

**UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
HLSC 2300 INTRODUCTION TO ABORIGINAL HEALTH
Course Outline – Spring, 2014**

INSTRUCTOR: Dr. Cheryl Currie
CLASS LOCATION: M1035 Markin Hall
CLASS TIME: Tues/Thurs 10:50am – 12:05pm

INSTRUCTOR CONTACT:

Phone: 403 332 4060
 Email: cheryl.currie@uleth.ca
 Instructor Office: M3051 Markin Hall
 Office Hours: Tues/Thurs 8:30–10:30am; Fridays 1:00 – 3:00pm

COURSE DESCRIPTION:

This course will examine Aboriginal health in Canada through a public health lens. Students will learn to critically examine and reflect on the historic, economic, social, cultural, and political determinants of Aboriginal health using a range of theories and frameworks. At the end of the course students will have acquired a broad, critical understanding of the health challenges confronting Aboriginal people in Canada, key determinants shaping these outcomes, and ways forward to strengthen Aboriginal health in this country.

LEARNING OBJECTIVES:

By the end of this course you will be able to:

1. Identify and describe major health challenges confronting Aboriginal Canadians today.
2. Develop a critical understanding of the determinants of Aboriginal health in Canada.
3. Describe ways forward to strengthen Aboriginal health in Canada.

COURSE MATERIALS:

- Douglas V. (2013). Introduction to Aboriginal health and health care in Canada. NY: Springer.
- Bartley M. (2004). Health inequality: An introduction to theories, concepts and methods. Cambridge: Polity Press.

Course Assignments	% Grade	Details	Due
Quiz	10%	Complete on Moodle, open-book	Jan 28
Mid-term exam	20%	In-class exam, closed-book	Feb 25
Final exam	25%	In-class exam, closed-book	TBA
Active engagement activities	10%	On-going	
Term paper	35%	Submit on Moodle in 3 sections:	
		– Section 1-2	Feb 10
		– Section 3	Mar 3
		– Section 4	Apr 11

CLASSROOM ETIQUETTE:

Students are expected to attend all classes, arrive on time, and stay for the duration of class. Students are encouraged to participate in discussions during class. However, please refrain from talking while someone else is speaking, and refrain from dominating classroom and small group discussions. Turn cell phones to silent. Portable electronic devices may be used for course related activity.

ASSIGNMENTS:

Active Engagement Activities: Class participation will be assessed based on active engagement activities assigned throughout the course. Most of these activities will be distributed in class, completed through group work, and handed in at the end of class. Each student will be allotted 2 absences from class without penalty to their active engagement mark. Students who complete all active engagement activities will have their 2 lowest marks dropped on these assignments.

Term Paper: Each student will write a term paper (6-14 pages single-spaced) on an Aboriginal health issue of interest. The paper will be submitted in three sections using Moodle. The marking template for the term paper will be distributed by the instructor on the first day of class. Late submissions will be penalized at 5% per day.

PLAGIARISM:

Students are referred to *The University of Lethbridge Calendar* regarding academic offenses. Specifically,

- a. No student shall represent the words or ideas of another person as his or her own. This regulation will affect any academic assignment or other component of any course or program of study, whether the plagiarized material constitutes a part or the entirety of the work submitted.
- b. Upon submission of evidence that the student has represented another person's words or ideas as his or her own, the student shall bear the burden of proving that there was no intent to deceive.

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

GRADING BREAKDOWN:

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

COURSE SCHEDULE:

Classes will consist of 75-minute sessions, twice a week. Most classes will be comprised of an interactive lecture followed by group work. Course lectures and marks will be posted on Moodle.

CLASS	DATE	TOPIC	DOUGLAS	BARTLEY	OTHER READING
1	Jan 9	Introduction to Aboriginal health	Ch.1-2		
2	Jan 14	Aboriginal health pre-colonization	Ch. 4		
3	Jan 16	Contact & disease	Ch. 4		See Moodle
4	Jan 21	Aboriginal health today I	Ch. 5	Ch. 1	
5	Jan 23	Aboriginal health today II			See Moodle
6	Jan 28	Quiz – via Moodle			
7	Jan 30	Pathways to health I: Genetics & epigenetics			See Moodle
8	Feb 4	Pathways to health II: Behavioural models		Ch. 4	
9	Feb 6	Pathways to health III: Psychosocial model		Ch. 5	
10	Feb 11	Pathways to health IV: Materialist model		Ch. 6	
11	Feb 13	Pathways to health V: Life-course approach		Ch. 7	
12	Feb 25	Mid-Term Exam – In class (75 min)			
13	Feb 27	Social ecology & health		Ch. 8	
14	Mar 4	Levels of prevention & cultural safety	Ch. 3		See Moodle
15	Mar 6	Health inequality and social policy		Ch. 11	
16	Mar 11	Aboriginal culture & ways of knowing	Ch. 2		See Moodle
17	Mar 13	First Nations & Metis health in cities			See Moodle
18	Mar 18	Health within Aboriginal communities			See Moodle
19	Mar 20	Social inclusion & health			See Moodle
20	Mar 25	Aboriginal mental health	Ch. 9		
21	Mar 27	Aboriginal women and children's health	Ch. 8		
22	Apr 1	Diabetes, diet and nutrition	Ch. 6		
23	Apr 3	Chronic and infectious disease	Ch. 7		
24	Apr 8	Ways forward to improve Aboriginal health I	Ch. 10		
25	Apr 10	Ways forward to improve Aboriginal health II			See Moodle
26	Apr 15	Ways forward to improve Aboriginal health III			See Moodle
	TBA	Final Exam – In class (M1035, 2 hours)			

ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre at 403-329-2766 <http://www.uleth.ca/ross/counselling/index.html> to set up an appointment. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least ***two weeks*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

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- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.