

# JSGS 812 Indigenous Health Policy

UNIVERSITY OF REGINA (online)

<b>INSTRUCTOR:</b>	Michèle Parent-Bergeron PhD
<b>MEETING:</b>	By appointment at mutually agreed time we can schedule a telephone meeting
<b>E-MAIL:</b>	UR courseroom and <a href="mailto:Michele.Parent@uregina.ca">Michele.Parent@uregina.ca</a>
<b>TERM:</b>	Spring 2021
<b>ROOM:</b>	Online
<b>DATE AND TIME:</b>	Weeks begin on Mondays at midnight and end on Sundays at 11:55 PM

## LAND ACKNOWLEDGEMENT

The University of Saskatchewan campus of the Johnson Shoyama Graduate School of Public Policy is situated on Treaty 6 Territory and the Homeland of the Métis, while the University of Regina campus is situated on Treaty 4 Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. As we engage in Remote Teaching and Learning, we would also like to recognize that some may be attending this course from other traditional Indigenous lands. JSGS asks that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

## 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, including comparisons to other countries;
- ❖ 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.

## 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 courseroom 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. 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 AND ASSIGNMENTS**

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

**May 3 to 9, 2021**

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

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

### **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

**May 10 to 16, 2021**

### **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

#### **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

**May 17 to 23, 2021**

#### **Module 5: Ethics and Mazinàtesin**

- Research ethics - Interagency Policy (Chapter 9)

#### **Module 6: Conducting Research**

- Lessons from the past
- Community-based research partnerships and participatory research
- First quiz (see courseroom)

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

- Process of Intergenerational Transmission
- Health and Healing Practices

**May 24 to 30, 2021**

#### **Module 8/9: Determinants of Health**

- Social, cultural, economic and political determinants of health
- **Determinants of Health in Relation to the Health of 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

**May 31 to June 6, 2021**

**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

**Module 11: Closing the Gaps**

- Reflections on *learnings*
- *My* connection to Indigenous health policy
- Global views on Indigenous health policy
- Second/final quiz (see courseroom)

**June 7 to 16, 2021**

**Module 12: Discussion assignment & wrap up**

- post-course self-assessment (see courseroom)

**DESCRIPTION OF ASSIGNMENTS**

➤ **Self-assessment questionnaire (pre-course) Deadline: May 9, 2021 11:55pm**

- The first self-assessment questionnaire is worth 5%. The evaluation is designed to encourage deeper reflection. The learner will be asked to complete a brief set of questions again at the end of the course to see if the course changed your perspectives and ideas.

➤ **Quiz 1 (20%) Deadline: May 23, 2021 Deadline: May 23, 2021 and  
Quiz 2 (20%) Deadline: June 6, 2021**

- Each quiz will be based on course content presented across modules. Occurring twice in the term. Quizzes are available in the courseroom. Submit each of them by the following deadlines:

*Quiz 1 - 2021-05-23 @ 11:55pm (on modules 1 to 7)*

*Quiz 2 - 2021-06-6 @ 11:55pm (on modules 8 to 11)*

➤ **Discussion Assignment: 40%**

- Contribute to the Discussion Assignment (40%) **starts June 7 and ends June 16, 2021**

You will be directed in the courseroom to post your comments (individually) 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.**

➤ **Self-assessment questionnaire (post-course) Deadline: June 16, 2021 11:55PM**

- The final self-assessment questionnaire is worth 5%. This is the post-course self-evaluation, and it is designed to encourage deeper reflection. As previously mentioned, learners will be asked to complete a brief set of questions again at the end of the course to see if the course changed your perspectives and ideas.

**Resources**

**Web Sites:**

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/>

**EVALUATION**

- Self-assessment (pre and post-course): 10%
- Discussion assignment in courseroom: 40%
- Quizzes: 40%

## 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.

## 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.

## **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:

Academic Integrity – <https://www.uregina.ca/gradstudies/current-students/academic-integrity/index.html>

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University of Regina Copyright information: <https://www.uregina.ca/copyright/guidelines/fair-dealing.html>

## **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/>

Rights & Responsibilities of graduate students

<https://www.uregina.ca/gradstudies/current-students/Rights%20/index.html>ights & Responsibilities of graduate 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:

Centre for Student Accessibility – [accessibility@uregina.ca](mailto:accessibility@uregina.ca) or 306-585-4631.

<https://www.uregina.ca/student/accessibility/students/index.html>

## **Students Experiencing Stress**

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.

## **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>.