



COURSE OUTLINE

This course examines health and education needs and issues in Aboriginal communities. As well, it provides students with learning and thinking strategies necessary for success in wellness and community leadership programs. This course is restricted to students in the Indigenous College Prep Program.

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	Before class or by appointment
(c) Location	P229
(d) Phone	_____ Alternative: n/a
(e) E-mail	happynookt@camosun.ca
(f) Website	_____

2. Intended Learning Outcomes

1. *Developed knowledge and awareness of the diverse needs and issues of health and education in Aboriginal communities;*
2. *Demonstrated planning skills to enable use of 6 interconnected dimensions of health and wellness in community wellness programs;*
3. *Demonstrated awareness of healthcare priorities within Aboriginal communities, such as diabetes, smoking, respiratory disease, AIDS/HIV, nutrition, Fetal Alcohol Spectrum Disorder, mental health, suicide, and heart disease;*
4. *Demonstrated awareness of education priorities within Aboriginal communities, such as high school completion, early intervention, and language/cultural preservation.*

3. Required Materials

(a) None

(b) Additional resources may be provided throughout the course

4. Course Content and Schedule

Lecture 1 – January 08

Content:

- Acknowledgment of territory
- Overview of course and outline

Lecture 2 - January 15

Content:

- Film: babakiueria
- Discussion

Lecture 3 - January 22

Content:

- Begin working on research paper
- Who am I

Lecture 4 – January 29

Content:

- Film: In the light of reverence
- Discussion

Lecture 5 – February 05

Content:

- Research proposal

Lecture 6 - February 12

Content:

- Film: Standing on sacred ground – pilgrims and tourists
- Discussion

Lecture 7 – February 19

Content:

- Research outline

Lecture 8 – February 26

Content:

- Film: Standing on sacred ground – profit and loss
- Discussion

Lecture 9 – March 05

Content:

- Research Day

Lecture 10 – March 12

Content:

- Film: Standing on sacred ground – fire and ice
- Discussion

Lecture 11 – March 19

Content:

- Start writing your research paper draft

Lecture 12 – March 26

Content:

- Film: Standing on sacred ground –islands of sanctuary
- Discussion

Lecture 13 – April 02

Content:

- Work on final edits

Lecture 14 – April 09

Content:

- Finish any outstanding assignments

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.

(a) Critical Discussions (60% - 6x10%)

Each student must complete 6 critical discussions which will take place every other week. The discussions will be about a film that is shown in class. The instructor will guide the discussions but the discussions will require student participation.

This assignment is an opportunity to show the instructor that you have an understanding with a certain topic. Use the following questions to guide

- What was the issue?
- What did you learn or find out?
- Why does this matter?
- How is this relevant to you, your family, your community, your nation?

(b) Where am I from (5%)

Answer the following questions. The assignment should be 1 double spaced and typed page.

1. Introduce yourself (name & ancestry)
2. Where are you from?
3. What do you consider your community or communities?
- 4.

(c) Research Proposal (5%)

Students may choose any topic that is related to Indigenous Ways of Wellness – Community. Answer the following questions. This assignment should be 1 double-spaced and typed page.

1. What is my topic?
2. Why have I chosen this topic?

(d) Research Outline (5%)

Be sure to use your research proposal as a guide for this assignment. Use the following guideline to help you with your outline. This assignment should be double-spaced and typed.

1. Introduction
 - a. a. Self
 - b. b. Topic
2. Body
 - a. Question 1
 - b. Question 2
 - c. Question 3
3. Conclusion
 - a. What have I learned that I want to highlight again?
 - b. How is my research relevant

(e) Draft (10%)

Be sure to use your research outline as a guide for this assignment. Using your outline and reference list start writing a draft for your research paper. You will have 2 classes to work on this assignment. This assignment should be double-spaced and typed.

(f) Final Paper (15%)

To complete this assignment you will need to use your draft. Use your time in class to make edits to your draft with any recommendations made by the instructor. This assignment should be 3-4 double-spaced and typed pages.

6. Grading System

(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)

(Mark with "X" in box below to show appropriate approved grading system – see last page of this template.)

- 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>
4. **Late assignments** – All assignments must be completed and turned in on the due date listed in the course outline. Late assignments will have 5% per day deducted and after 10 days will not be accepted unless an extension is legitimately warranted and approved by the instructor in advance of the assignment due date.

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, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College 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. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

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	Minimum level has not been achieved.	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.