

HLTHAGE 4R03 - BEYOND THE SOCIAL: DETERMINANTS OF INDIGENOUS PEOPLES HEALTH Winter 2023

Instructor: Chelsea Gabel
Email: gabelc@mcmaster.ca
Lecture: Thursdays 11:30am-2:20pm

Office: Kenneth Taylor Hall, 235
Office Hours: Available on request

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Course Description

Insert First Nations, Inuit and Métis peoples in Canada continue to experience a disproportionate burden of poor health and well-being compared to non-Indigenous peoples in Canada. They face unique health and well-being related challenges and higher rates of diabetes, heart disease, tuberculosis, HIV/AIDS and many other diseases. These contemporary health disparities can be attributed to historical colonial and contemporary policies of the state and decades of inequity experienced by Indigenous peoples as they work towards, economic, political, social, community and individual health and well-being. In this interdisciplinary course, we will critically examine key determinants of Indigenous health and well-being as we engage with various concepts, theories, methods and ethical issues.

Course Objectives

By the end of the course students should be able to:

- Identify, describe and reflect on some of the major health and well-being challenges confronting Indigenous peoples in Canada.
- Understand the various historical, socio-cultural and socio-political factors related to the health and well-being of Indigenous peoples in Canada.
- Identify current culturally congruent approaches to health and well-being research, advocacy, policy and services for Indigenous peoples in Canada.

Required Materials and Texts

Greenwood, M., de Leeuw, S., Lindsay, NM. (Editors, 2018). Determinants of Indigenous Peoples' Health in Canada: Beyond the Social. Toronto, Ontario: Canadian Scholar's Press (Note: Required).

Class Format

This course will be interactive. Students are expected to attend every class and participate in the discussion board. Students should be prepared to discuss the required readings, and to share what they know in discussion with other students. The material covered includes both practical and theoretical elements. Class meetings will involve a series of guest speakers (as and if they become available) with academic and/or practitioner perspectives, analysis of case studies, discussion and exercises on readings and student led seminars and feedback.

Course Evaluation – Overview

In this course, you will complete one arts-based project, a class quiz and a student-led seminar (described below). Course evaluation will involve combinations of individual and group work. You will be granted time in class to conduct your group work, so that you can receive help and advice from your Professor, but some work will still need to be

conducted outside of class time. You will also be evaluated for your participation and attendance in class. Students will submit a written self-reflection focused on participation in completion of readings, class discussions, and attendance in class.

Course Evaluation – Details

Mid-term Quiz (20%), due February 16th, 2023

Your midterm quiz will be based on all course material including lectures, assigned readings, audio-visual materials (e.g., documentaries, video clips, images), up until the scheduled date of the quiz. Your midterm will consist of approximately 30-40 multiple-choice questions.

Photovoice Reflection (25%), due March 16th, 2023

You will work on a photovoice project on the topic of “Indigenous determinants of health and well-being.” For this project, you will be both a participant and a researcher. For more information about potential risks to participation in this research and your right to withdraw from or not complete this project, see the note below.

The research question guiding this project is: **Looking at what we have learned in this course, how would you explain Indigenous determinants of health and well-being to those who have never heard about what they are?** For this project, you are asked to take a series of photographs – using either a digital camera or a smart phone. Your photographs should be of material objects (e.g., coffee cup, house, tree, etc.) or landscapes. To conform to our ethical clearance for this course it is absolutely imperative that your photos are of material objects or landscapes; people can only be in the photo if they are visible at a distance and if their face is not clear to the viewer of the photograph.

On **March 2nd**, you will be given class time to go out and take your photos and on **March 9th**, you will share one to two of your photos with members of the class. You may wish to think about the types of photos that you will take knowing that you will be asked to share and talk about them with members of your class, including your Professor. You will also be required to explain why you took a particular photo and what it means to you. You will begin the process of identifying common themes or sub-themes that reflect the significance of and meanings embedded in the photographs.

Finally, you will work (on your own) towards the completion of a final short reflection paper (4-5 pages) due **March 16th**.

****IMPORTANT NOTE: Risks to Participation in the Photovoice Research Project & the Voluntary Nature of Your Participation**

While this project asks you to take photographs of material objects/landscapes that represent the source of negative emotional states as an undergraduate and/or

Indigenous student, it is not expected that this assignment will heighten your anxiety or discomfort. However, you may find that this project results in reflection and awareness of your emotional state in new, surprising, and uncomfortable ways. If you realize that you are struggling to achieve success, happiness, and satisfaction at university due to your participation in this project, you are encouraged to contact Counselling Services at the Student Wellness Centre (SWC). With the counsellor you will be able to explore support options and decide the next best steps, including: individual counselling, group programming at the SWC, connections to community/campus resources, etc.

If you decide that you do not wish to complete this course assignment/research study, you should notify your Professor so that an alternative course assignment can be designed for you. If you want to take the photographs and complete the written assignment, but do not want to share your photographs or talk about them with group members in class, you should notify your Professor so that alternative accommodations can be arranged. If you decide to complete this course assignment/research study and find yourself uncomfortable during the group work, you can leave the class/group work at any time on March 23rd.

Class Participation, Readings and Engagement (25%):

Weekly Class participation and engagement is an important component of this course (and of active learning). All students are expected to be 'active' participants in this course. This means attending all classes, completing all readings prior to class, being actively involved in all class activities and participating in thoughtful discussion, as well as, completing all assignments. Attendance will be taken and at the end of the course, students will submit a written self-reflection focused on participation in completion of readings, class discussions, and attendance in class. This reflection focused on active participation will consider the following: 1. Whether all classes were attended (30%). 2. Whether all readings were read prior to class to facilitate active participation in group discussions (30%). 3. Participation in class discussion and other class activities (40%). 4. Participation reflections will include a title page with title, student name and student number, and date handed in. 5. Please note that these reflections will be taken into consideration (are not final) until the course instructor assigns a final class participation mark. Students will hand in this reflection (100 to 200 words) using Dropbox on Avenue to Learn by midnight on April 6th, 2023.

Student Group Led Seminar (30%):

March 30 or April 6th, 2023. Student led group seminar provides an opportunity to work collectively in a group (no more than three to four students on a specific topic of interest to the course content. In addition to drawing on relevant scholarly publications, this student led seminar will be presented during class in up to 30 minutes to present their work. Student creativity in designing and delivering this seminar is strongly encouraged. These seminars will accomplish the following: 1. The ability to demonstrate and articulate an Indigenous health and well-being concern (30%). a. Identify a specific topic of interest and tell the story regarding this topic and why the group chose it for this

assignment. b. Review the literature on the topic, and in the seminar, and orally demonstrate and articulate your understanding of the topic. Use of PowerPoint or similar software is strongly encouraged. c. Building on the literature review of the topic, in seminar, students will discuss how they understand the Indigenous health and well-being through Indigenized social determinants of health lens. d. Provide suggestions or responses to improve Indigenous health and well-being by taking up the notion of reconciliation in ways that demonstrate respect and reciprocity within the topic of interest your group has chosen. 2. Creativity, organization and seminar design (25%). 3. Each student in the groups will be provided an opportunity to co-facilitate and engage the audience while presenting their topic to the class (25%) 4. For the seminar, each group will hand out one article one week before their seminar (10%). Based on the article assigned by the group, all students are expected to attend, will read the article, and will be prepared to contribute to the seminar's discussion. 5. Review additional "Instructions for Completing Assignments (see below) and submit on or before the due of March 30th or April 6th, 2023 (10%). Each member of each group will have digitized their group's presentation (including facilitation notes) and load to Avenue the prior to the presentation in class.

Weekly Course Schedule and Required Readings

Week 1 (January 12th) – Introduction to the Course

Readings:

Week 2 (January 19th) – Setting the Context

Readings: Czyzewski, Karina. Colonialism as a Broader Social Determinant of Health. Vol. 2 No. 1 (2011) *Health and Well-Being*. DOI: <https://doi.org/10.18584/iipj.2011.2.1.5>

Week 3 (January 26th) – Setting the Context

Readings: Chapters 1 and 2 in Greenwood et al, 2018

Week 4 (February 2nd) – Beyond the Social

Readings: Chapters 3 and 5 in Greenwood et al, 2018

Week 5 (February 9th) – Beyond the Social

Readings: Chapters 6,9 & 10 in Greenwood et al, 2018

Notes: Quiz Preparation and Overview

Week 6 (February 16th) – Mid-Term Quiz

Readings: There will be no readings this week

Notes: You will have 2 hours to complete 30-40 multiple choice questions

Week 7 (February 23rd) – Reading Week – Enjoy!

Week 8 (March 2nd) - Health and Well-Being is Knowing Who We Are: Culture, Language, Identity

Readings: Robert Henry, Amanda LaVallee and Chelsea Gabel. "We Know Who We Are": A Metis Digital Storytelling Project During COVID-19". *In Qualitative Research in the Time of COVID: Lessons Learned and Opportunities Presented During a Pandemic*. eds. Denzin, Norman and James Salvo. Myers Education Press **AND** Chapter 13 in Greenwood et al, 2018

Notes: For the second half of today's class, you will be taking photos for your photovoice project

Week 9 (March 9th) - In-Class Photovoice Discussion

Readings: There will be no readings this week

Notes: In today's class, you will share one to two of your photos with members of the class

Week 10 (March 16th) - Geography as a Determinant of Indigenous Peoples' Health and Well-Being

Readings: Chapters 17-19 in Greenwood et al, 2018

Notes: Your 4-5 page Photovoice reflection is due via Avenue to Learn by midnight

Week 11 (March 23rd) - Revisioning Medicine: Towards Indigenization

Readings: Chapters 24 & 25 in Greenwood et al, 2018 **AND** Sarah Hyett, Chelsea Gabel, Stacey Marjerrison, and Lisa Schwartz (2019) "Deficit-Based Indigenous Health Research and the Stereotyping of Indigenous People" *Canadian Journal of Bioethics*, 2(2):102-109, <https://cjb-rcb.ca/index.php/cjb-rcb>

Week 12 (March 30th) - Student-Led Seminars

Readings: TBD by seminar leaders

Week 13 (April 6th) - Student-Led Seminars

Readings: TBD by seminar leaders

Notes: Your 100-200 word participation and attendance reflection is due via Avenue to Learn by midnight

Course Policies

Submission of Assignments:

All assignments must include a title page with your name, student number, title of the assignment, and the date submitted. All assignments will be typed in Times New Roman with the font size set to 12 pts., aligned left, line spacing set to double, and with all margins set to 2.54 cm. Papers will also be assessed on the basis of academic writing style, grammar and spelling, and on the content, flow and structure of the argument. Please hand in papers and presentations via Dropbox on Avenue to Learn by the due date (midnight). For group presentations, all group members will individually load their presentation/notes to Dropbox on Avenue to Learn. All work is due on the date stated in the course syllabus unless other arrangements have been made in advance with the instructor (e.g., medical, accommodation or other reason with appropriate documentation, no exceptions). A late penalty of 2 percentage points per day will apply after the due date (weekends included). Submitting in PDF is strongly discouraged and will be returned without a grade. All work must be submitted in Microsoft Word format or in Rich Text Format.

Audio-recording or filming the lecture is strongly discouraged without prior approval of the instructor.

Avenue to Learn: In this course, we will be using Avenue to learn. Students should be aware that when they access the components of this course, private information such as first and last names, user names for the McMaster email accounts, and program affiliation may become apparent to all 5 other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-

MARK	GRADE
0-49	F

Course Modification

The instructor reserves the right to modify elements of the course during the term. If any modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

University Policies

Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Authenticity / Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic**

integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

Courses with an On-line Element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

Academic Accommodation of Students With Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

Requests For Relief For Missed Academic Term Work

In the event of an absence for medical or other reasons, students should review and follow the [Policy on Requests for Relief for Missed Academic Term Work](#).

Academic Accommodation For Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Copyright And Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.