JSGS 812 Indigenous Health Policy (Online)

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<th>UNIVERSITY OF REGINA CAMPUS</th>
<th>UNIVERSITY OF SASKATCHEWAN CAMPUS</th>
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<tbody>
<tr>
<td>INSTRUCTOR:</td>
<td>Cassandra J. Opikokew Wajuntah</td>
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<tr>
<td>OFFICE HOURS:</td>
<td>By appointment only <em>(Note: Appointments may be in person or via phone or Skype).</em></td>
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<td>OFFICE LOCATION:</td>
<td>110 2 Research Drive (JSGS)</td>
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<td>TERM:</td>
<td>Winter 2017</td>
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<td>ROOM:</td>
<td>Online – UR Courses</td>
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<td>DATE AND TIME:</td>
<td>Jan. 5 – Apr. 12, 2017 <em>(no class during Winter Break Feb. 21 – 25)</em></td>
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**CALENDAR DESCRIPTION**

This course will address key health policy issues facing Indigenous populations. It will reflect on both historical and contemporary contexts and will take a broad and interdisciplinary approach.

**LEARNING OBJECTIVES**

1. Understand and properly situate the key pieces of legislation and policy that affect Indigenous (First Nations, Métis and Inuit) health in Canada.
2. Understand the role of determinants of health, including historical, social, structural and environmental factors, and their impacts on Indigenous health status.
3. Be able to critically view and analyze media coverage and policies related to Indigenous health.
4. Be familiar with key traditional Indigenous health concepts.

**COURSE CONTENT AND APPROACH**

Ideally, this course would happen in a face-to-face setting where all participants have the opportunity to engage in meaningful discussions with the kind of rich context that is only available to all of us when we share a physical space with one another. However, given that this is an online course and it can be difficult to properly engage in substantive discussion using only our “electronic voices,” students will often be called upon to self-reflective as we move through the course material, though we will utilize respectful, moderated group discussions when they can be meaningful. This approach also allows the instructor to evaluate each student’s individual progress in responding to the material.

Please note that students are not assumed to have extensive pre-existing knowledge in the field of Indigenous health – that is why you are here to learn.
This course will highlight key policies, issues and discussions related to Indigenous health but it is by no means exhaustive. Instead, the aim is to provide students with a basic overview and the important historical, social, environmental and structural context required to more effectively interpret policies related to Indigenous health in Canada. Course materials utilize a variety of sources including grey literature, journal articles, book chapters, websites, videos, online workshops, poetry and recorded lectures from the instructor. Students will notice that some sessions have no associated online activities – it is assumed that you will complete the readings, watch the respective lectures, etc. and utilize that material in your discussions posts and/or reflections.

This course will be guided by several key principles, which we will discuss more thoroughly as we move through the modules, including:

1. **Cultural Safety** – In contrast to the concepts of multiculturalism and universalism, cultural safety “requires the explicit and detailed recognition of the cultural identity of the Indigenous people and the historical legacy of power relations and repression” (Waters 2009, 14).
2. **Reflective Learning** – Students take a step back to analyze and reflect on their responses to the course materials.
3. **Insurgent Education** – We will attempt to engage in “decolonizing and discomforting moments of Indigenous truth-telling that challenge the colonial status quo” (Cornell 2011).
4. **Indigenous ways of knowing** – We respect that Indigenous Peoples have our/their own ways of knowing and interpreting the world that are not required to conform to Western paradigms or modes of inquiry.

Given that this is a graduate level course, students are expected to do all of the required readings and to meaningful participate in discussions. It is also strongly recommended you do the supplementary readings since they expand on the topics covered in the required readings and may assist you if you are struggling to comprehend that week’s topic. Remember, you all come with your own respective knowledge and expertise that you are also encouraged to incorporate into your reflections and experience in this course.

**ATTRIBUTES OF JSGS GRADUATES**

1. **Management, Governance, and Leadership**: Ability to inspire support for a vision or course of action and successfully direct the teams, processes, and changes required to accomplish it.
2. **Communication and Social Skills**: Ability to communicate effectively and build enduring, trust-based interpersonal, professional relationships.
3. **Systems Thinking and Creative Analysis**: Ability to identify key issues and problems, analyze them systematically, and reach sound, innovative conclusions.
4. **Public Policy and Community Engagement**: Ability to understand how organizational and public policies are formulated, their impact on public policy and management and how to influence their development.
5. **Continuous Evaluation and Improvement**: Commitment to on-going evaluation for continuous organizational and personal improvement.
6. **Policy Knowledge**: Ability to analyze and contribute content to at least one applied policy field.
COURSE OUTLINE AND ASSIGNMENTS

Session 1 – Introductions: Who is here? (January 5th – 15th)

Understanding where we come from helps those around us gain context for the lens through which we each view the world and how we might relate or not relate to one another. This type of introduction is consistent with Indigenous ways of knowing and relating. These are our stories, as told by each of us, and as we know, “storytelling is soul medicine” (Van Camp 184, 2015).

Discussion Post(s) #1 and Reflection #1, which are interrelated assignments, are both due by midnight on January 15th. More information will be posted on UR course for these two special assignments.

REQUIRED READINGS:


Chapter 12: Raven Healing (pgs. 134-140) in Determinants of Indigenous Peoples’ Health: Beyond the Social.


SUPPLEMENTARY READINGS:

How to Write a Reflection Paper: http://www.wikihow.com/Write-a-Reflection-Paper

Session 2 – Indigenous Health Status in Canada (January 16th – 22nd)

We will examine the current state of Indigenous health in Canada while also situating it within a global context.

REQUIRED READINGS:


**Session 3 – Going Beyond: Determinants of Indigenous Health** (January 23rd – 29th)

Indigenous health is impacted by a variety of determinants including social, structural, political, environmental and historical factors. This module is an important underpinning for understanding the rest of the course.

**REQUIRED READINGS:**

National Aboriginal Health Organization. 2010. Perspectives from First Nations, Inuit and Métis on Health Care: [https://www.youtube.com/watch?v=Bl-DU_9ukYg](https://www.youtube.com/watch?v=Bl-DU_9ukYg)


Introduction (pgs. xi-xxix), Chapter 1 (pgs. 3-15) and Chapter 4 (pgs. 33-38) in *Determinants of Indigenous Peoples’ Health: Beyond the Social*.

**SUPPLEMENTARY READINGS:**

Chapter 5: Two Poems (pgs. 39-44) in *Determinants of Indigenous Peoples’ Health: Beyond the Social*.

**Session 4 – Policies & Frameworks Related to Indigenous Health** (January 30th – February 5th)

Policies, policy frameworks and various pieces of legislation result in a “policy patchwork” of Indigenous health in Canada. We will examine key pieces of policy and legislation outlining responsibilities for Indigenous health to have an improved understanding/overview of the complex policy landscape.

Discussion post(s) #2 is due by midnight on February 5th.

**REQUIRED READINGS**


**SUPPLEMENTARY READINGS:**

Watch the video featuring Justice Murray Sinclair in the CBC News article.
Session 5 – Indigenous Health Policy Actors/Influencers (February 6th – 12th)

Indigenous health policy is shaped by a variety of policy actors, all with very different interests and mandates. Who is at the table? Who isn’t at the table? What is the role of community members? Families? The government? The answers to these questions can help provide context for understanding which policy actors are influencing the policy landscape.

Discussion post(s) #3 is due by midnight on February 12th.

REQUIRED READINGS:


Jordan’s Principle: The Story of Jordan River Anderson: https://www.youtube.com/watch?v=aGAqvRigxko *Please note that this video tells a difficult story that may elicit an emotional response. If you are experiencing stress, please contact U of R’s Counselling Services – contact information is at the end of this document.


Session 6 – Residential Schools and the Truth and Reconciliation Commission (February 13th – 19th)

The impacts of the residential school policy on Indigenous health in Canada are far-reaching, intergenerational, and profound. This week, we will examine the origins of this policy, the findings of the Truth and Reconciliation Commission and the continued effects of this intergenerational trauma on Indigenous health.

Reflection #2 is due by midnight on February 19th.

REQUIRED READINGS:

Truth and Reconciliation Commission: Calls to Action www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf

Chapter 8: Cultural Wounds Demand Cultural Medicines (pgs. 78-89) in Determinants of Indigenous Peoples’ Health: Beyond the Social.

YouTube video: We Were Children – Video Trailer https://www.youtube.com/watch?v=9daBqAddI_s

SUPPLEMENTARY READINGS:

Truth and Reconciliation Commission: www.trc.ca


Session 7 – Winter Break (February 20th – 26th)

No class or online activities this week. You’re free!

Session 8 – Critiques of the Western Policymaking Process (February 27th – March 5th)

As policymakers, we often use the systems in place for creating policy without questioning the ideals, values and biases inherent in them. Using a critical lens, we will dissect the “Western” policymaking process from a variety of perspectives, including both gender and Indigenous critiques.

Media analysis (30%) assignment is due by midnight on March 5th.

REQUIRED READINGS:


Online activity: Complete modules 1-4 of the GBA+ online course on the Status of Women Canada website: http://www.swc-cfc.gc.ca/gba-acs/course-cours-en.html *Note that you are not required to complete all the modules, only 1-4, but feel free to complete them all if you like.

SUPPLEMENTARY READINGS:


Session 9 – Ethics and Indigenous Health Research (March 6th – 12th)

Research involving Indigenous peoples around the world was historically research done “on” Indigenous peoples as subjects but new requirements and protections are shifting the research trend towards research done in partnership “with” Indigenous peoples/communities. We will examine the policies and practices in place related to Indigenous health research.

Proposal for final paper (10%) due by midnight on March 12th.
REQUIRED READINGS:


SUPPLEMENTARY READINGS:


Session 10 – Traditional Conceptions of Indigenous Health (March 13th – 19th)

Through the readings up to this point in the course, we have only ventured into traditional Indigenous health concepts secondarily. This week we will look at traditional Indigenous concepts of health and healing and the implications for Indigenous health policy.

Discussion post(s) #4 is due by midnight on March 19th.

REQUIRED READINGS:

Chapters 3, 4, 14 in Determinants of Indigenous Peoples’ Health: Beyond the Social.


SUPPLEMENTARY:

Chapter 9: Activating Place: Geography as a Determinant of Indigenous Peoples’ Health and Well-being (pgs. 90-98) in Determinants of Indigenous Peoples’ Health: Beyond the Social.

Session 11 – Indigenous Child and Youth Health (March 20th – 26th)

Indigenous children and youth are the fastest growing population in the nation and represent the resilience and future of Indigenous communities. However, the state of Indigenous youth and child health in Canada is in crisis and there are currently more Indigenous children in the child welfare system than during the height of residential schools (Blackstock 2003). We will examine the policies and policy gaps that have contributed to the health outcomes of Indigenous youth and children in Canada and look at emerging policy innovations.

Reflection #3 is due by midnight on March 26th.
REQUIRED READING:


IPHRC Featured Video “Acting Out… But In A Good Way” available online: [http://iphrc.ca/](http://iphrc.ca/)


Session 12 – Intersections of Gender, Sexuality and Indigenous Health (March 27th – April 2nd)

How does a person’s gender, sex or cultural identity impact one’s health? This week we will look at how conceptions of gender are affecting Indigenous health policy and how these concepts are reflected in traditional Indigenous knowledges.

REQUIRED READING:

Chapter 10: Embodying Self-Determination: Beyond the Gender Binary (pgs. 104-119) in *Determinants of Indigenous Peoples’ Health: Beyond the Social.*


SUPPLEMENTARY READING:

Native Women’s Association of Canada – Missing and Murdered Indigenous Women and Girls website: [https://nwac.ca/mmiwg/](https://nwac.ca/mmiwg/)
Session 13/14 – Looking Forward: Emerging Trends & Innovations (April 3rd – 9th Note: Last day of classes is April 12th)

Where does Indigenous health and policy go from here? We will examine some exciting new innovations in the field and how Indigenous people are realizing self-determination through control of our/their own health.

Discussion post #5 is due by midnight on April 9th.

Reflection #4 is due by midnight on April 9th.

Final paper (40%) is due by midnight on April 23rd.

REQUIRED READINGS:

All Nations Healing Hospital – Accreditation Canada: https://accreditation.ca/all-nations%E2%80%99-healing-hospital-anhh


Chapters 19 and 23 (pgs. 205-218, 244-254) in *Determinants of Indigenous Peoples’ Health: Beyond the Social.*

SUPPLEMENTARY READINGS:


All Nations Healing Hospital PPT – Available on UR Courses.

BC First Nations Health Authority: http://www.fnha.ca/

REQUIRED READINGS


SUPPLEMENTARY READINGS

Suggested additional readings are listed throughout the syllabus in the respective sessions.
## EVALUATION

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<thead>
<tr>
<th>Method of Evaluation</th>
<th>% of Total Course Grade</th>
<th>Due Date</th>
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<tr>
<td>Reflections</td>
<td>20% (4 x 5% each)</td>
<td>Jan. 15&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>Feb. 19&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>Apr. 9&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>Discussion Post Participation</td>
<td>10% (5 x 2% each)</td>
<td>Jan. 15&lt;sup&gt;th&lt;/sup&gt;,</td>
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<td>Media Analysis</td>
<td>20%</td>
<td>March 5&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Proposal – Final Paper</td>
<td>10%</td>
<td>March 12&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Final Paper</td>
<td>40%</td>
<td>Apr. 23&lt;sup&gt;rd&lt;/sup&gt;</td>
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*Please note that all assignments listed are due by midnight local SK time and should be submitted through UR Courses with your last name and the assignment name as follows:

opikokew_reflection1

Details on the requirements for each assignment follow below. Sample marking guides are available on the class’s UR Courses site. Please see the JSGS Grade Descriptors found on page 10 of the Graduate Student Handbook, available here: [http://www.schoolofpublicpolicy.sk.ca/documents/student-resources/2015-16_JSGS%20handbook_UofR.pdf](http://www.schoolofpublicpolicy.sk.ca/documents/student-resources/2015-16_JSGS%20handbook_UofR.pdf) and on UR Courses.

All assignments must use JSGS’s recommended Referencing Guide (Chicago Style) and students are also encouraged to review JSGS’s Writing Workshop Documents, all of which can be found online: [http://www.schoolofpublicpolicy.sk.ca/students/resources/useful-links-and-documents.php#JSGSdocuments](http://www.schoolofpublicpolicy.sk.ca/students/resources/useful-links-and-documents.php#JSGSdocuments)

### LATE ASSIGNMENTS

All late assignments will be docked 5% per day, subject to extensions, which may be granted in exceptional circumstances.

### DESCRIPTION OF ASSIGNMENTS:

A complete description of each assignment is available on UR Courses.

**Reflections (20%) (4 x 5%)**

Reflections are your personal “takeaways” from that particular session’s topic and you are encouraged to also reflect on what we’ve learned cumulatively to that point in the overall course. “Takeaways” are the point at which your thinking about the topic was impacted/changed/informed/challenged/intrigued. Your reflections are only shared directly with the instructor, not with your classmates, and are designed to help you process the content as we move through the course. A reflection is not just a personal
journal entry or opinion. You are required to reference at least 2 pieces of course material in your reflection and to bring in at least 1 source from outside the course material. Each reflection should be no more than 500-750 words.

The suggested structure for your reflection is as follows:

- **Introduction (1 paragraph)** – Briefly summarize the topic and identify your 2-3 “takeaways.”
- **Body (2-3 paragraphs)** – Referencing the course material and bringing in at least one outside source, explain and examine your 2-3 “takeaways.” You may find it useful to consider one or a few of the following questions:
  - How has the material challenged/reinforced your ideas about this topic?
  - Did anything make your uncomfortable and if so, why or why not?
  - Did anything really strike a chord with you? What got your attention and why?
  - Did you have an emotional or strong response to anything? What prompted it?
- **Conclusion (1 paragraph)** – Identify how your reaction to the materials and your “takeaways” will impact you in your professional role and/or personal life. You may also consider if any additional questions about the material have arisen as a result of your reflection.

**Discussion Posts (10%) 1% per post x 10 posts (2 posts per discussion = 2%)**

During five sessions, as indicated in the syllabus, you will be required to participate in an online discussion with your peers. On the first day of that week’s session, the instructor will post a question related to the topic. You are required to complete at least two posts per discussion to get your full marks for that week (2%). Your first post should be in response to the instructor’s question and will be worth 1% and your second post should be in response to one or all of your classmates’ responses and is also worth 1%. Your posts should be no more than 200 words each and at least one post should include references. Posts should be ongoing, substantive and thoughtful. If your two posts are back-to-back and/or you complete both posts right before the midnight deadline, you will receive only partial marks. We want to encourage engagement with your classmates and be respectful of the time and effort we all put into the discussion.

**Media Analysis (20%)**

The media plays a key role in the production or reproduction of narratives related to Indigenous health and policy. In this assignment, you are required to select one piece of media related to Indigenous health in Canada. Once you have selected your news item, please forward it to the instructor for approval. You may choose a written news article, a TV story or a radio piece. Your analysis should be no more than 1,500 words and must have an introduction with a thesis statement, a conclusion and address the following questions throughout the body:

- What is the Indigenous health topic the story addresses?
- What is the source of the story (media outlet)? Who is the intended audience?
- What voices are included in the story? What voices aren’t included but could have been?
• What is the tone of the story? Positive? Negative? Other?
• What key terms are used in the story? Are they used appropriately?
• What Indigenous health policy(ies) is/are applicable to this story? Are they referenced? Explain the applicable policy(ies) or policy gap and why it would be relevant to the story.
• What Indigenous health concepts/factors are applicable to this story? Are they referenced? (ex. gender, sexuality, determinants of health, self-determination, historical antecedents, etc.) Explain the applicable concepts/factors and why they would be relevant to the story.

Proposal – Final Paper (10%)

The proposal is designed to get you thinking about your final paper midway through the course so that you can be gathering and processing course material for it that might be relevant. You may use subheadings and bullet points for this paper so that it is like an outline. Your final paper may differ somewhat from your proposal, which is to be expected, but should not be drastically different.

Your proposal should be no more than 1-2 pages and should include the following:

• TRC Call – Health – Identify the TRC call you have chosen.
• Organization – Describe the organization you have chosen to respond and why.
• Proposed response – Briefly describe your plan for responding with 3-5 preliminary ideas.
• Bibliography – List 4-5 potential sources you might use for your final paper.

Final Paper (40%)

You will choose one of the seven TRC Calls to Action – Health and then choose an organization that is positioned to address that call to action. The organization might be the one you currently work for, if applicable, or one you would like to work in. Examples of organizations that might be applicable include: health ministries (provincial or federal), health departments/branches, health regions, hospitals, clinics, health programs (ex. addiction treatment), health training programs (ex. medical schools, nursing programs, etc.), health centres or professional health associations. However, you are not allowed to choose an organizational that already has a TRC response in place that is available to the public (i.e. it must not be posted on their website, etc.) – you must develop your own response for the organization. Your paper should be no more than 2,500 words (approximately 10 pages double-spaced) and should be structured as follows:

• Introduction – Explain which organization you are representing, which call you are responding to and why your organization is responding to it.
• Body - The body of your paper should address the following:
  o Identify and explain the Indigenous policy(ies) and/or policy gap, contextual factors and/or determinants your call is related to and why (ex. NIHB, off-reserve vs. on-reserve, gender, location, etc.).
  o Provide a brief background and overview of your organization.
Explain how your organization will respond to the TRC call you have chosen. What is your plan? Your explanation might include new/revised targets, policies, procedures, research, timelines, budgets, etc. Be creative!

• Conclusion/Recommendations – Summarize your recommendations for your organization’s response to the TRC call and why your recommendation/plan is the best course of action.

STUDENTS WITH SPECIAL NEEDS

University of Regina (U of R): Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact the Coordinator of Special Needs Services at (306) 585-4631.

U OF S: Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact Disability Services for Students (DSS) at 966-7273.

STUDENTS EXPERIENCING STRESS

University of Regina (U of R): Students in this course who are experiencing stress can seek assistance from the University of Regina Counselling Services. For more information, please see the attached document, visit this website: http://www.uregina.ca/student/counselling/contact.html, or call (306) 585-4491 between 8:30 a.m. to 4:30 p.m. Saskatchewan time Monday to Friday.

ACADEMIC INTEGRITY AND CONDUCT

U of R: Ensuring that you understand and follow the principles of academic integrity and conduct as laid out by the University of Regina (available at http://www.uregina.ca/gradstudies/grad-calendar/policy-univ.html) is vital to your success in graduate school. Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. If you have any questions at all about academic integrity in general or about specific issues, contact your course instructor to discuss your questions.

U OF S: Understanding and following the principles of academic integrity and conduct as laid out in the University of Saskatchewan’s Guidelines for Academic Conduct is vital to your success in graduate school (available at www.usask.ca/university_secretary/council/reports_forms/reports/guide_conduct.php). Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. If you have any questions at all about academic integrity in general or about specific issues, contact any faculty member and we can discuss your questions.