

CLASS SYLLABUS



COURSE TITLE: HLTH 111 – Indigenous People’s Health
CLASS SECTION: 007
TERM: W2022
COURSE CREDITS: 3
DELIVERY METHOD(S): Synchronous and Asynchronous

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.
Learn more about Camosun’s [Territorial Acknowledgement](#).

<https://camosun.ca/about/covid-19-updates>

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Andrea Williams
EMAIL: WilliamsA@camosun.bc.ca
OFFICE:
HOURS: Wednesdays 12:30-1:30pm or individually arranged with instructor

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

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.

PREREQUISITE(S): One of: C in English 12; C in English First Peoples 12; C in ENGL 091; C in ENGL 092; C in ENGL 103; C in ENGL 142; C in ELD 092; C in ELD 097; C in ELD 103
CO-REQUISITE(S): Click or tap here to enter text.
PRE/CO-REQUISITE(S): Click or tap here to enter text.

COURSE DELIVERY

ACTIVITY	HOURS / WEEK	# OF WEEKS	ACTIVITY HOURS
Lecture	3	14	
Seminar			
Lab / Collaborative Learning			
Supervised Field Practice			
Workplace Integrated Learning			
Online			
TOTAL HOURS			

COURSE LEARNING OUTCOMES

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.

COURSE OBJECTIVES AND MAPPED PROFESSIONAL COMPETENCIES

(also known as "sub-outcomes" or "learning objectives")

N/A

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

(a) Text: 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 Readings: As assigned – see reading list.

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

(Can include: Class hours, Lab hours, Out of Class Requirements and/or Dates for quizzes, exams, lecture, labs, seminars, practicums, etc.)

WEEK or DATE and Face2Face	ACTIVITY or TOPIC
Jan. 12 th F2F	Bundle 1 Mind/Knowing Introduction to the course, Circle, Tea & Talk
Jan. 19 th	Determinants of Aboriginal Peoples' Health <ol style="list-style-type: none"> Chapter 1: "Structural Determinants of Aboriginal Peoples' Health." pp. 3-15. in text, <i>Determinants of Indigenous Peoples' Health</i>. Chimamanda Ngozi Adichie, Author, The Danger of a Single Story https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en
Jan. 26 th	Understanding Colonialism <ol style="list-style-type: none"> Czyzewski, K. (2011). Colonialism as a broader social determinant of health. The International Indigenous Policy Journal, 2. E. Tuck & K.W. Yang. (2012). Decolonization is not a metaphor.
Feb. 2 nd F2F	Introduction to Treaties & The Indian Act and Beyond Gender Binary <ol style="list-style-type: none"> Respect, Responsibility, and Renewal: Foundations of Anishnaabe Treaty Making Chapter 3: "Embodying Self-Determination: Beyond the Gender Binary." pp. 22-36. in text
Feb. 9 th	The Residential School System, Truth and Reconciliation Commission <ol style="list-style-type: none"> Residential schools and the effects on Indigenous health and well-being in Canada Beyond 94 https://newsinteractives.cbc.ca/longform-single/beyond-94?cta=1
Feb. 16 th F2F	Bundle 2 Body/Doing Environmental racism and Stewardship <ol style="list-style-type: none"> There's Something in The Water by Ingrid R.G. Waldron (pdf on D2L) Chapter 18 "Violence on the Land, Violence on Our Bodies" pp. 204-218 in text
Feb. 23 rd	Reading Week
Mar. 2 nd	Access to Health Services as a Social Determinant of Indigenous Peoples Health <ol style="list-style-type: none"> Chapter 9: "miyo-pimatisiwin, "A Good Path" pp. 80-92. in text https://engage.gov.bc.ca/app/uploads/sites/613/2020/11/In-Plain-Sight-Summary-Report.pdf
Mar. 9 th F2F	Defining Historical Trauma and Re-Indigenizing Urban Spaces Introduction to Isaac Crosby
Mar. 16 th F2F	Bundle 3 Spirit/Being Introduction to Two Eyed Seeing and Traditional Medicine <ol style="list-style-type: none"> Chapter 5: Two-Eyed Seeing in Medicine. 44-51. in text Chapter 14: "Cultural Wounds Demand Cultural Medicines." pp. 147-159. in text
Mar. 23 rd	Land and Stories to Support Well Being <ol style="list-style-type: none"> Chapter 16: "The Relatedness of People, Land, and Health." pp. 167-182. in text Chapter 8: "Raven Healing." pp. 73-79
Mar. 30 th F2F	Bundle 4 Relating/Heart Language Revitalization Chapter 7: "atikowisi miyw-ayawin, Ascribed Health and Wellness, to kaskitamasowin miyw-ayawin, Achieved Health and Wellness." pp. 63-72. In, <i>Determinants of Indigenous Peoples' Health</i> "Does Land have Desire" Introduction to Sit Spots and PhD candidate Ionah Scully
Apr. 6 th F2F	Culture and Ceremony as Restorative Practice for Spiritual Wellbeing "One of Ours" CBC Documentary
Apr. 13 th F2F	Facilitated Discussions Seven Generations of Sustainability Course Wrap-up, Closing Activities, Circle & Potluck

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

STUDENT EVALUATION

DESCRIPTION	WEIGHTING
Participation/Engagement	15%
Truth and Reconciliation	20%
Healthcare Report & Profile Assignment	35%
Land and Place Journal	20%
Positionality Paper	10%
TOTAL	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](#) policy for more information.

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

Late Assignments: All assignments must be completed/submitted on the date assigned. Late assignment grades will be reduced by **2%** per day and **after 10 days will not be accepted** unless an extension is negotiated and approved by the instructor in advance of the assignment due date.

*All written assignments are due at 10pm on the due date, all to be submitted on D2L (except for the Facilitated Discussion Outline which will be handed in, in hard copy, in class, on the due date).

All assignments are to be double spaced, double-sided, Times New Roman 12-point font, and must include a title page, introduction, body, clear headings and a conclusion; it is also very important to use citations and references (APA Style) for anything that is from a source that is not your own thoughts, or it is considered plagiarism.

Plagiarism & 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>

Attendance is required in order to receive the learning in this class. If you miss a class it will affect your learning and your Participation/Engagement grade. If you need to miss a class, you are invited to complete a make-up assignment for each class you miss.

Missed Class Makeup Assignment: You need to have a minimum 10 minute discussion (in person or on the phone) with at least 2 other students in your class to learn their perspective of the important aspects of the class missed. **Ensure you identify which students you have spoken to.** Complete and submit a **200** word paper which describes the key elements of the class, along with your own reflections on the subject. Please submit this paper on D2L before the next class.

***Note: It is the student's responsibility to track the dates missed and to follow up with colleagues about content missed, while they still remember.**

SCHOOL OR DEPARTMENTAL INFORMATION

<https://legacy.camosun.ca/learn/school/health-human-services/student-info/index.html>

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Support Service	Website
Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss

Support Service	Website
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the “Attendance” section under “Registration Policies and Procedures”

(<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun’s Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student’s right to choose what is right for them. For more information see Camosun’s Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-370-3841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College’s Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College’s expectations of academic integrity and student behavioural conduct.

Changes to this Syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.

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