCFR/article/view/25/63>

**Content:**

- The 60’s Scoop
- The Millennial Scoop?
- Film: Birth of a Family

## **Lecture 06 – February 10 – Cedar workshop**

### **Content:**

- Guests Deb & Ron George

## **Lecture 07 – February 17 – No Class**

### **Content:**

- Family Day & reading break

## **Lecture 08 – February 24 - Land, People, Health**

**Readings:** Horne, Jack. (2012). WSANEC: Emerging Land or Emerging Peoples. The Artbutus Review Vol. 3(2).

### **Content:**

- Connecting the relationships between land, people and health
- Film: Standing on Sacred Ground: Pilgrims and Tourists

## **Lecture 09 – March 02 - Healing Historic Trauma**

**Readings:** Chapter 14: “Cultural Wounds Demand Cultural Medicines.” pp. 147-159. In, Determinants of Indigenous peoples’ Health.

### **Content:**

- Defining Historical Trauma
- The effects of Historical Trauma
- Healing the Historic Trauma

## **Lecture 10 – March 09 - Revitalizing Culture**

### **Content:**

- Terminology
- Barriers to decolonizing and revitalizing
- Examples of decolonization and revitalization
- Film: Return to the River

## **Lecture 11 – March 16 - Revitalizing Languages**

**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.

### **Content:**

- Importance of language revitalization
- Approaches to language revitalization
- Understanding health and wellness through language
- Film: Voices on the Rise
- Film: Words of the Elders

## **Lecture 12 – March 23 - Presentations**

## **Lecture 13 – March 30 - Presentations**

## **Lecture 14 – April 06 - Presentations**

## 5. Basis of Student Assessment (Weighting)

**Note about grading:** The assignment descriptions listed below outline the basic criteria by which you will be assessed. In order to receive top marks for your assignments you will need to go above and beyond the expectations described below. You can do this by showing a depth of engagement with the topic that you are writing about.

### (a) Attendance and Participation (20%)

Attendance is a very important part of this class. You must be in class to hear what people are saying so that you can benefit from all the knowledge that is shared in this course. Participation means being prepared for class by having the readings done and being able to contribute to discussions.

### (b) Self-location assignment (20%) – Due by lecture 6

A fundamental principle of Indigenous ways of knowing is the importance of self-location within your work/research/studies. For this assignment consider your own histories and relationships (identity, worldview, culture, ancestry) and write a self-location paper. Your paper should focus on who you are (identity/culturally), where you come from (ancestral origins) and how you have come to be in L'kwungen and WSÁNEĆ territory.

This assignment should be 2 full typed pages, double spaced, 12 pt. font. You do not need to provide a title page but ensure that your name and the course is listed on the paper.

### (c) Critical Reflection (20%) – Due by lecture 11

Each student must write two critical reflections for this course. The critical reflections should draw on the course discussions, films, guests, and/or readings. Each critical reflection can have a short introduction that summarizes what you will be writing about. **BUT** remember that you are critically reflecting and **NOT** summarizing. Use this opportunity to critically reflect on a topic(s) and show the instructor that you have an understanding or personal experience that goes beyond readings, films, guests, and/or discussions.

Critical reflections must be 2 full typed pages, double spaced, 12 pt. font. You may use any citation style as long as you are consistent throughout the paper. You do not need to provide a title page but ensure that your name and the course is listed on the paper.

### (d) Presentation (40%)

Each student or group of students (3 max) must complete a presentation that demonstrates an understanding of the content discussed throughout the course. Students may choose any topic that is related to Indigenous Peoples Health. Presentations should focus on the positive ways that Indigenous peoples are overcoming the health related impacts of colonization.

The presentation must be 10 minutes (+5 minutes per additional group member); any references (print materials, pictures, film, media, etc.) must be cited correctly. Please refer to the course schedule for the date of presentations.

The following guidelines will be used for assessment of the presentation: Introduction of topic and self; A brief overview of how colonization relates to your topic; In-depth discussion of how Indigenous people are reclaiming/revitalizing their health; How has this project impacted you?

### 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

1. **Camosun College library citation guides** - <http://camosun.ca.libguides.com/cite>
2. **Camosun College research guides** - <http://camosun.ca/services/library/research-guides.html>
3. **Camosun College plagiarism policy** - <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.1.pdf>

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.