

Course Outline

Course Title:	Social Determinants of Health	Approval Date:	2025/9/2
Course Number:	INDG131	Academic Year:	2025
Course Hours:	45 hours		
Academic School:	School of General Arts & Sciences		

Program Co-ordinator or Ryan Metcalfe - Ryan.Metcalfe@flamingcollege.ca

Equivalent:

Dean (or Chair): Sarah Beardy - Sarah.Beardy@flamingcollege.ca

Course Description

This course introduces students within the Practical Nursing and Social Service Worker programs, to the complex historical and contemporary relationships between Indigenous Peoples in Canada, and the various colonial systems that have impacted their well-being. This course will explore Indigenous Social Determinants of Health to foster a better understanding of current trends in diverse Indigenous populations. This course also strengthens the student's ability to apply the knowledge from their field to address systemic barriers, and disparities in services. The course will work to foster an understanding of Indigenous traditions and philosophies in respect to health and well-being.

Prerequisites: INDG 49 - Intro to Indigenous Studies

Corequisites: None.

Course Delivery Type

Hybrid Synchronous.

Some course hours are delivered online synchronously with specified meeting times and some hours will be delivered in person. Delivery locations and times are specified on the academic timetable.

Learning Outcomes

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

1. Analyze the impact of historical policies and events on present-day health outcomes within Indigenous populations, identifying patterns of disparity and resilience.
2. Evaluate the effectiveness of current public health policies affecting Indigenous populations and propose culturally appropriate improvements.

3. Synthesize knowledge from various disciplines to create a multidimensional perspective on the social determinants of Indigenous health.
4. Critically assess the role of environmental factors in Indigenous health from a holistic perspective.
5. Explore and discuss innovative health promotion and disease prevention programs specifically tailored to meet the unique needs of Indigenous communities, incorporating traditional practices and contemporary medical knowledge.
6. Understand and apply practical approaches to cultural safety and sensitivity in the healthcare field.
7. Reflect on personal positionality as a healthcare professional in relationship to Indigenous communities.

This course will use a variety of formats including assigned readings, pre-recorded lectures, student-led discussions, multimedia presentations, social media, and film/documentaries. Students will also be active participants within the context of the format.

IT IS CRITICAL students ATTEND both the seminar on TIME and watch the pre-recorded lectures.

The lectures will cover the course themes while the seminars will allow for further exploration of the topics discussed. Students are expected to read the course (readings/materials posted) independently, which will act as a supplement to the lectures. Any required readings along with other learning materials will be posted on Desire2Learn (D2L).

It is the student's responsibility to come to the seminar prepared for discussion with the required materials read/watched/listened to.

All assignments and assignment instructions will be posted in D2L.

Students are responsible for ensuring assignments are completed on time and SUBMITTED through D2L in the required DROPBOX for that assignment. EMAIL SUBMISSIONS will NOT BE ACCEPTED.

Students will be encouraged to seek opportunities to research, read, and continue their learning in and out of the classroom and are encouraged to seek support from their respective Professor as needed.

INDIGENOUS PERSPECTIVES DESIGNATION (IPD):

Students enrolled in an eligible program, will have option to receive the Indigenous Perspective Designation. A student enrolled in one of these programs of study who wishes to receive the Indigenous Perspectives Designation on their transcript, must commit to successfully completing INDG 49 in addition to INDG 131. Successful students will further receive an Indigenous Perspectives letter for their career portfolio signed by their Indigenous Studies Professors indicating they have received this designation in the context of their career choice. Students who are not in eligible programs who successfully complete both courses will also receive a letter for their career portfolio from their Indigenous Studies professors indicating they have introduction to Indigenous peoples, knowledges systems, and intellectual traditions. To confirm specific program eligibility, contact your Program Coordinator.

All students will receive a letter indicating their success if they have passed both classes and have an average of 70%. Letters will be signed by Indigenous Studies Faculty Members.

Learning Resources

Greenwood, M., de Leeuw, S., Stout, R., Larstone, R. & Sutherland, J. (Eds). (2022). *Introduction to determinants of First Nations, Inuit, and Metis Peoples' health in Canada*. Canadian Scholars.

Costs for learning resources can be found on the Campus Store website, using the links below, or by visiting the Campus Store location at your campus.

- Sutherland: <https://www.bkstr.com/sfleming-sutherlandstore/home>
- Frost: <https://www.bkstr.com/sfleming-froststore/home>

Assessment Summary

Assessment Task	Percentage
Assignments	55%
Presentations	45%

Student Success: Policies and Procedures

Mutually, faculty and learners will support and adhere to college Academic Regulations, and Student Rights and Responsibilities. The following policies and guidelines have been developed to support the learning process.

Please click on the link for information about:

- [Academic Integrity \(2-201A\)](https://department.flemingcollege.ca/hr/attachment/7750/download)
(<https://department.flemingcollege.ca/hr/attachment/7750/download>)
- [Accessibility for Persons with Disabilities \(3-341\)](https://department.flemingcollege.ca/hr/attachment/5619/download)
(<https://department.flemingcollege.ca/hr/attachment/5619/download>)
- [Grading and Academic Standing \(2-201C\)](https://department.flemingcollege.ca/hr/attachment/7752/download)
(<https://department.flemingcollege.ca/hr/attachment/7752/download>)
- [Guidelines for Professional Practice: Students and Faculty](https://flemingcollege.ca/PDF/guidelines-for-professional-practice-students-faculty.pdf)
(<https://flemingcollege.ca/PDF/guidelines-for-professional-practice-students-faculty.pdf>)
- [Student Rights and Responsibilities \(5-506\)](https://department.flemingcollege.ca/hr/attachment/269/download)
(<https://department.flemingcollege.ca/hr/attachment/269/download>)

If you will need academic accommodations (for example if you have a learning disability, mental health condition such as anxiety or depression or if you had an IEP in high school), please contact the [Accessible Education Services \(AES\)](https://department.flemingcollege.ca/aes/) department (<https://department.flemingcollege.ca/aes/>) to meet with a counsellor.

Alternate accessible formats of learning resources and materials will be provided, on request.

Program Standards

The **Ministry of Colleges and Universities** oversees the development and the review of standards for programs of instruction. The **Ministry of Labour Training and Skills Development** oversees the development and the review of standards for programs of instruction for Apprenticeship training in the province of Ontario. Each college is required to ensure that its programs and program delivery are consistent with these standards, and must assist students to achieve these essential outcomes.

This course contributes to Program Standards as defined by the [Ministry of Colleges and Universities](#) (MCU). Program standards apply to all similar programs of instruction offered by colleges across the province. Each program standard for a postsecondary program includes the following elements:

- **Vocational standards** (the vocationally specific learning outcomes which apply to the program of instruction in question);
- **Essential employability skills** (the essential employability skills learning outcomes which apply to all programs of instruction); and
- **General education requirement** (the requirement for general education in postsecondary programs of instruction that contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experience; and, the society in which they live and work).

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program. For further information on the standards for your program, follow the MCU link (www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/).

Detail Plan

Term:	2025 Fall
Program Co-ordinator or Equivalent:	Ryan Metcalfe - Ryan.Metcalfe@flemingcollege.ca
Dean (or Chair):	Sarah Beardy - Sarah.Beady@flemingcollege.ca

Learning Plan

Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
Week 1	Welcome to the Course & Indigenous Health	1-7	
Week 2	Historical & Contemporary Overview: Colonialism, Racism, Government Action and Inaction	1,2,3,4,	Weekly reflection
Week 3	Legislation & Funding	1-5	Weekly reflection

Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
Week 4	Cultural Safety in Healthcare	1-7	Weekly reflection
Week 5	Social Determinants of Health	1-7	Weekly reflection Snapshot of a Northern Community Presentation due
Week 6	Mental Health	1-6	Weekly reflection
Week 7	Substance Use in Indigenous Communities	1-6	Self in Healthcare Paper Weekly reflection
	Independent Learning Week		N/A
Week 9	Women & Children's Health	1-7	Weekly reflection Your Environment, Food & the Self
Week 10	Environmental Issues and Health	1-6	Weekly reflection
Week 11	Food as Relationships: Diabetes, Diet & Nutrition	1,2,4,5,6,7	Weekly reflection Indigenous Social Determinants of Health Presentation
Week 12	Family Health & Well-Being	1-7	Weekly reflection
Week 13	Ways Forward & Strength in Indigenous Communities	1-7	Weekly reflection
week 14	Community Health & Approach Feasting and relationships	1-7	Weekly reflection Feasting and Relationships
Week 15	Course wrap-up, questions, moving forward		

Assessment Requirements

Assessment Task	Date/Weeks	Course Learning Outcome	Percentage
Front Half Weekly Reflections	Weeks 2,3,4,5,6,7	1,2,3,4,5,6,7	15%
Back Half Weekly Reflections	Weeks 9,10,11,12,13,14	1,2,3,4,5,6,7,	15%
Snapshot of a Northern Community	Week 5	1-5	20%
The Self in Health Care Paper or Video Recording	Week 7	2,3,5,6,7	15%
Food & Your Environment	Week 9	1,4,7	10%
Indigenous Social Determinants of Health Presentation	Week 11	1-7	20%
Feasting & Relationships	Week 15	4,6,7	5%

Artificial Intelligence (AI) Statement

NO USE. Use of generative AI tools (like ChatGPT) is not permitted in this course.

It is the responsibility of students to maintain a history of records and supporting documentation to demonstrate their efforts in all academic submissions, even if submission of these is not part of the final academic deliverable.

Turnitin Statement

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com in support of academic integrity. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

If students choose to opt out of using the software, they must inform their faculty member at the time of the assignment, of their refusal and meet with the faculty to discuss their options. For further information on the use of Turnitin, please refer to the [Operating Procedure 2-201E](#) (<https://department.flemingcollege.ca/hr/attachment/10233/download>)

Respondus Monitor Statement

This course will use Respondus Monitor as a remote proctoring tool to support the administration of electronic examinations and assessments. Fleming College has an institutional license to use Respondus Monitor, a cloud-based service and software that captures video, audio, and other data during student assessment sessions for use in monitoring students. This data is accessible to, and may be used by, authorized individuals at the college to administer student assessments and manage the academic integrity of such assessments. The Student Terms of Use for Respondus Monitor must be agreed to by users (e.g. students) prior to each use of the Respondus Monitor, available at: <https://web.respondus.com/tou-monitor-student/>

By accessing and using Respondus Monitor, you agree to the collection, use, disclosure and retention of your personal information (including personal images) by Respondus Inc. in accordance with its Privacy Policy, available at: <https://web.respondus.com/privacy-policy/>

If you have questions about the collection of your personal information, please contact the Privacy and Policy Officer at freedomofinformation@flemingcollege.ca, or visit Fleming College's [Privacy Statement](#) (<https://flemingcollege.ca/privacy-statement>) for more information.

If students choose to opt out of using Respondus Monitor, they must inform their faculty member prior to the scheduled assessment, of their refusal and meet with the faculty to discuss their options.

Prior Learning and Assessment and Recognition (PLAR)

PLAR uses tools to help learners reflect on, identify, articulate, and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms. PLAR options include authentic assessment activities designed by faculty that may include challenge exams, portfolio presentations, interviews, and written assignments. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course. Any student who wishes to have any prior learning acquired through life and work experience assessed, so as to translate it into a college credit, may initiate the process by applying through the Registrar's office. For more information please click on the following link: <http://flemingcollege.ca/admissions/prior-learning-assessment-and-recognition>

Course Specific Policies and Procedures

It is the responsibility of the student to retain this course outline for future reference. Course outlines may be required to support applications for advanced standing and credit transfer to other educational institutions, portfolio development, PLAR and accreditation with professional associations.

Synchronous sessions may be recorded. As a result, your image, voice, name, personal views and opinions, and course work may be collected under legal authority of section 2 of the Ontario Colleges of Applied Arts and Technology Act, 2002. This information will be used for the purpose of supporting student learning. Any questions about this collection can be directed to the Privacy and Policy Officer at freedomofinformation@flemingcollege.ca or by mail to 599 Brealey Drive, Peterborough, ON K9J 7B1.