

# JSGS 812 Indigenous

University of Regina (Online)

**INSTRUCTOR:** Dr. Sherry Arvidson  
**MEETING:** By appointment at a mutually agreed time, we can schedule a telephone meeting

**E-MAIL:** Send emails directly to: [sherry.arvidson@uregina.ca](mailto:sherry.arvidson@uregina.ca)

**TERM:** Fall 2022

**ROOM:** Online

**DATE AND TIME:** Weeks begin on Mondays at midnight and end on Sundays at 11:55 PM

## Honour Code

At the Johnson Shoyama Graduate School of Public Policy (JSGS), we believe honesty and integrity are fundamental in a community dedicated to learning, personal development, and a search for understanding. We revere these values and hold them essential in promoting personal responsibility, moral and intellectual leadership, and pride in ourselves and our University.

As JSGS students, we will represent ourselves truthfully, claim only work that is our own, and engage honestly in all academic assignments.

Since articulated standards and expectations can influence attitudes, and because each of us shares the responsibility for maintaining academic integrity (see below for details on academic integrity at the JSGS), we are committed to upholding the Academic Honor Code.

## Academic Honour Pledge

As a member of the JSGS community, I pledge to live by and to support the letter and spirit of JSGS's Academic Honour Code.

## REMOTE LEARNING CONTEXT

We acknowledge the complex circumstances—i.e., a worldwide pandemic—in which this course is taking place. All participants should interact with empathy, patience, and care. Links to online learning resources are provided below.

## 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**

- ✓ Analyze health policy matters and situations as it pertains to the health of Indigenous people in Canada, and beyond;
- ✓ Interpret and critique a range of health policies in relation to the health of Indigenous people in Canada; and
- ✓ Evaluate key considerations in relation to the health of Indigenous people in Canada, including describing elements of successful collaboration with Indigenous people, healthcare organizations, and multiple levels of government.

## **ATTRIBUTES OF JSGS GRADUATES**

Through the development of the following competencies, JSGS MPA graduates will be prepared to meet the policy challenges of a rapidly changing world:

Analysis and Use of Evidence – how to use evidence and develop the necessary analytical skills to succeed in a public administration career;

Politics and Democracy – ensuring that students have a deep understanding of the role of politics and democracy in public policy development including the roles of the various institutions and policy actors; and

Policy Delivery – the importance of effective service delivery and the ongoing management and evaluation of public policy.

## **INTELLECTUAL PROPERTY ACKNOWLEDGEMENT**

This course was developed and taught for many years by Dr. Michèle Parent-Bergeron.

## **COURSE CONTENT AND APPROACH**

Given the breadth and depth of the field of Indigenous health policy and the number of topics in this domain, it is not possible for one course to provide a comprehensive examination of all relevant Indigenous health policy matters/situations. The aim of this course is to provide an overview of key aspects as it pertains to Indigenous health policy in Canada, and beyond. Our work will help students establish a foundation from which they can embark on future critical analyses, study, and research in the realm of Indigenous health policy; it is a journey.

This course is divided into modules, which are further subdivided into various topics, each of which will involve readings (identified in the course room within each module) and content with associated learning activities. Participation in the pre- and post-course evaluation will be an opportunity to engage in deeper reflection and self-assessment. The quizzes will be an opportunity for students to demonstrate learning as it pertains to the readings and material presented in the modules. Participation in the discussion assignment is an important aspect of the course as it provides a venue for students to engage with one another, share ideas, perspectives, research, and experiences, ask questions, and work through the vast amount of research and theoretical material on Indigenous health policy in a shared learning environment.

This is a graduate level course prepared for professional students with a focus on health care management. Each of you brings unique expertise and experience to the class, which you are encouraged and indeed expected to share. The success of this course and the quality of your experience will depend largely on your own level of engagement with the material. The course is designed to be a joint learning experience for which we all share responsibility.

## **COURSE OUTLINE**

**A brief description for each module is presented below** (See more details for each module within courseroom)

**August 30 to September 11, 2022**

### **Module 1: Introduction and Orientation**

- Student introductions
- Review of course syllabus and expectations
- Overview of Indigenous Peoples in Canada
- Truth and Reconciliation Commission of Canada: Calls to Action

**September 12 to 18, 2022**

### **Module 2: Health & Social Equity and Human Rights**

- Theoretical frameworks for understanding health and social inequities
- Important influences on the health of Indigenous people in Canada
  - Colonialism
  - The legacy of the residential school system and Indian Hospitals

**September 19 to 25, 2022**

### **Module 3: Health Policy**

- Contributions to Indigenous people's health
- Current state of the knowledge in your area of practice or discipline
- Successes and challenges

**September 26 to October 2, 2022**

**Module 4: Health Legislation and Health Policy Frameworks**

- The Canada Health Act, the Indian Act – gaps, overlaps and opportunities
- Non-Insured Health Benefits
- Implications of being status vs. non-status, and on-reserve vs. off-reserve
- Indigenous perspectives

**October 3 to 9, 2022**

**Module 5: Ethics and Mazinàtesin**

- Informed consent

**October 11 to 16, 2022**

**Module 6: Conducting Research**

- Interagency Policy (Chapter 9)
- Lessons from the past
- Community-based research partnerships and participatory research

**October 17 to 23, 2022**

**Module 7: Historic Trauma and the Health of Indigenous People in Canada**

- Process of Intergenerational Transmission
- Health and Healing Practices

October 24 to November 5, 2022

### Modules 8/9: Determinants of Health

- First quiz (see courseroom, November 6, 2022)
- Distal determinants of health
- Determinants of Health for Indigenous People**
  - What, why, where and solutions
  - Community perspectives
- Indigenous children and youth health status and the special challenges: strengths and lessons learned
  - Interface with child protection services: strengths and lessons learned
  - Mental health and suicide: state of the knowledge and prevention initiatives

**November 7 to November 13, 2022 (reading week)**

**November 14 to 20, 2022**

### Module 10: Amàzowin: *A feeling of anticipation of, or anxiety over a future state*

- Role: community engagement, leadership, education, and decision-making
- Facilitating culturally safe relevant practices
- Drawing on Indigenous knowledge and community-based participatory approaches

**November 21 to 27, 2022**

### Module 11: Closing the Gaps

- Reflections on *learnings*
- My* connection to Indigenous health policy
- Global views on Indigenous health policy

**November 28 to December 4, 2022**

## **Module 12: Closing & wrap up**

- Second/final quiz (see courseroom, December 5, 2022)

### **DESCRIPTION OF ASSIGNMENTS**

- **Quiz 1 (10%) Opens November 6 @1200 and closes November 7 @1200**
- Quiz 2 (10%) Opens December 5 @ 1200 and closes December 6 @ 1200**
- Each quiz will be based on course content presented across modules. Occurring twice in the term. Quizzes are available in the courseroom.

*Quiz 1 – Tested on modules 1 to 7*

*Quiz 2 – Tested on modules 8 to 11*

#### **Characteristics of all two Quizzes.**

Note: This is not an exam or test - a quiz is an opportunity to show/demonstrate your learning after completing the modules.

- **Quiz 1 (10%)**

Focus: Modules 1-2-3-4-5-6-7

- 14 multiple choice questions, including True/False worth 1 or 2 points each (total 20 points)
- Time limit: 45 minutes (student works submits automatically if the time limit is reached)
- Only one submission possible. Automatically graded upon submission
- Course content will be restricted when the quiz opens and will resume when the quiz closes

#### **Quiz 2 (10%)**

Focus: Modules 8-9-10-11

- 15 multiple choice questions, including True/False worth 1 or 2 points each (total 20 points)
- Time limit: 45 minutes (student works submits automatically if the time limit is reached)
- Only one submission possible. Automatically graded upon submission
- Course content will be restricted when the quiz opens and will resume when the quiz closes

➤ **Discussion Assignment #1 (20%)**

- Contribute to the Discussion Assignment (20%)
- **Begins August 30 and ends October 23**

You will be directed in the courseroom to post your comments (individually or in a small group format, this is your choice) in response to the topics under study in a forum style. In stepwise format, the goals are to provide in-depth information and to engage in discussion with the professor and colleagues in the course about the topics under study. This assignment is an opportunity for all to integrate research and theory presented in the course to date (and beyond) on the discussion topics. To encourage discussion, you will be instructed to post to others. **See courseroom for more details about this assignment.**

➤ **Discussion Assignment #2 (30%)**

- Contribute to the Discussion Assignment (30%)
- **Begins October 24 and ends December 5**
- You will be directed in the courseroom to post your comments (individually or in a small group format, this is your choice) in response to the topics under study in a forum style. Reading week will occur this time (Nov. 7 – 13) and you are **not obligated** to contribute to this discussion assignment during that week; I encourage you to take this week and time away/off for yourself. In stepwise format, the goals are to provide in-depth information and to engage in discussion with the professor and colleagues in the course about the topics under study. This assignment is an opportunity for all to integrate research and theory presented in the course to date (and beyond) on the discussion topics. To encourage discussion, you will be instructed to post to others. **See course room for more details about this assignment.**

➤ **Personal Reflections Assignment: (30%) Deadline: December 1, 2022**

Addressing the guidelines presented below, each student individually must prepare and submit a brief paper to the Professor (maximum 2-3 pages, double space and Times Roman 12; citations in text and in reference list do not count in the total page number, and must be presented according to Chicago style, as per guidelines from your school).

Select 4 personal reflections that you completed as you worked through and learned across modules. Summarize them. Using the knowledge acquired (theory and research across modules) and skills (discussion assignment) in this course, analyze your reflections by: 1) identifying and elaborating on at least one main theme that surfaces across your selected reflections; 2) describing this theme(s) and providing more details about context (for ex. why is it important to learn and know more about this theme, and/or why is important for you as a health care leader to address this theme). To conclude this paper, identify your strengths as well as the learning needs you need to consider as you move forward in your leadership and work with Indigenous people.

**The marking guide for this assignment is linked in the course room.**

## **Resources**

Indigenous Cultural Safety Collaborative. Webinars Series.  
<http://www.icscollaborative.com/webinars>

Media Indigena. <https://mediaindigena.com/about/>

National Collaborating Centre for Indigenous Health. <https://www.nccih.ca/en/>

Yellowhead Institute. <https://yellowheadinstitute.org/>

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## **STUDENT RESOURCES**

Remote learning information page for students. This resource engages students in learning about the skills associated with remote learning success.

<https://www.uregina.ca/remote-learning/>

**Remote Learning Readiness Tutorial for Students.** These resources engage you in learning about the skills associated with remote learning success.

- [https://libguides.usask.ca/remote\\_learning](https://libguides.usask.ca/remote_learning)
- <https://students.usask.ca/remote-learning/index.php>

**Academic Integrity and Avoiding Plagiarism.** There are three resources listed below. The first one is a video made especially for JSGS students. The second, addresses students' frequently asked questions about citing and paraphrasing. The third is a guide on your responsibilities regarding academic work, your rights, and the supports and services available to ensure you succeed within the larger scholarly community.

- <https://edpuzzle.com/embed/media/5f4f0087b086963f62d35d52>
- <https://usask.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=7fd78297-b175-4c47-ba48-ac4300246e16>
- <https://libguides.usask.ca/AcademicIntegrityTutorial>

## LATE ASSIGNMENTS

Late assignment will be assigned a penalty of 5%; assignments more than a week late will lose a full grade of 10%; special circumstances will be considered upon application by the student.

## ADDITIONAL EVALUATION INFORMATION

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors, and the institution. A copy of the Learning Charter can be found at: <http://teaching.usask.ca/about/policies/learning-charter.php>.

## ENROLLMENT LIMIT

Class enrollment will generally be limited to 30 students.

## STUDENTS WITH SPECIAL NEEDS

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 one of the following:

U of R: Coordinator of Special Needs Services – (306) 585-4631.

USask: Disability Services for Students (DSS) – 966-7273.

## Students Experiencing Stress

Students who are experiencing stress can seek assistance from one of the following:

U of R: Counselling Services – <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.

USask: Student Affairs and Outreach – <https://students.usask.ca/health/centres/student-affairs-and-outreach.php> or call (306) 966-5757.

## ACADEMIC INTEGRITY AND CONDUCT

Understanding and following the principles of academic integrity and conduct 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. The JSGS has developed an Honour Code (see above) that encapsulates these values.

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. For more information, please see:

USask: Guidelines for Academic Conduct –

[www.usask.ca/university\\_secretary/council/reports\\_forms/reports/guide\\_conduct.php](http://www.usask.ca/university_secretary/council/reports_forms/reports/guide_conduct.php).

U of R: Academic Misconduct – <https://www.uregina.ca/president/executive-team/ed-governance-univ-secretary/student-appeals/student-behaviour.html>

## **JSGS GRADE DESCRIPTIONS**

85+ excellent

*A superior performance* with consistent strong evidence of:

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- an excellent ability to apply theories to real-world problems and intersect with related disciplines.

80-85 very good

*An excellent performance* with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- a strong ability to apply theories to real-world problems and intersect with related disciplines.

75-80 good

*A good performance* with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze, and to examine the subject material in a critical and constructive manner; and
- some ability to apply theories to real-world problems and intersect with related disciplines.

70-75 satisfactory

*A generally satisfactory and intellectually adequate performance* with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material; and
- a moderate ability to examine the material in a critical and analytical manner.