

3711 Contemporary Health Issues

Instructor: Dr. Amy Farrell-Morneau

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Office Hours: Wednesdays 6:15-6:45pm (other times can be arranged)

Course Time: Wednesdays: 7:00-10:00pm Location: ATAC 2020

COURSE DESCRIPTION

This course is designed to provide students with an overview of the contemporary health issues confronting the Aboriginal community in Canada, students will assess both the positive as well as the negative aspects of health and well-being. Not only will students acquire an understanding of the health-care issues that are confronting the Aboriginal community, they will also address the health-care discourse and the movement to decolonize the same.

COURSE MATERIALS

Course materials will be shared on D2L. Students can print these off as needed.

Articles:

Healey, Gwen, Jennifer Noah, & Ceporah Mearns. "The Eight Ujarait (Rocks) Model: Supporting Inuit Adolescent Mental Health With an Intervention Model Based on Inuit Knowledge and Ways of Knowing." *International Journal of Indigenous Health*, vol. 11, no. 1, 2016, pp. 92-110.

Howell, Teresa, Monique Auger, Tonya Gomes, Francis Lee Brown, Alannah Young Leon. "Sharing Our Wisdom: A Holistic Aboriginal Health Initiative." *International Journal of Health*, vol. 11, no. 1, 2016, pp. 111-132.

Marquina-Marquez, Alfonso, Jorge Virchez, & Raul Ruiz-Callado. "Postcolonial Healing Landscapes and Mental Health in a Remote Indigenous Community in Subarctic Ontario, Canada." *Polar Geography*, vol. 39, no. 1, 2016, pp. 20-39.

Olson, Rachel, & Carol Couchie. "Returning Birth: The Politics of Midwifery Implementation on First Nations Reserves in Canada." *Midwifery*, vol. 29, 2013, pp. 981-987.

Richmond, Chantelle, & Nancy Ross. "The Determinants of First Nations and Inuit Health: A Critical Population Approach." *Health and Place*, vol. 15, 2009, pp. 403-411.

Sasakamoose, JoLee, Andrea Scerbe, Ila Wenaus, & Amanda Scandrett. "First Nation and Metis Youth Perspectives of Health: An Indigenous Qualitative Inquiry." *Qualitative Inquiry*, vol. 22, no. 8, 2016, pp. 636-650.

Struthers, Roxanne. "The Artistry and Ability of Traditional Women Healers." *Health Care for Women International*, vol. 24, 2003, pp. 340-354.

Additional Resources:

Anderson, Scott, Cheryl Currie, Jennifer Copeland, & Gerlinde Metz. "Community Belonging and Sedentary Behaviour Among First Nations Adults in Canada: The Moderating Role of Income." *American Indian and Alaska Native Mental Health Research*, vol. 23, no. 5, 2016, pp. 1-15.

Barwin, Lynn, Marjory Shawande, Eric Crighton, & Luisa Veronis. "Methods-in-Place: 'Art Voice' as a Locally and Culturally Relevant Method to Study Traditional Medicine Programs in Manitoulin Island, Ontario, Canada." *International Journal of Qualitative Methods*, 2015, pp. 1-11.

Farenhorst, Annemieke, Ru Li, Musarrat Jahan, Hein Min Tun, Ruidong Mi, Inoka Amarakoon, Ayush Kumar, Ehsan Khafipour. "Bacteria in Drinking Water Sources of a First Nation Reserve in Canada." *Science of the Total Environment*, 2016.

Hunter, Linda, Jo Logan, Sylvia Barton, & Jean-Guy Goulet. "Linking Aboriginal Healing Traditions to Holistic Nursing Practice." *Journal of Holistic Nursing*, vol. 22, no. 3, 2004, pp. 276-285.

Moorehead, Virgil, Joseph Gore, & Damia December. (2015). "A Gathering of Native American Healers: Exploring the Interface of Indigenous Traditional and Professional Practice." *American Journal of Community Psychology*, vol. 56, 2015, pp. 383-394.

Shaw, Jessica. "The Medicalization of Birth and Midwifery as Resistance." *Health Care for Women International*, vol. 34, 2013, pp. 522-536.

West, Roianne, Lynore Geia, & Tamara Power. "Finding Strength in Our Indigeneity: Indigenous Perspectives in Nursing and Midwifery Leadership." *Contemporary Nurse*, vol. 46, no. 1, 2013, pp. 3-5.

ASSIGNMENTS

Assignment 1 – 30% - Presentation

- 15-20 minutes on a contemporary health topic affecting Indigenous peoples in Canada
 - Topics will be assigned during class from a list (no duplicate topics)
- Individual or pairs
- MLA or APA referencing styles; 3+ references; Works Cited or Reference List must be included (Bibliographies with no in-text referencing are not acceptable)
- Students must submit a copy of their presentation with Works Cited/Reference List.

Assignment 2 – 30% - Discussion Paper

- Research a significant Indigenous Canadian health issue (not covered in lectures, and separate or highly focused from your own presentation), and discuss this issue.
 - Include any relevant: connection with traditional/historical past; statistics; recent studies/research of the issue; proposed plans from health agencies and/or government bodies for improved treatment of the issue; contemporary effects/affects on Indigenous Canadian peoples; the impact this issue has had on Indigenous peoples.
- 10-13 pages (not including title page or reference/works cited page)
 - 12 font; Ariel or Times New Roman; 1" margins;
 - MLA or APA referencing styles; 3+ references; Works Cited or Reference List must be included.
 - Bibliographies with no in-text referencing of sources are not acceptable.

Final Exam – 40% - Exam

- In-class exam based on all course content: class lectures, and student presentations.

COURSE REMINDERS

Students are expected to submit all assignments on the due dates.

When citing sources for papers and presentations, always be aware of what information and ideas you gather from others and how you present this in your work.

According to the Academic Provost & Vice-President,

Plagiarism shall be deemed to include:

1. Plagiarism of ideas as where an idea of an author or speaker is incorporated into the body of an assignment as though it were the writer's idea, i.e. no credit is given the person through referencing or footnoting or end noting.
2. Plagiarism of words occurs when phrases, sentences, tables or illustrations of an author or speaker are incorporated into the body of a writer's own, i.e. no quotations or indentations (depending on the format followed) are present but referencing or footnoting or end noting is given.
3. Plagiarism of ideas and words as where words and an idea(s) of an author or speaker are incorporated into the body of a written assignment as though they were the writer's own words and ideas, i.e. no quotations or indentations (depending on format followed) are present and no referencing or footnoting or end noting is given.

SCHEDULE OF DATES

January 11

- Course Outline, Introductions
- Introduction to Contemporary Health Issues and Ways of Decolonization

January 18

- Traditional and Holistic Well-Being: How the Past Influences the Present
 - Article: Howell, et al. "Sharing Our Wisdom: A Holistic Aboriginal Health Initiative."
- *Topics for Presentations Given Out*

January 25

- Traditional and Contemporary Healing Practices
 - Article: Struthers, Roxanne. "The Artistry and Ability of Traditional Women Healers."
- *Order for Presentations Assigned*

February 1

- Traditional Midwifery in Contemporary Practices
 - Article: Olson, Rachel, & Carol Couchie. "Returning Birth: The Politics of Midwifery Implementation on First Nations Reserves in Canada."

February 8

- **Presentations**

February 15

- **Presentations**

February 22 – February Break, NO CLASS

March 1

- Contemporary Health Concerns and Traditional Ethics and Values
 - Article: Sasakamoose, JoLee, et al. “First Nation and Metis Youth Perspectives on Health: An Indigenous Qualitative Inquiry.”

March 8

- **Discussion Paper Due**
- Identity and Sense of Belonging on Mental Health and Well-Being
 - Marquina-Marquez, et al. “Postcolonial Healing Landscapes and Mental Health in a Remote Indigenous Community in Subarctic Ontario, Canada.”
 - Healey, Gwen, Jennifer Noah, & Ceporah Mearns. “The Eight Ujarait (Rocks) Model: Supporting Inuit Adolescent Mental Health With an Intervention Model Based on Inuit Knowledge and Ways of Knowing.”

March 15

- Contemporary Environmental Health and Traditional Ways of Living
 - Richmond, Chantelle, & Nancy Ross. “The Determinants of First Nations and Inuit Health: A Critical Population Approach.”

March 22

- Traditional Medicine Societies: Past Defining Present

March 29

- **In-Class Exam**

April 5

- Wrap-Up Discussion
- Assignments Returned