

Department of Health, Aging, and Society  
McMaster University

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Office Hours: Mondays, 12:30 to 2:30 PM

HLTH AGE 4R03  
**Determinants of Indigenous Peoples Health**  
2016/2017 (Winter Term)  
Mondays (8:30 AM to 11:30 AM)  
Location: TSH 122

### Course Description

This course provides students with an overview of Indigenous health and wellness in Canada. Student will learn to critically examine and reflect on the historic, economic, social, cultural and political dimensions of health and wellness using an indigenized social determinant of health lens. At the end of the course, students will have acquired an overview and a critical understanding of health and wellness challenges facing Aboriginal peoples, key determinants of health that shape health and wellness, can reflect on their own social location, and will be able to identify ways to foster resilient responses that strengthen Indigenous health and wellness in Canada.

### Course Objectives

By the end of the course, students

- Will be able to identify, describe and reflect on some of the major health challenges confronting Indigenous peoples in Canada
- Will have developed a critical understanding of health challenges using an indigenized focus on the social determinants of health
- Will have developed an understanding and can reflect on ways to strengthen Indigenous health in Canada.

### Textbooks

Greenwood, M., de Leeuw, S., Lindsay, N.M., Reading, C. (Editors, 2015). *Determinants of Indigenous Peoples' Health in Canada: Beyond the Social*. Toronto, Ontario: Canadian Scholar's Press (Note: **Required**).

Carson, B., Dunbar, T., Chenhall, R.D., Bailie, R. (Editors, 2007). *Social Determinants of Indigenous Health*. Crow's Nest, Australia: Allen & Unwin (Note: **Suggested**. This resource can be found on reserve in Mills Library).

### Course Evaluation Summary

Assignment	Weight	Date Due
Attendance, reading, and active participation	10	Weekly with reflection handed in on April 3.
Personal Reflection	20	March 5 and 6
Student Led Seminar	30	March 13 or 20
Final Term Paper	40	April 6
<b>Total</b>	100	

## Course Evaluation Details

### ***Class Participation, Readings and Engagement*** (10%)—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 3, 2017.

### ***Personal Reflection on Indigenous Health/Wellness*** (20%)—Due on March 5/6, 2017

Breaking down complex health/social issues, symbol- and arts-based reflection (e.g., painting, photo, drawing, poem, digital story, etc.) may help scholars reflect on meaning associated with Indigenous health and wellness. Framed as a spiritual experience, symbol- and arts-based reflection allows for personal reflection in a different way, takes time and thought, and with social transformation in mind, is typically something shared with a wider audience. In this assignment, students will choose any quest at [survivance.org](http://survivance.org), create an act of survivance in any arts-based medium, and share this act of survivance in a sharing circle. [Survivance.org](http://survivance.org) is a social impact game that allows players to explore their presence and to create a work of art as a pathway to healing. Here the focus is on the process, rather than the end product, as used to facilitate personal reflection.

Each personal reflection will accomplish the following:

1. Create an act of survivance
  - a. Choose a quest (e.g., orphan, wanderer, caretaker, warrior, and changer), a topic (e.g., history of colonization, Indigenous knowledge, or health/wellness or social challenge) and reflect on the reason for this choice (30%).
  - b. Work to create an act of survivance (or self-expression) in any medium (e.g., a story, photo, painting, drawing, digital story, etc.) and orally share how this work actively centers your presence in ways that tell a new story about survival and endurance in the context of an Indigenous health or wellness challenge (30%).
  - c. Orally and in writing (see below) share your personal reflection of this arts-based symbol reflection in a sharing circle (40%). The oral presentation of individual reflections will not be longer than 5 minutes thus allowing enough

time for all students to present and dialogue.

- d. Digitize your act of survivance (e.g., photograph of your art), draft a short **300 to 500 word** reflection, and load into Dropbox by midnight on **March 5** (i.e., the day before the sharing circle which is scheduled for **March 6**).

***Student Group Led Seminar*** (30%)—March 13 or 20, 2017.

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 wellness 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 Prezi is strongly encouraged.
  - c. Building on the literature review of the topic, in seminar, students will discuss how they understand the Indigenous health and wellness through indigenized social determinants of health lens.
  - d. Provide suggestions or responses to improve Indigenous health and wellness 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 13 or 20, 2017** (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.

**Final Term Paper** (40%)—April 6, 2017

The main project for this course is a final term paper on a specific Aboriginal health and wellness issue of interest to each individual student. The final term paper must include three parts. In part one, students are expected to describe the breadth and scope of an Aboriginal health problem of interest. In part two, students will examine the determinants of health for the selected health problem using the theories discussed in class and in the readings to explain how these determinants are impacting the health problem. In the third part, students will describe one or more health initiatives that could be put in place to address the health problem. Initiatives can outline responses you have developed or actions/policies already in place. Plan to spend an adequate amount of time explaining why these chosen initiatives might be effective using content and theories from the course readings, lectures, group

discussions and outside research. For the final term paper, additional references from outside the course are expected. The final paper should be at least **10 pages long** and use major and sub-headings throughout your paper.

Your paper will address the following:

1. Demonstrate and articulate an Indigenized social determinants of health focus to a health or social challenge impacting Indigenous peoples in Canada
  - a. In the introduction, identify and introduce a specific topic of health/social interest specific to the course content. Also, discuss why you have chosen this topic to focus on (5%).
  - b. Adequately review the scholarly published literature for your selected topic using as many readings as needed to adequately describe the health/social challenge faced by Indigenous people (25%).
  - c. Discuss this health/social challenge through an Indigenized social determinant of health lens (25%).
  - d. Adequately draw on the scholarly literature to map the way forward in terms of indigenizing a response to this health/social challenges—i.e., what meaningful strategies and reconciliation (alliance building) approaches are being used and/or are needed to respond to this health/social challenge? (30%)
  - e. In your conclusion, summarize what you've learned and reflect on how it may shape how you now understand or respond to this health/social challenge (5%).
  - f. Review additional “Instructions for Completing Assignments” (see below) and submit on or before the due date of April 6, 2017 before midnight (10%).

***Instructions for Completing 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. All papers will use the most recent version of the American Psychological Association referencing style. 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

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.

### **Email Policy**

Effective September 1, 2010 it is the policy of the Faculty of Social Sciences that all email communication sent from students to instructors (including email to Teaching Assistants) must originate from the student's own McMaster University email 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 own discretion.

Email forwarding\* is MUGS: <http://www.mcmaster.ca/uts/emailforward.html>

\*Email forwarding will take effect 24-hours after students complete the process at the above link.

### **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. 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. It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3 at the following location: [http://www.mcmaster.ca/senate/academic/ac\\_integrity.htm](http://www.mcmaster.ca/senate/academic/ac_integrity.htm)

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

### **Support Services**

Student Accessibility Services offers group and individual consultation about effective learning strategies, essay writing, and study habits; accommodations, assistive technology, advocacy and support for students with disabilities; and personal counseling. If you believe these services may be helpful to you, contact (905) 525-9140 (ext. 28652); [sas@mcmaster.ca](mailto:sas@mcmaster.ca).

### **Academic Accommodation of Students with Disabilities**

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail [sas@mcmaster.ca](mailto:sas@mcmaster.ca). For further information, consult

McMaster University’s Policy for Academic Accommodation of Students with Disabilities:  
<http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

### Accessibility Statement

If you require this information in an alternate/accessible format, please contact the Department of Health, Aging & Society at 905-525-9140 ext. 27227 | e-mail: [hasdept@mcmaster.ca](mailto:hasdept@mcmaster.ca).

### Lecture Schedule

Date	Lecture	Notes
January 9	Introduction to the course: Beginning in a “good way.”	Introduction (Greenwood et al, 2016)
January 16	Setting the Context	Chapters 1 and 2 (pages 3 to 24) in Greenwood et al, 2016)
January 23	Setting the Context	Chapters 3 to 5 (pages 25 to 44) in Greenwood et al, 2016)
January 30	Beyond the Social	Chapters 6 to 8 (pages 47 to 89) in Greenwood et al, 2016
February 6	Beyond the Social	Chapters 9 to 11 (pages 90 to 140) in Greenwood et al, 2016
February 13	Wellness is Knowing Who We Are: Culture, Language, Identify	Chapters 13 to 15 (pages 143 to 170) in Greenwood et al, 2016
<b>February 20</b>	<b>Reading Week</b>	<b>No class</b>
February 27	Wellness is Knowing Who We Are: Culture, Language, Identity	Chapters 16 to 18 (pages 169 to 204) in Greenwood et al, 2016
March 6	Sharing Circle of Survivance	<b>Note:</b> Personal reflections of survivance due by March 5 in Avenue and orally on March 6.
March 13	Student Led Seminar	Max four groups; sign-up on a first come basis.  <b>Note:</b> Individually submit group presentation on Avenue prior by March 12.

Date	Lecture	Notes
March 20	Student Led Seminar	<p>Max four groups; sign-up on a first come basis.</p> <p><b>Note:</b> Individually submit group presentation on Avenue prior by March 19.</p>
March 27	Revisioning Medicine: Towards Indigenization	Chapters 19 to 21 (pages 205 to 236) in Greenwood et al, 2016)
April 3	Revisioning Medicine: Towards Indigenization	<p>Chapters 22 to 23 (pages 223 to 254) in Greenwood et al, 2016)</p> <p><b>Note:</b> Please submit your participation reflection before midnight on April 3</p>
April 6	Final Term Papers	<b>Note:</b> Date due