

UBC SCHOOL OF POPULATION AND PUBLIC HEALTH**Course Number: SPPH DL536****Course Title: Indigenous Public Health in Canada: Ethics, Policy and Practice****Facilitator's Name:** Dr. Patricia Spittal**Indigenous Advisor:** Dr. Shannon Tania Waters, MD, MHSc, Stz'uminus First Nation, Public Health Physician**Class Dates:** Thursdays July 6, July 20, Aug 3 (online); July 13, July 27, Aug 10 (in person)**Email:** patricia.spittal@ubc.ca**Phone:** 604-806-8779**Office hours:** 1 hour after class at UBC or by arrangement at my office at BC Children's Hospital: V3-323 Clinical Support Building, 950 W 28th Ave.**Teaching assistant:** Jorden Hendry**Email:** jorden.hendry@ubc.ca**Phone:** 250-631-8284**A. Purpose**

Differences in health outcomes between Indigenous people and Canadians are unacceptable and unsustainable, however there is a paucity of public health professionals capable of addressing the needs of Indigenous communities. Very few opportunities exist for students of public health to critically assess the historical and current processes that continue to widen health gaps among Indigenous people who live in Canada and other Canadians. Advancing understanding and accountability in public health ethics, policy and practice for students in the field of Indigenous public health is essential for successful, long-term improvements in health outcomes. The content of the course will include addressing the experience of colonization, Indian Act, the histories and intergenerational impact of the residential school and child-welfare systems, communicable disease prevention, the challenge of ethical public health practice and using traditional healing and ceremonies for early intervention. Students will gain greater understanding of Indigenous health and will gain skills for becoming socially aware, self-reflective health professionals.

B. Learning Objectives

1. Describe the connection between historical and current government practices toward Indigenous people in Canada including colonization, Indian Residential Schools, the child welfare system, treaties and land claims, and their link to intergenerational health outcomes;
2. Critically assess ethical frameworks and issues and their implications for Indigenous public health practice in research, the clinical setting and community development;
3. Identify and analyze information on relevant historical and current Canadian legislation and its impact on Indigenous people's health;
4. Compare epidemiological trends and patterns between Indigenous and non-Indigenous people in the context of determinants of health, health promotion, prevention and early intervention programs;
5. Explain the implications of integrating traditional health in contemporary Indigenous health practice;
6. Demonstrate understanding how the historical, medical, social and spiritual determinants of health and wellness for Indigenous people impact health outcomes.

C. Evaluation of Student

- i) Reading summaries and class participation 30%
- ii) Critical review assignment 35% [Due Thursday, July 20 via Canvas]
- iii) Poster presentation OR briefing note 35 % [Due August 10 in class]

Detailed weekly course activities:

Day	Student's responsibility	TA's responsibility
Monday	* Complete assigned reading summary and post online by 9 am.	Post discussion questions for the following week's topic.
Tuesday	* Online participation: answer assigned questions and participate in discussion of other students' answers by 5 pm	Provide feedback and comments as appropriate.
Wednesday		Provide feedback and comments as appropriate.
Thursday	* Online Canvas: discussion, guest presentations, and Q&A with instructor (5:00 pm)	Online for Thursdays, 5:00 p.m. (subject to change)
Friday/Saturday/Sunday	* Complete mandatory assigned readings associated with the weekly topic. * Work on course assignments	Available for Q&A regarding assignments via email (anytime) or by phone (by appointment).

i) Readings, reading summaries, and class participation**Weekly readings:**

This course aims to provide students with a comprehensive overview of important public health matters involving Indigenous people. The reading list is therefore intensive. You can find the list of readings for each week in this syllabus. Please make use of Internet search engines and the UBC library e-Resources to access readings. If you have difficulty accessing a reading, please alert the T.A. as soon as possible via email and the reading will be emailed to you.

Reading summaries:

To ease the burden of the reading lists and facilitate collaboration and dialogue between learners, each week students will be assigned articles in the course pack or chapters from the course texts (or a combination). Assigned readings for the entire semester will be made available after the start of the course. Students are expected to read, summarize and (if appropriate) compare the articles/chapters in the reading summary. The entire summary should be a maximum of 2 pages. Reports may be written in bullet point form, but keep in mind that your fellow learners require adequate notes to complete in class activities. **Students will then post summaries on Canvas to share with fellow students by no later than the Monday at 9:00 am.**

Online discussion and participation:

After posting reading summaries, students will answer a discussion question that will have been assigned and posted one week in advance. Answers should be short (150 words), concise, and well thought out. Students are then expected to briefly comment on at least one of the answers posted by another student. Comments should be insightful, respectful and contribute to the discussion of the question. **Students will post their discussions on Canvas to share with fellow students by no later than the Tuesday at 5:00 pm.**

Zoom discussion:

Students will participate in a weekly conference using *Zoom* with Dr. Spittal and the teaching assistant to synthesize our knowledge on the weekly topic and discuss the week's activities. We will also have the opportunity to hear from guest speakers on the weekly topic, when available. Attendance is mandatory and audio files of the sessions will be made available for students' reference.

Please note: *The quality of your reading summaries, your engagement with the lecturer/guest speakers and your contributions to class discussion both in the forum and in our weekly meetings comprise a significant portion of your final grade.*

ii) Critical Review Assignment due July 20, 2023

Write an eight to ten page (double spaced) critical review of a published epidemiological study of your choice that addresses a health issue among Indigenous people in Canada or Indigenous peoples in another country. The publication should be related to the topic chosen for your poster or briefing note presentation. Your paper should critically assess the study by discussing strengths and weaknesses and drawing from several sources. Well-organized writing style and appropriate academic referencing is expected.

****Please attach a copy of the article to your critique in your assignment submission.**

As a general guideline, your paper may consider the following themes and questions:

- The study's contextualization of Indigenous people and the health issue explored:
 - o What theoretical constructs were used?
 - o How was risk contextualized?
 - o What were the epistemological and methodological assumptions inherent in the study?
- Methods and ethical processes:
 - o Were the study design and sampling procedures appropriate?
 - o Were indicators and outcomes chosen to measure disease appropriate?
 - o Did the authors adequately meet ethical considerations (OCAP)?
 - o Was the study free from bias?
- Statistical analyses, interpretation of results
 - o Consider confounders used or missed, possible gaps/weaknesses in the analysis
- Discussion of findings, recommendations and limitations
 - o Did the authors use the results in a way that challenges or supports what was already known before the study?
 - o What policy recommendations or research areas did the authors suggest? Were the suggestions warranted by the results? Were the findings used to make convincing arguments? Are there alternative explanations or interpretations possible?
 - o Were the limitations of the study adequately explained? Are the study findings valid and generalizable? Consider bias, external and internal validity.

iii) Poster Presentation

Design a research study based on an Indigenous health issue of your choice that is consistent with your graduate work. This study will be presented to the class on August 10 in the form of a poster (you are not required to print your poster; we will share it on zoom). Poster presentations constitute an increasingly common method of offering technical reports and experimental results to an audience, most frequently at professional meetings and conferences.

Be prepared to present:

- a) Research focus and question: problem and hypothesis, context, reviews of relevant literature (what is known and not known, assumed and not assumed) background and rationale for the study
- b) Discuss decisions regarding study design and be able to comment on how this design ensure reliability/validity for health research involving Indigenous people, perhaps more than other studies you have pursued
- c) The feasibility of data collection procedures including what is necessary to gain access or to construct the inquiry in an ethic manner
- d) Cited literature
- e) Possible granting agencies to fund your work

OR

iii) Briefing note

Write a 2000 word (double spaced) briefing note written to advise a key actor or actors (i.e. decision makers or a person or group who participates in the policy community or networks engaged in the process). The briefing note must analyze a current health policy issue among Indigenous people.

Come prepared to pitch and discuss your briefing note in class on April 11. Imagine the class and instructors are a group of decision makers. You have 10 minutes to provide a background, present alternatives, and make your point!

It is suggested that your briefing is organized as follows:

- a) Definition of the policy problem
- b) Background with facts, evidence and explanations of the problem
- c) Objectives of policy
- d) Alternatives for addressing the policy problem
- e) Criteria to assess alternatives including relevant considerations
- f) Assessment of impacts and outcomes
- g) Assessment and reconciliation of trade offs
- h) Recommended policy solution
- i) Explanation and defense of recommendation

<p>Please note: All assignments must be carefully referenced and submitted on time. <i>Failure to cite references or to submit on time will result in failure on the assignment.</i></p>

D. A note on difficult discussions and emotional subjects

This course deals with a number of challenging and emotionally charged issues, and some students may find the content unexpectedly stressful. In this course, we will also read texts that deal with rape and other forms of gendered violence. If at any point you encounter distress, we encourage you to take advantage of the many confidential supports on campus and in the community, which you can find online at:

- <https://students.ubc.ca/health-wellness/mental-health-support-counselling-services>
- <http://irsi.aboriginal.ubc.ca/health-supports/>

You can also call 1-866-925-4419 to access the Indian Residential Schools Crisis Line.

Or, Women Against Violence Against Women (WAVAW) is a non-profit organization that is "open and accessible to all women survivors of violence. They operate within a feminist and anti-oppression framework, and are committed to non-violence." WAVAW operates a 24-hour crisis line for sexual assault: 1.877.392.7583.

E. Obligatory texts: Students are expected to purchase the following books:

1. Milloy, John S. *A National Crime: The Canadian Government and the Residential School System*. University of Manitoba Press: 1999.
2. Fournier, Susan & Crey, Ernie. *Stolen from Our Embrace*. Douglas & McIntyre: 1998.
3. Kelm, Mary-Ellen. *Colonizing Bodies: Aboriginal Health and Healing in British Columbia, 1900-50*. University of British Columbia Press: 1999.
4. **Other obligatory course materials including journal articles and excerpts from books and non-published literature for the 'course pack' are available online or will be provided to you via email.**

Week 1 | July 6, 1:00pm (Zoom) Introduction via Zoom

- Introductions
- Review syllabus, assignments and approach

Week 2 | July 13, 1:00pm (In person): Multigenerational trauma and Indigenous people's health in Canada & Impacts of legislation on Indigenous peoples health

Mandatory course pack readings:

1. Brave Heart, M.Y., Chase, J., Elkins, J., & Altschul, D.B. (2011). Historical trauma among Indigenous peoples of the Americas: Concepts, research and clinical considerations. *Journal of Psychoactive Drugs* 43, 4:282-290.
2. Whitbeck, L. B., Adams, G. W., Hoyt, D. R., & Chen, X. (2004). Conceptualizing and measuring historical Trauma among American Indian people. *American Journal of Community Psychology*, 33(3/4), 119–130.
3. Chansonneuve D. *Addictive Behaviours and Residential School Abuse*. In Addictive Behaviours Among Aboriginal People in Canada, Aboriginal Healing Foundation in Canada, Ottawa, pp. 19-28.
4. Evans-Campbell, T. (2008). Historical trauma in American Indian/ Native Alaskan Communities: A multilevel framework for exploring impacts on individuals, families and communities. *Journal of Interpersonal Violence*, 23 (316-338).
5. Reading, C. (2015). Structural Determinants of Aboriginal Peoples' Health. In M. Greenwood, S. de Leeuw, N. M. Lindsay, & C. Reading (Eds.), *Determinants of Indigenous Peoples' Health: Beyond the Social* (pp. 1-12). Toronto: Canadian Scholars' Press.
6. Truth & Reconciliation Commission of Canada. (2015). *Honouring the Truth, Reconciling for the*

Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada: Winnipeg.

- a. Introduction pp. 7-27
 - b. The history (first section, pp. 41-74)
 - c. The history (school experience section, pp. 74-92)
 - d. The history (health section, pp. 98-134)
7. Allan, B., & Smylie, J. (2015). *First Peoples, second class treatment: The role of racism in the health and well-being of Indigenous peoples in Canada*. Toronto, ON: the Wellesley Institute.
 8. Christian, W.M., Spittal, P.M., (2009). The Cedar Project: Acknowledging the Pain of our Children, *The Lancet*; 372(9644): 1132-1133
 9. *Indian Act*. R.S., c. I-6, s. 1. Published by the Minister of Justice. Available online: <http://laws-lois.justice.gc.ca>
 10. Waters, S. (no date). *British Columbia's Public Health Act from a First Nations' Perspective: Discussion Paper*, (35p).
 11. Boyer, Y. (2004). *First Nations, Metis and Inuit Health Care: The Crown's Fiduciary Obligation*. National Aboriginal Health Organization Discussion Paper Series in Aboriginal Health: Legal Issues. Native Law Centre, Saskatchewan. Available online: http://www.naho.ca/english/publications/DP_crowns_obligation.pdf
 12. Lux, M. K. (2016). Chapter 1: Making Indian Hospitals. *Separate Beds: A History of Indian Hospitals in Canada, 1920s-1980s*: University of Toronto Press.
 13. Blackstock, C. (2007). Residential schools: Did they really close or just morph into child welfare? *Indigenous Law Journal*, 6, 71.
 14. Blackstock, C. (2016). The Complainant: The Canadian Human Rights Case on First Nations Child Welfare. *McGill Law Journal*, 62, 285.
 15. Borrows, J. (2008). *Seven generations, seven teachings: Ending the Indian Act*: National Centre for First Nations Governance.
 16. Hunt, S. (2015). Representing Colonial Violence: Trafficking, sex work, and the violence of law. *Atlantis*, 37.2 (1): 25-39.
 17. Razack, S. (2000). Gendered racial violence and spatialized justice: The murder of Pamela George. *Canadian Journal of Law and Society*, 15 (2): 91-130.
 18. Clarkson et al. (2015). The Cedar Project: Negative health outcomes associated with involvement in the child welfare system among young Indigenous people who use injection and non-injection drugs in two Canadian cities. *Canadian Journal of Public Health*, 106(5): e265-270.
 19. *Reclaiming Power and Place: Executive Summary of the Final Report*. National Inquiry into Missing and Murdered Indigenous Women and Girls. (2019).
 - a. Introduction pp. 1-8
 - b. Section 1: Establishing a New Framework (pp. 9-20)

- c. Section 2: Encountering Oppression (pp. 21-42)
 - d. Section 3: Healing Families, Communities, and Nations (pp. 43-51)
20. Sinclair (2016). The Indigenous Child Removal System in Canada: An examination of legal decision-making and racial bias. *First Peoples Child & Family Review*, 11(2): 8-18.

Mandatory course texts readings:

21. Milloy, J.S. A National Crime – **Chapters 1-6**
- a. Chapter 1: The Tuition of Thomas Moore; pp. 3-9
 - b. Chapter 2: The Imperial Heritage, 1830-1879; pp. 11-22
 - c. Chapter 3: The Founding Vision of Residential School Education, 1879-1920; pp.23-47
 - d. Chapter 4: “A National Crime”: Building and Managing the System, 1879-1946; pp. 51-75
 - e. Chapter 5: “The Charge of Manslaughter”: Disease and Death, 1879-1946; pp. 77-107
 - f. Chapter 6: “We Are Going to Tell You How We Are Treated”: Food and Clothing, 1879 to 1946; pp. 109-128.
9. Kelm, M. Colonizing Bodies – **Introduction, Chapter 1**
- a. Introduction; pp. ix-xxiii
 - b. Chapter 1: The Impact of Colonization on Aboriginal Health in British Columbia: Overview; pp. 3-18
10. Milloy, J.; A National Crime – **Chapters 7,9,10**
- a. Chapter 7: The Parenting Presumption: Neglect and Abuse; pp. 129-156.
 - b. Chapter 9: Integration for Closure, 1946-1986; 189-209.
 - c. Chapter 10: Persistence: The Struggle for Closure; pp. 211-238.
 - d. Chapter 1: The Impact of Colonization on Aboriginal Health in British Columbia: Overview; pp. 3-18.
11. Kelm, M.; Colonizing Bodies – **Chapter 4**
- a. Chapter 4: A ‘Scandalous Procession’: Residential Schooling and the Reformation of Aboriginal bodies; pp/ 57-80.
11. Fournier & Crey; Stolen from Our Embrace – **Chapters 1,2,3**
- a. Chapter 1: The Perpetual Stranger: Four Generations in My Sto:lo Family; pp.19-46
 - b. Chapter 2: “Killing the Indian in the Child”, Four Centuries of Church-Run Schools; pp. 47-80.
 - c. Chapter 3: Wolves in Sheep’s Clothing: The Child Welfare System; pp. 81-114.

Week 3 | July 20, 1:00pm (Zoom) Historical trauma and HIV vulnerability among Indigenous people & Mental health and wellness and substance use

Mandatory course pack readings:

1. Spittal PM, Craib KJP, Teegee M, Baylis C, Christian WM, Moniruzzaman A, et al. The Cedar Project: Prevalence and Correlates of HIV Infection among Young Aboriginal People who use Drugs in Two Canadian Cities. *International Journal of Circumpolar Health*. 2007;66(3):225-40.
2. For the Cedar Project Partnership, ME Pearce, WM Christian, K. Patterson, PM Spittal The Cedar Project: Historical trauma, Sexual abuse and HIV risk among Aboriginal young people who use injection and non-injection drugs in two Canadian cities. *Social Science & Medicine*. 66 (2008), 2185-2194.
3. Duran, B. & Walters, K. (2004). HIV/AIDS Prevention in Indian country: Current Practice, Indigenist Etiology Models and post-colonial approaches to change. *AIDS Education and Prevention* 16 (3), 187-201.
4. Orchard, T.R., Druyts, E., McInnes, C.W. et al. (2010). Factors behind HIV testing practices among Canadian Aboriginal peoples living off-reserve. *AIDS Care*, 22(3); 324-331.
5. Craib, KJP, Spittal, PM, Patel, SH, Christian, WM, Moniruzzaman, A, Pearce, M, Demerais, L & Schechter MT. (2009). The Cedar Project: Prevalence and incidence of Hepatitis C virus infection among Aboriginal young people who use drugs: results from the Cedar Project. *Open Medicine*, 3(4): 220-227.
6. Jongbloed, K., Pooyak, S., Sharma, R., Mackie, J., Pearce, M., Laliberte, N., Demerais, L., Lester, R., Schechter, M., Loppie, C., Spittal, P. (2019). Experiences of the HIV cascade of care among Indigenous Peoples: A systematic review. *AIDS and Behaviour*, 23: 984-1003.
7. Pearce, ME., Jongbloed, K., Demerais, L., MacDonald, H., Christian, WM., Sharma, R., Pick, N., Yoshida, EM, Spittal, PM., Klein, MB. (2019). “Another thing to live for”: Supporting HCV treatment and cure among Indigenous people impacted by substance use in Canadian cities. *International Journal of Drug Policy*, 74:52-61.
8. Ion, A., Green, J., Masching, R., Poitras, M., Brownlee, P., St. Denys, R., Greene, S., Jackson, R., Worthington, C., Amirault, M., Nyman, S., Anaquod, J. (2018). *Stable homes, strong families: reimagining housing policies and programs for Indigenous peoples living with and affected by HIV and AIDS in Canada*. *Housing and Society*, 45(2): 118-138.
9. Pooyak, S., Amirault, M., Masching, R. (2015). Determining life with HIV and AIDS. In M. Greenwood, S. de Leeuw, N. M. Lindsay, & C. Reading (Eds.), *Determinants of Indigenous Peoples’ Health: Beyond the Social* (pp. 312-319). Toronto: Canadian Scholars’ Press.
10. Flicker, S., O’Campo, P., Monchalain, R., Thistle, J., Worthington, C., Masching R., Guta, A., Pooyak, S., Whitebird, W., & Thomas, C. (2015). Research done in “a good way”: The importance of Indigenous Elder involvement in HIV Community-Based research. *American Journal of Public Health*, 105(6): 1149-1154.
11. First Nations Health Authority, British Columbia Ministry of Health, & Health Canada. (2018). FNHA’s policy on mental health and wellness.
12. Assembly of First Nations, & Health Canada. (2015). First Nations Mental Wellness Continuum Framework: Summary Report.

13. McKenzie, H. A., Dell, C. A., & Fornssler, B. (2016). Understanding Addictions among Indigenous People through Social Determinants of Health Frameworks and Strength-Based Approaches: a Review of the Research Literature from 2013 to 2016. *Current Addiction Reports*, 1-9.
14. Jongbloed, K., Pearce, M., Pooyak, S., Zamar, D., Thomas, V., Demerais, L., . . . For The Cedar Project Partnership. (2017). The Cedar Project: Mortality Among Young Indigenous People Who Use Drugs in British Columbia. *Canadian Medical Association Journal*, 189(44), E1352--1359.
15. Marsh, T., Young, N., Cote-Meek, S., Najavits, L., & Toulouse, P. (2016). Impact of Indigenous healing and seeking safety on Intergenerational trauma and substance use in an Aboriginal sample. *Journal of Addiction Research & Therapy*, 7(3).
16. Marsh, T., Marsh, D., Ozawagosh, J., & Ozawagosh, F. (2018). The Sweat Lodge ceremony: A healing intervention for intergenerational trauma and substance use. *The International Indigenous Policy Journal*, 9(2).
17. Goodkind, J., LaNoüe, M., Lee, Freeland, C. L., & Freund, R. (2012). Feasibility, acceptability, and initial findings from a community-based cultural mental health intervention for American Indian youth and their families. *Journal of community psychology*, 40(4), 381–405.
18. Chandler, M. J., & Lalonde, C. E. (2009). Cultural continuity as a moderator of suicide risk among Canada's First Nations. In L. Kirmayer & G. Valaskakis (Eds.), *Healing Traditions: The Mental Health of Aboriginal Peoples in Canada*. Vancouver: University of British Columbia Press.
19. Harder, H. G., Holyk, T., Russell, V. L., & Klassen-Ross, T. (2015). Nges Siy (I love you): A community-based youth suicide intervention in northern British Columbia. *International Journal of Indigenous Health*, 10(2), 21.
20. Battiste, M. & Henderson, J. (2012) Oppression and the health of Indigenous peoples. In *Oppression: A social determinant of health*.
21. Mitchel, T., Maracle D. (2005). Healing the generations: Post-traumatic stress and the health status of Aboriginal populations in Canada. *Journal of Aboriginal Health*, 2(1), 14-24.
22. Pearce, M., Jongbloed, K., Pooyak, S., Blair, A., Christian, W., Sharma, R., Mazzuca, A., Zamar, D., Schechter, M., Spittal, P., and for the Cedar Project Partnership. (2018). The Cedar Project: exploring determinants of psychological distress among young Indigenous people who use drugs in three Canadian cities. *Global Mental Health*, 5(e35).

Course texts readings:

1. Fournier & Crey; Stolen from Our Embrace – **Chapter 5**
 - a. Chapter 5: “I am Responsible, I am Accountable”, *Healing Aboriginal Sex Offenders*; pp.143-172.

Week 4 | July 27, 1:00 pm (In person): Ethical public health research involving Indigenous people in Canada & Obesity and diabetes among Indigenous people: Challenges and ways forward

Course pack readings:

1. First Nations Centre. (2007). *OCAP: Ownership, Control, Access and Possession*. Sanctioned by the First Nations Information Governance Committee, Assembly of First Nations. Ottawa: National Aboriginal Health Organization.
2. Schnarch, B. (2004). Ownership, control, access, and possession (OCAP) or self-determination applied to research: A critical analysis of contemporary First Nations research and some options for First Nations communities. *Journal of Aboriginal Health*, 1(1), 80-95.
3. Walters, K.L., et al. (2009). "Indigenist" Research Efforts in Native American Communities. In The Field Research Survival Guide, Arlene Rubin Stiffman, Ed. New York: Oxford University Press, pp.146-73.
4. Paradies, Y.C. (2006). Defining, Conceptualizing and Characterizing Racism in Health Research. *Critical Public Health*; 16(2): 143-157.
5. Brant Castellano, M. (2004). Ethics of Aboriginal Research. *Journal of Aboriginal Health*; 98-114.
6. Ermine, W. (2007). The Ethical Space of Engagement. *Indigenous Law Journal* 6(1); 193-203.
7. CIHR (2010). Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans; **Chapter 9: Research Involving the First Nations, Inuit and Métis Peoples of Canada** (http://www.pre.ethics.gc.ca/pdf/eng/tcps2/TCPS_2_FINAL_Web.pdf)
8. Wilson, S. (2008). *Foreword & Chapters 1-3*. In Research Is Ceremony: Indigenous Research Methods. Blackpoint: Fernwood Publishing, pp. 6-55.
9. Smith, L. T. (1999). Decolonizing methodologies. Research and Indigenous peoples. London: Zed Books. **Chapters 2-4.**
 - a. Chapter 2: Research Through Imperial Eyes, pp. 42-57;
 - b. Chapter 3: Colonizing Knowledges, pp. 58-77.
 - c. Chapter 4: Research Adventures on Indigenous Lands; pp. 83-94.
10. Brascoupé, S., & Waters, C. (2009). Cultural Safety: Exploring applicability of the concept of cultural safety to aboriginal health and community wellness. *Journal of Aboriginal Health*, 5(2):6-41.
11. CPHA (2018). Racism and Public Health. Position Statement.
12. Bartlett, C., Marshall, M., & Marshall, A. (2012). Two-Eyed seeing and other lessons learned with a co-learning journey of bringing together indigenous and mainstream knowledges and ways of knowing. *J Environ Stud Sci*, 2: 331-340.
13. Smye, V., Browne, A.J. (2002). 'Cultural safety' and the analysis of health policy affecting aboriginal people. *Nursing Research*, 9(3): 42-56.

14. Johnson, J.A., Vermeulen, S.U., Toth, M.L. et al. (2009). Increasing Incidence and Prevalence of Diabetes among the Status Aboriginal Population in Urban and Rural Alberta, 1995-2006. *Canadian Journal of Public Health*, 100(3): 231-236.
15. Willows, N.D. (2005). Determinants of Healthy Eating in Aboriginal Peoples in Canada. *Canadian Journal of Public Health*, 96 Suppl 3:S32-6, S36-41.
16. Martens, P.J. et al. (2007). Diabetes and Adverse Outcomes in a First Nations Population: Associations with Healthcare Access, and Socioeconomic and Geographic Factors. *Canadian Journal of Diabetes*, 31(3); 223-232.
17. Willows, N. (2005). Overweight in First Nations Children: Prevalence, Implications, and Solutions. *Journal of Aboriginal Health*, March, 2005: 76-86.
18. Downs, S.M., et al. (2009). Associations among the food environment, diet quality and weight status in Cree children in Quebec. *Public Health Nutrition*, 12(9): 1504-1511.
19. Spurr, S. (2007). The Politics of Policy Development to End Obesity for Aboriginal Youth in the Educational Environment, *First Peoples Child & Family Review*, 3(3); 72-83. Available at: http://www.fnfcfs.com/pubs/vol3num3/Spurr_72.pdf
20. Egeland, G., Pacey, A., Cao, Z., & Sobel, I. (2010). Food insecurity among Inuit preschoolers: Nunavut Inuit Child Health Survey, 2007–2008. *CMAJ*, 182(3): 243-248.
21. Chan H., Fediuk K., Hamilton S., Rostas L., Caughey A., Kuhnlein H., Egeland G, & Loring E. (2006). Food security in Nunavut, Canada: Barriers and recommendations. *International Journal of Circumpolar Health*, 65(5): 417-431.
22. Samson, C., & Pretty, J. (2006). Environmental and health benefits of hunting lifestyles and diets for the Innu of Labrador. *Food Policy*.
23. Hovey, R. B., Delormier, T., & McComber, A. (2014). Social-relational understandings of health and well-being from an Indigenous Perspective. *International Journal of Indigenous Health*, 10(1), 35.
24. Mosby, I., & Galloway, T. (2017). “Hunger was never absent”: How residential school diets shaped current patterns of diabetes among Indigenous peoples in Canada. *Canadian Medical Association Journal*, 189(32), E1043-E1045.
25. Polanco, F. & Arbour, L. (2015). Chapter 21: Type 2 Diabetes in Indigenous Populations: Why a focus on genetic susceptibility is not enough. In M. Greenwood, S. de Leeuw, N. M. Lindsay, & C. Reading (Eds.), *Determinants of Indigenous Peoples’ Health: Beyond the Social* (pp. 223-231). Toronto: Canadian Scholars’ Press.
26. Jacklin, K., Henderson, R., Green, M., Walker, L., Calam, B., & Crowshow, L. (2017). Health experiences of Indigenous people living with type 2 diabetes in Canada. *Canadian Medical Association Journal*, 189 (3):E106-112.
27. Maar, M., Manitowabi, D., Gzik, D., McGregor, L., & Corbiere, C. (2011). Serious complications for patients, care providers and policy makers: Tackling the structural violence of First Nations people living with diabetes in Canada. *The International Indigenous Policy Journal*, 2(1), 6.

28. Dyck, R. F., Karunanayake, C., Janzen, B., Lawson, J., Ramsden, V. R., Rennie, D. C., . . . Dosman, J. A. (2015). Do discrimination, residential school attendance and cultural disruption add to individual-level diabetes risk among Aboriginal people in Canada? *BMC Public Health*, 15(1), 1222.

Course texts readings:

29. Fournier & Crey; Stolen from Our Embrace – **Chapter 4**
 a. Chapter 4: “Infinite Comfort and Time”, *Healing Survivors of Sexual Abuse*; pp.115-142.
30. Kelm, M. Colonizing Bodies – **Chapter 2**
 a. Chapter 2: ‘My People Are Sick. My Young Men are Angry’: The Impact of Colonization on Aboriginal Diet and Nutrition; pp. 19-37
31. Milloy, J.S. A National Crime – **Chapter 12**
 a. Chapter 12: The Failure of Guardianship: Neglect & Abuse, 1946-1986; pp. 259-93

Week 5 | August 3, 1:00pm (Zoom): Cultural assets, resilience, and young Indigenous people’s health

Course pack readings:

1. Brant Castellano M. (2008). Reflections on Identity and Empowerment Recurring Themes in the Discourse on and with Aboriginal Youth. *Horizons: Policy Research Initiative*;10(1):7-12.
2. Dion-Stout M, Kipling G, Stout R. (2001). Aboriginal people, resilience and the residential school legacy. Ottawa: Aboriginal Healing Foundation.
3. Blackstock, C. & Trocmé, N. (2005). Community-Based Child Welfare for Aboriginal Children: Supporting Resilience Through Structural Change. In Handbook for Working with Children and Youth: Pathways to Resilience Across Cultures and Contexts. Thousand Oaks: Sage Press. Michael Ungar, Ed.; pp. 105-120.
4. Tousignant, M., (2009). Resilience and Aboriginal Communities in Crisis: Theory and Interventions. *Journal of Aboriginal Health*, November, 2009; 43-61.
5. Lavallee, B. & Clearsky, L. (2006). From Woundedness to Resilience: A Critical Review from an Aboriginal Perspective. *Journal of Aboriginal Health* 3, 4-6.
6. Pearce, M.E., Jongbloed, K., Richardson, C., Henderson, E., Pooyak, S., Oviedo-Joekes, E., Christian, W.M., Schechter, M.T., Spittal, P.M., For the Cedar Project Partnership. (2015). The Cedar Project: Resilience in the face of HIV vulnerability within a cohort study involving young Indigenous people who use drugs in three Canadian cities. *BMC Public Health*. 15, 1095-1106.
7. Spence, N. D., Wells, S., Graham, K., & George, J. (2016). Racial discrimination, cultural resilience, and stress. *The Canadian Journal of Psychiatry*, 61(5), 298-307.
8. Auger, M. (2016). Cultural continuity as a determinant of Indigenous Peoples’ health: A metasynthesis of qualitative research in Canada and the United States. *International Indigenous Policy Journal*, 7(4).

9. Elm, J., Lewis, J., Walter, K., & Self, J. (2016). "I'm in this world for a reason": Resilience and recovery among American Indian and Alaska Native two-spirit women. *Journal of Lesbian Studies*, 20(3-4), 352-371.
10. Freeman B. (2017). The spirit of Indigenous youth: The resilience and self-determination in connecting to the spirit and ways of knowing. *Journal of Indigenous Wellbeing*, 2(1): 60-75.

Course texts readings:

11. Fournier & Crey; Stolen from Our Embrace – Chapter 7
 - a. Chapter 7: "We Can Heal", Aboriginal Children Today; pp. 205-236.

Week 6 | August 10, 1:00pm (In person): Indigenous women and Public Health & Final presentations

Course pack readings:

1. Walters KL, Simoni JM. (2002). Reconceptualizing native women's health: an "indigenist" stress-coping model. *American Journal of Public Health*, 92(4):520-4.
2. Simoni JM, Sehgal S, Walters KL. (2004). Triangle of risk: urban American Indian women's sexual trauma, injection drug use, and HIV sexual risk behaviors. *AIDS and behavior*, 8(1):33-45.
3. Evans-Campbell, T., Lindhorst, T., Huang, B., Walters, K.L. (2006). Interpersonal violence in the lives of urban American Indian and Alaska Native women: implications for health, mental health, and help-seeking. *American Journal of Public Health*, 9(8); 1416-22.
4. Van Wagner V, Osepchook, C., Harney, E., Crosbie, C., Tulugak, M. (2012). Remote midwifery in Nunavik, Québec, Canada: outcomes of perinatal care for the inuulitsivik health centre, 2000-2007. *Birth*, 39(3):230-7.
5. Walters, K., Beltran, R., Evans-Campbell, T., Simoni, J. (2011). Keeping Our Hearts from Touching the Ground: HIV/AIDS in American Indian and Alaska Native Women. *Women's Health Issues*, 21(6): S261-S265.
6. Proudrier, J., Thomas Mac-Lean, R. (2009). 'We've fallen into the cracks': Aboriginal women's experiences with breast cancer through photovoice. *Nursing Inquiry*, 16(4): 306-317.
7. Hunt, S. (2016). An Introduction to the Health of Two-spirit People: Historical, Contemporary and Emergent Issues. Prince George: National Collaborating Centre for Aboriginal Health.
8. Denison, J., Varcoe, C., & Browne, A. J. (2014). Aboriginal women's experiences of accessing health care when state apprehension of children is being threatened. *Journal of Advanced Nursing*, 70(5), 1105-1116.
9. Kornelsen, J., Kotaska, A., Waterfall, P., Willie, L., & Wilson, D. (2010). The geography of belonging: the experience of birthing at home for First Nations women. *Health & place*, 16(4), 638-645.
10. Palmater, P. (2016) *Shining Light on the Dark Places: Addressing Police Racism and Sexualized*

Violence against Indigenous Women and Girls in the National Inquiry. *Canadian Journal of Women and the Law*, 28(2):253-284.

11. Bourassa, C., McKay-McNabb, K., & Hampton, M. (2004). Racism, sexism and colonialism: The impact on the health of Aboriginal women in Canada. *Canadian Woman Studies*, 24(1): 23-29.
12. Martin, C., & Walia, H. (2019) *Red Women Rising: Indigenous women survivors in Vancouver's Downtown Eastside*. Downtown Eastside Women's Centre.
 - a. Executive Summary pp. 6-29
 - b. Violence and Safety pp. 30-51
 - c. Displacement from Land pp. 52-69
 - d. Poverty and economic security pp.70-87
 - e. Housing pp.88-103
 - f. Child welfare pp.104-123
 - g. Policing, prisons & justice system pp.124-139
 - h. Health and wellness pp.140-153

