

**THE UNIVERSITY OF BRITISH COLUMBIA  
SCHOOL OF KINESIOLOGY  
KIN 489B  
INDIGENOUS HEALTH AND WELLNESS**

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**Course Code: KIN 489B**

**Course Title: INDIGENOUS HEALTH AND WELLNESS**

**Class Location: WEST MALL SWING SPACE (SWNG) - 205**

**Class In-Person Tutorial Times: Tuesdays 12:30-2:30 PM**

**Online Learning and/or Community-based Meeting Times: Thursdays 12:30-2:30 PM**

**Course Facilitator: Dr. Darren Warburton**

**Contact Information: Rm. 208, Lower Mall Research Station 2259 Lower Mall**

**Office Hours: Students are asked to share questions during in-person tutorials, as this will often help all students in the learning process. Dr. Warburton is generally available for brief meetings after in-person tutorials. Other times can be booked by appointment.**

**COURSE DESCRIPTION**

This course is designed for undergraduate and graduate students interested in gaining a better understanding of the complex social, cultural, historical, and economic factors that shape health and wellness within Indigenous communities. It involves extensive blended learning and experiential learning opportunities. Community service (experiential) learning is an essential element of this course requiring students to work closely with Indigenous community leaders within their own community. This will often involve participating in sharing circles and other traditional Indigenous community-based activities.

**RATIONALE**

This course provides undergraduate and graduate students an opportunity to gain critical core competencies for working with Indigenous community leaders, Elders, and youth. This course supports the School of Kinesiology's course offerings in Indigenous Studies in Kinesiology. This course will appeal to students in the Exercise and Health Sciences and those interested in working in the fields of Indigenous studies, health and wellness promotion, exercise science, and/or exercise medicine.

**AIMS AND OUTCOMES**

The ultimate goal of this course is to provide students with a greater understanding of the complex factors that shape healthy living and wellness within Indigenous communities. This course will provide a greater understanding of First Nations and Métis history, cultures, and languages and the effects of residential schools and colonization on the health and well-being of Indigenous peoples. This course aims to develop a student body that has the critical competencies to effectively partner with Indigenous community leaders. This course will also help prepare students for a career in Indigenous studies, health and wellness promotion, exercise science, and/or exercise medicine.

**SPECIFIC PRIMARY LEARNING OUTCOMES**

Upon completion of this course, successful students will be able to:

1. Demonstrate the ability to work with Indigenous leaders to explore opportunities for improving the health and wellness of Indigenous community members.
2. Critically evaluate peer-reviewed literature to determine evidence-based best practice for healthy lifestyle interventions within Indigenous communities.
3. Develop evidence-based health and wellness interventions within Indigenous communities.
4. Demonstrate problem-solving and critical thinking skills in an applied manner.
5. Demonstrate the ability to work in a collaborative group setting under the mentorship of Indigenous scholars, academics, and/or leaders.

**PREREQUISITES**

Third Year Standing

## **COURSE FORMAT AND PROCEDURES**

This course incorporates self-directed learning techniques, and as such requires that the students have completed their recommended readings before each class and that they take an active role in the in-person lectures/tutorials, online lectures, experiential learning placements, and group-based discussions. We provide a series of recommended readings for students; however, it is anticipated that students will make use of extensive resources outside of these readings.

## **COURSE REQUIREMENTS**

### ***LECTURES, ONLINE LEARNING MODULES, AND COMMUNITY-BASED EXPERIENTIAL LEARNING PLACEMENT***

This course will follow recent innovations in blended learning including a series of online and in-person lectures/tutorials supplemented with a community-based experiential learning placement. Students will be required to complete a series of online (virtual) learning modules. Students may complete the online modules at their own pace. However, it is important for in-person discussions that students have completed the related online learning modules and readings.

Students are advised to pay close attention to the course schedule and online announcements on Canvas (<http://about.canvas.ubc.ca/?login>) prior to each lecture/tutorial. It is important to highlight that the schedule is likely to vary slightly throughout the term based on the needs of the class (i.e., some case studies may require a greater time of discussion) and that of the partner communities. Students will be required to complete many readings/modules online and then attend in-class summary discussions. Success in this class is highly reliant on students completing all readings and online lectures prior to the in-class discussions.

The community-based experiential learning placement will allow students to apply their academic knowledge to address real-world issues within an Indigenous community setting. In this model, all parties (e.g., students, community leaders, and facilitators) take part in the teaching and learning process. This learning placement provides the opportunity for community partners to draw upon students' expertise while also teaching students about the key health and wellness priorities within the community. Community partners take on the role of co-educators of students defining the priorities that the students work on.

Early in term, students will be assigned randomly to small working groups. These working groups will work on a small group community-based experiential learning project to present at the end of the course. Students should be expected to work within Indigenous communities for 2-4 weeks of this initiative to address priorities established by the community. This will require students to meet early in term with the respective community and participate in sharing circles to discuss the aspirations of the community.

A series of approximately seven (7) online learning modules will be used during this course. Related learning objectives and readings will be placed on Canvas prior to each learning module.

Through out the course, students will be required to complete an online quiz regarding one or more topics that have recently been discussed in class. Key points to remember regarding the online quizzes include:

- Quizzes will be completed on individual basis.
- Students missing lectures will still have the opportunity to complete individual quizzes for the respective case study. They will be responsible for conducting the background research and problem solving required for the related questions.
- There will be four (4) quizzes for marks. Each quiz will be worth 5% of the final grade.
- Students are required to complete individual assignments from distinct IP addresses to ensure that the quizzes are done in a fair manner.
- Students must complete individual assignments on their own to avoid instances of academic misconduct.

## **POLICIES AND EXPECTATIONS**

There are several policies by which a student should adhere to:

- Full attendance to all lectures is recommended highly, owing to the integrated nature of the course material. Absence from lectures has the potential to impair the ability of students to integrate course content. Students are required to participate in approximately seven (7) learning modules and a community-based experiential learning placement throughout the term. Students are required to complete four (4) online quizzes.
- Students are required to complete the online learning modules and the final review test. The online learning modules can be completed at each student's own pace. All online learning modules and related questions must be completed before the final exam period. This includes the completion of a final review test.
  - The final review test includes 20 questions related directly to the topics covered in the course. To receive a certification of completion for the online course, you are required to get at least 15 (75%) questions correct. However, if you do not reach this milestone you are free to try the test again.
- Students should familiarize themselves with the university and departmental policies regarding special accommodation, academic concession, illness, and/or disability. For more information please see: <http://students.ubc.ca/calendar/>

This course relies heavily on self-directed learning; therefore, students must take responsibility for their learning including (but not exclusive to) incorporating information not provided in the course. The marks may be scaled to maintain the normal average and distribution for this course. It is important to note that marks in this course are awarded based on hard work and dedication and not through negotiation.

**It is important to highlight that this course will involve completely student centred-learning, similar to what is now currently employed in many undergraduate medicine programs.** Students who complete this course will be well prepared for other programs that use problem-based learning. In this course we will follow the principals of Barrows (1996) wherein student learning occurs in smaller student groups (4-6 students per group), and original problems provide the basis for learning and the development of critical thinking and self-directed learning skills. The role of the instructor is to help students learn through self-discovery. The instructor therefore serves as the facilitator in each lecture rather than providing traditional lectures.

Real-life issues will be used as a stimulus for the development of problem solving and critical thinking skills. Students are asked to write down questions and submit these online through CANVAS for the rest of the class to consider prior to the next discussion period. The second day will include the synopsis of opinions regarding the online learning module, and the re-analysis of the issue allowing for a better understanding of the topic.

Students are required to be active participants in the discovery of information. Thus, unlike traditional lectures, in this course students will have an active engagement with course content. Students must come to class well prepared including the completion of the recommended readings and online learning modules for the course. The skills learned from various fields (such as the humanities, biological sciences, etc.) can be used effectively in tackling the various issues presented. Students should welcome individuals from diverse backgrounds as their experiences and expertise will bring a fresh approach to each learning module. In the past, the most successful students are those that are active participants in each discussion and are able to develop the skills necessary for continual life long learning.

Importantly, the classroom is meant to be an environment that is conducive to learning, challenges the learner, and encourages intellectual curiosity. As such, students should feel comfortable, supported, and respected in the classroom environment. Any behaviours compromising the environment and/or well-being of others will not be tolerated.

### **Copyright Information**

Course information and materials are available through UBC Canvas. All materials posted on the course site are for noncommercial and educational purposes only. It is intended that materials are used for the sole purpose of acquiring course content knowledge and for quiz and exam preparation by currently registered students. This content may not be photocopied, distributed, and/or used in any other manner (e.g., posted to the web) without expressed written permission from the instructor and/or respective copyright holder. It is

advised that all students make themselves aware of copyright restrictions at UBC (e.g., please see the Copyright link on Canvas), especially as it relates to written work.

### **Classroom Technology**

**Laptops and Related Devices:** While laptops (and tablets) will be permitted in the lecture hall, use of such devices for verbatim transcription is counterproductive to learning and highly discouraged. In particular, our course will involve the sharing of stories from Indigenous Elders and community leaders. We ask for the utmost respect for these leaders and their personal stories. Moreover, surfing the web and checking/sending e-mails is prohibited during lectures (unless related to the in-class discussions). Students may be asked to turn off their computer or leave the room if their computer use is a distraction for the instructor, presenters, and/or other students. **Cell Phones:** Cell phones should not be visible with phone operations placed in a mode that cannot be discerned by others. Cell phones are only permitted inside the lecture hall for use in the event of an emergency. **Recording Devices:** Recording of class lectures or shared stories (via video and/or audio methods) and photographing class lecture materials (e.g., by using your phone) in any manner is prohibited except in extenuating circumstances, which must be discussed and pre-arranged with the course facilitator.

### **READINGS AND RESOURCES**

Students will be provided a series of readings and learning resources for each sharing modules.

### **EVALUATION**

1. Individual Quizzes (4 quizzes x 5%)	20%
2. Virtual Learning Video (Individual)	20%
3. Group Project Presentation and Final Report	30%
4. Final exam (during examination period)	30%

### **EVALUATION PROCEDURES**

#### **1) Quizzes (20%)**

Each student will be required to complete four (4) quizzes (5% each) throughout the course related to the online learning modules. Students are to complete these quizzes individually. Students will be provided 120 min to complete each quiz. The date of each quiz will be announced in lecture and posted online. Students are responsible for completing each quiz prior to the established deadline.

#### **2) Virtual Learning Video (20%)**

Each student will be responsible for completing a short video vignette for the effective evidence-based presentation related to a topic of his/her choice (related to the group experiential learning placement). Each student is required to complete an individual virtual learning video vignettes that relates directly to his/her group presentation and experiential learning placements. The topics of each virtual learning video should be discussed and agreed upon by all group members to avoid unnecessary duplication. Duplicate topics will not be permitted to ensure a wide breadth of information.

Further instructions regarding these video vignettes will be provided in class and on CANVAS. However, it is important to follow these key guiding principles:

- BE CREATIVE
- HAVE FUN
- CREATE SOMETHING THAT YOU AND YOUR FRIENDS/FAMILY WOULD ENJOY VIEWING
- MAKE AN EVIDENCE-BASED STATEMENT
- BE RESPECTFUL OF OTHERS
- CREATE A VIDEO THAT WOULD BE APPROPRIATE FOR SOCIAL MARKETING CAMPAIGNS
- USE YOUR OWN WORDS AND IMAGES TO AVOID ANY COPYRIGHT INFRINGEMENTS

### **3) Group Project Presentation and Final Report (30%)**

Each student will be responsible for contributing to a group project presentation and related final report related to the experiential learning placement. It is expected that students will work (as a team) with a community partner to establish a priority for the community related to health and wellness. Students will be marked as a group and as individuals on the project presentation. Peer assessment will be used in the overall assessment for both the group presentation and final report. As part of this component, students will be required to demonstrate that they have participated in the pre- and post-sharing modules self-evaluations and the online and group discussions related to each sharing module.

The final report should be a brief summary of the work that was conducted with the Indigenous community partner including extensive usage of informative Infographics. This final report should have at least one 1-page Infographic and a brief summary of the findings (up to 1500 words including abstract, but excluding the references). Interested students will have the opportunity to submit their work to a peer-reviewed journal for consideration for publication.

### **4) Final Exam (30%; scheduled during the examination period)**

This exam will be all-inclusive covering all topics discussed throughout the course.

### **COURSE CONTENT**

The course content is that of the recommended readings, and information (including handouts) derived from the lectures and discussions. Below is a general overview of the topics to be covered in this course.

Approximately seven (7) learning modules will be used. The group discussions will be conducted at a pace that requires students to be familiar with key concepts surrounding healthy lifestyle behaviours, energy expenditure, cardiorespiratory function, and exercise medicine.

**RECOMMENDED READINGS AND IMPORTANT DATES**

Owing to the interactive nature of this course, the areas covered are subject to change depending on the requirements and/or requests of the class. The dates provided for the sharing modules are approximate and may change depending on the aspirations and pace of the class. Often the discussion of sharing modules will require mini-introductory lectures. These presentations will be posted following the respective lecture incorporating the feedback that was provided during the group discussions. This course will make extensive use of readings from related literature. Considerable flexibility has been provided for the experiential learning placements. However, the course is designed such that the first four sharing modules form the foundation for the experiential learning placements. The specific start time for the experiential learning placements may vary according to the aspirations of the community partner. All students should have begun their experiential learning placements after the completion of Sharing Module 6.

Example Case Study Topics	Recommended Readings	Potential Dates
• Introduction to Blended and Problem-based Learning	Peer reviewed literature	Jan 7
• Sharing Module 1: Traditional Indigenous health and wellness knowledge.	Peer reviewed literature	Jan 9*, Jan 14
• Sharing Module 2: The effects of Indian Residential Schools and colonization.	Peer reviewed literature	Jan 16*, Jan 21
<b>QUIZ NUMBER ONE: DUE JANUARY 21, 2020 @ 10 PM (PST)</b>		
• Sharing Module 3: A wholistic approach to health and wellness within Indigenous communities. Special guest.	Peer reviewed literature	Jan 23*, Jan 28
• Sharing Module 4: Healthy lifestyle behaviours.	Peer reviewed literature	Jan 30*, Feb 4
<b>QUIZ NUMBER TWO: DUE FEBRUARY 4, 2020 @ 10 PM (PST)</b>		
• Sharing Module 5: Present-day opportunities and aspirations in Indigenous health and wellness.	Peer reviewed literature	Feb 6*, Feb 11
• Sharing Module 6: Community-based and Indigenous led healthy lifestyle approaches to health and wellness.	Peer reviewed literature	Feb 13*, Feb 25
<b>READING BREAK: FEBRUARY 17-21, 2020</b>		
<b>QUIZ NUMBER THREE: DUE FEBRUARY 25, 2020 @ 10 PM (PST)</b>		
<b>Experiential Learning Placements</b>		Start and End dates may vary amongst groups.
• Students will work with community partner and facilitator/instructor on community-based initiatives. All learning will take place within the community during this time. Dedicated time will be provided to all students for the completion of these placements.		
• Sharing Module 7: Engaging Indigenous youth and Elders.	Peer reviewed literature	Mar 19*, Mar 24
<b>VIDEO VIGNETTES: DUE MARCH 26, 2020 @ 10 PM (PST)</b>		
<b>QUIZ NUMBER FOUR: DUE APRIL 2, 2020 @ 10 PM (PST)</b>		
<b>GROUP PAPER: DUE APRIL 7, 2020 @ 10 PM (PST)</b>		
<b>ORAL PRESENTATION OF GROUP REPORT</b>		Mar 26, Mar 31, Apr 2
<b>FINAL EXAM</b>		<b>FINAL EXAM PERIOD</b>

- Please note that the first in person meeting will be Tuesday, January 7, 2020. The first online blended learning module will be available on Thursday, January, 8, 2020.
- Please note that additional learning/sharing sessions may be scheduled throughout the term reflecting the aspirations of our Indigenous community partners (announced via CANVAS). Students will be responsible for the information from these learning sessions on the quizzes and the final examination.