



Camosun College
Aboriginal Education & Community Connections
Indigenous Studies
HLTH 111-X02 – Indigenous Community Health
Spring 2014

Instructor Information

Instructor: Tommy Happynook
Office Hours: Monday, 1:00-2:00pm, E204
Class Time & Location: Monday, 2:30-5:20pm, WT204
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Course Content

This course will introduce students to present realities of and future possibilities for Indigenous community health and will explore traditional Indigenous health and healing practices. A brief overview of the impact of colonization on Indigenous health will also be explored.

Intended Learning Outcomes

On completion of this course students will:

1. Discuss the current realities in Indigenous health
2. Discuss the impact of family and community on health
3. Describe the impact of colonization on Indigenous health
4. Describe traditional health and healing practices
5. Explore future possibilities for Indigenous Community Health

Course Materials

Required Text:

1. Stephenson, Peter et al (eds). A Persistent Spirit: Towards Understanding Aboriginal Health in British Columbia. University of Victoria, Western Geographical Press.

Basis for Student Assessment

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|-------------------------------------|-------------|
| 1. Attendance & Participation | 15% |
| 2. Film Reflections | 20% (2x10%) |
| 3. Guest Reflection | 10% |
| 4. Reading Reflections | 20% (2x10%) |
| 5. Health Strategies Research Paper | 20% |
| 6. Health Strategies Presentation | 15% |

Course Schedule

	Class Content	Readings
Lecture 01 May 05	<ul style="list-style-type: none"> • Introductions/Acknowledging territory • Circle guidelines • Overview of course outline • Dr. Evan Adams – 8th Fire interview 	
Lecture 02 May 12	<ul style="list-style-type: none"> • Connection to land - Cheryl Bryce video • Film: Keepers of the Fire • Importance of family & community • The wisdom of our ancestors 	
Lecture 03 May 19	<ul style="list-style-type: none"> • Victoria Day – No Class 	
Lecture 04 May 26	<ul style="list-style-type: none"> • Traditional healers • Traditional healing practices • Traditional medicines • Guest: Della Rice-Sylvester 	<ul style="list-style-type: none"> • Handout: Tlakaelel. 2009. The Doctor is the Medicine.
Lecture 05 Jun 02	<ul style="list-style-type: none"> • Aboriginal Affairs and Northern Development Canada • The Indian Act 	<ul style="list-style-type: none"> • Lavoie, Forget, Browne. <i>Caught at the Crossroads: First Nations, Health Care, and the Legacy of the Indian Act.</i> • The Indian Act http://laws-lois.justice.gc.ca/PDF/I-5.pdf
Lecture 06 Jun 09	<ul style="list-style-type: none"> • Residential Schools • Film: Kuper Island: Return to the healing circle 	<ul style="list-style-type: none"> • Truth and Reconciliation Commission. 2012. <i>They came for the children: Canada, Aboriginal peoples, and residential schools.</i> Pgs: 1-49. www.trc.ca/websites/trcinstitution/index.php?p=580
Lecture 07 Jun 16	<ul style="list-style-type: none"> • The Sixties Scoop • Indian Hospitals • Film: Richard Cardinal • Film: Gil Cardinal 	<ul style="list-style-type: none"> • Stephenson, Peter et al (eds.) – Chapter 2 – <i>Native Health in British Columbia: A Vital Statistics Perspective.</i> Pgs: 43-94.
Lecture 08 Jun 23	<ul style="list-style-type: none"> • Current trends in Indigenous health • Indigenous health statistics • Cultural safety in health care • Film: Up Heartbreak Hill 	<ul style="list-style-type: none"> • First Nations Health Council. 2011. <i>Implementing the Vision: BC First Nations Health Governance.</i> Section 4: Where are we today? Pgs: 18-36. http://www.fnhc.ca/images/uploads/FNHC_Health_Governance_Book-web2.pdf
Lecture 09 Jun 30	<ul style="list-style-type: none"> • Food and nutrition • Returning to traditional foods • Film: T'Lina: The Rendering of Wealth 	<ul style="list-style-type: none"> • Stephenson, Peter et al (eds.) – Chapter 4 – <i>Changing Traditional Diet and Nutrition in Aboriginal Peoples of Coastal British Columbia.</i> Pgs: 95-128.

Lecture 10 Jul 07	<ul style="list-style-type: none"> • Tour of the Songhees Wellness Centre 	<ul style="list-style-type: none"> • Stephenson, Peter et al (eds.) – Chapter 11 – <i>S'HULI 'UTL QUW'UTSUN/The Spirit of Cowichan</i>. Pgs: 331-356.
Lecture 11 Jul 14	<ul style="list-style-type: none"> • Cultural Revitalization • Film: Return of the River 	<ul style="list-style-type: none"> • Handout: Ranford, Jennifer. 1998. <i>Traditional Native Healing: An Integral Part of Community and Cultural Revitalization</i>. Nexus Vol 13: 63-73.
Lecture 12 Jul 21	<ul style="list-style-type: none"> • Presentations 	
Lecture 13 Jul 28	<ul style="list-style-type: none"> • Presentations • Research Paper Due 	

Assignments

Attendance and Participation

Attendance is a critical part of learning and a very important part of this class. **Being Prepared for Class** includes making sure that you are on time, the readings are done, and you are ready to participate in discussions.

Please let me know if you are unable to attend class; need to make arrangements for extensions on assignments; or need clarification on anything related to the course.

Film Reflection

Students will write a critical reflection for two of the films. This assignment is due at the beginning of class 1 week after the film is shown. The reflection should be 2-3 double spaced pages each and should include:

- A brief overview
- What you found interesting (may be several things)?
- Do you agree with what the film is stating? Why or why not?

Guest Speaker Reflection

Students will write a critical reflection for one of the guests invited to class. This assignment is due at the beginning of class one week after the guest is in class. The reflection should be 2-3 double spaced pages and should include:

- A brief overview
- What you found interesting (may be several things)?
- Do you agree with what the guest presented? Why or why not?

Reading Reflection

Students will write a critical reflection for two of the readings. This assignment is due at the beginning of class on the day the reading is being discussed. The reflection should be 2-3 double spaced pages each and should include:

- A brief overview of the article
- Why you chose this article?
- What you found interesting (may be several things)?
- Do you agree with what the article is stating? If so, why or why not?

Research Paper

Write a research paper on a topic of your choice that is related to Indigenous community health. The focus of this paper is to provide a brief overview of the impacts of colonization and current realities, with a focus on health strategies for the present and future. The paper should be 6-8 double spaced pages and should include:

- An introduction, including why you chose the topic
- A brief overview of the impacts of colonization and current realities, as it relates to the topic
- Community health strategies being utilized
- Some concluding remarks about what you have learned and how it has impacted you

Presentation

Students will prepare a presentation on the research that they have chosen for their research paper. The presentation should include:

- A brief introduction of yourself and the reason for choosing the topic
- Present highlights of your research
- Some concluding remarks about what you have learned and how it has impacted you

Instructional Policies

1. Late Assignments

All assignments must be completed and submitted on the date assigned. Late assignments will be penalized by 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. Written Assignment Requirements

All written assignments are due at the beginning of class. Written assignments must be typed, double-spaced, and citations must be consistent (APA/MLA). Assignments should be turned in to the instructor personally; assignments put under the door, in the mail, or otherwise submitted will not be accepted without approval from the instructor. If submission of an assignment is problematic, contact the instructor prior to the due date.

3. Assignment Preparation

The instructor is available to assist students in the preparation and planning of all course assignments. Please contact the instructor to make an appointment. If you require an extension or support for an assignment, contact the instructor before the due date.

4. 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>

Course Grading System

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	Minimum level of achievement for which credit is granted; a course with a “D” grade cannot be used as a prerequisite	1
0-49	F	Minimum level has not been achieved	0

<http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.5.pdf>

Competency Based Grading System

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

<http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.5.pdf>

Academic Progress Policy

There is an academic progress policy designed to enhance a learner’s likelihood of success. Students should become familiar with the content of this policy. The policy is available in each School administration office, registration, and on the college website at:

<http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.1.pdf>