

## Acknowledgement

We acknowledge and honour the xʷməθkʷəy̓əm (Musqueam) and Syilx peoples on whose ancestral, traditional, and unceded territories the campuses of the University of British Columbia are occupying. UBC School of Population and Public Health is located on UBC's Point Grey Campus which is located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people whose historical relationships with the land continue to this day.

<b>Course Number:</b>	SPPH 536
<b>Course Title:</b>	Indigenous Public Health in Canada: Ethics, Policy and Practice
<b>Class Dates:</b>	Tuesdays 4:30 – 7:30pm (in person) <b>***1<sup>st</sup> two weeks virtual/online due to UBC COVID-19 measures</b>
<b>Instructor:</b>	Janene Erickson
<b>TAs:</b>	Jorden Hendry, Eryn Braley
<b>Office hours:</b>	1 hour before class at UBC SPPH Faculty Office Space on 1 <sup>st</sup> Floor: Room 153
<b>Class Location:</b>	On the traditional, ancestral, unceded territory of the xʷməθkʷəy̓əm (Musqueam) people Room B104, UBC School of Population & Public Health 2206 East Mall Vancouver, BC Canada V6T 1Z3
<b>Zoom</b>	<a href="https://ubc.zoom.us/j/64979640550?pwd=azVoNlllczBsUGVtc1U5NTFyTENjQT09">https://ubc.zoom.us/j/64979640550?pwd=azVoNlllczBsUGVtc1U5NTFyTENjQT09</a> Meeting ID: 649 7964 0550 Passcode: 160437
<b>Contact Emails:</b>	<a href="mailto:J9erickson@icloud.com">J9erickson@icloud.com</a> ; <a href="mailto:Jorden.Hendry@ubc.ca">Jorden.Hendry@ubc.ca</a> ; <a href="mailto:Eryn.Braley@ubc.ca">Eryn.Braley@ubc.ca</a>

## Course Summary/Structure

Prior to contact, the Indigenous people in North America (and the world) enjoyed a thriving and interconnected relationship with the land, the medicines within, and with each other. A millennia, rich in culture, wellness, and relationships guided by complex governance systems and grounded in a wholistic understanding of health and wellness, which includes physical, mental, emotional and spiritual well-being. Settler colonialism is a distinct type of colonialism that functions through the replacement of Indigenous populations with an invasive settler society that, over time, develops a distinctive identity and sovereignty. Settler colonialism, the implementation and the ongoing impact of the genocidal colonial policies continues to have devastating impacts on the health and wellness of the Indigenous people in Canada. The recently released In Plain Sight report has articulated a current picture of the BC health care system with widespread systemic racism against Indigenous people. This stereotyping, discrimination and prejudice results in a range of negative impacts, including death; while ongoing public health emergencies are magnifying these issues. With Canada's acceptance and commitment to implement the UNDRIP and the TRC report, the BC provincial government passed the Declaration on the Rights of Indigenous Peoples Act (DRIPA) into law in November 2019. The Declaration Act establishes the UN Declaration as the Province's framework for reconciliation, as called for by the TRC's Calls to Action. It requires the alignment of long-standing historical colonial policies to align with BC First Nations traditional laws/values. Addressing systemic racism requires coherent, systematic action. Uprooting Indigenous-specific racism in health care requires shifts in governance, leadership, legislation, policy, education and practice. Impactful health system transformation is occurring now in BC and requires health leaders that both learn and lead. This course is for students in the field of public health to advance their understanding and accountability in Indigenous public health leadership through ethics, policy and practice.

The course will include instructor, TA and student-led lectures, teachings from Indigenous Health Leaders, safe spaces for small and large group discussions, and applied learning activities.

### **A note on emotional content and difficult discussions**

This course unpacks a number of challenging truths and traumatic experiences and might be unexpectedly stressful for some students. When discussing sensitive topics please recognize there is a very large difference between feeling unsafe and feeling uncomfortable or experiencing strong emotions. It can be very upsetting to learn about these topics and they can certainly make us uncomfortable, the work of reconciliation takes bravery, courage and compassion for yourself and others. It is expected that all students contribute to building a safe learning environment, meet class content with an open mind, and remain committed to both learning and unlearning.

If you do feel unsafe at any point, please reach out to the teaching team so we can help support you. If at any point you encounter distress, we also encourage you to take advantage of the many confidential supports on campus and in the community, which you can find online at:

- UBC Counselling services: <https://students.ubc.ca/health-wellness/mental-health-support-counselling-services>
- Indigenous-specific supports: <https://learningcircle.ubc.ca/ubclc-counselling-support/>
- Indian Residential Schools Crisis Line: 1-866-925-4419
- Women Against Violence Against Women (WAVAW): open and accessible to all women survivors of violence
  - 24-hour crisis line for sexual assault: 1-877-392-7583

## Course Instructor(s)

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**Founding Course Instructor/Facilitator:** Dr. Patricia Spittal (on a well-earned sabbatical 😊 )

**Course Instructor/Facilitator:** Janene Erickson (she/her), *Nak'azdli Whut'en*, MPH, BKin - Partnership Development & Initiatives, FNHA CMO office

Janene Erickson is Dakelh from Nak'azdli Whut'en, a First Nations community in northern BC, and adopted member of the Takaya Wolf Clan, FNHA family. The FNHA is part of the First Nations health governance partnership in BC and Janene has worked to support its implementation at the most senior levels during her time in the CEO's office. As a 'customer-owner', she serves First Nations people through her current role in the Office of the Chief Medical Officer at the First Nations Health Authority. Janene applies her Masters in Public Health to her work in health system partnerships; facilitating better health outcomes for First Nations people, and passionately involved in Wellness, Quality, and Cultural Safety & Humility Initiatives. She was recently re-appointed as a public member to the board of the BC College of Nurses & Midwives and also sits on the Inquiry Committee of the College of Physicians and Surgeons of BC. She brings her energy as a First Nations Wellness Champion to the work – her accomplishments including Boston and Ironman are empowered and inspired by her parents. She brings her lived experiences, the teachings she's learned, and the education she's earned to her work and strives to do life with an open heart and open mind.

### **Teaching Assistants:**

Jorden Hendry (she/her), Tsimshian, Lax Kw'alaams

Jorden is mixed settler/Tsimshian and a member of the Lax Kw'alaams band from northern BC. She completed a BSc in Biology from the University of British Columbia and is current Master of Public Health student, with a specific focus on Indigenous public health. She believes that the cultural and systemic transformations that need to occur in order to address the health inequities of Indigenous people need to be rooted in Indigenous knowledge and values. Jorden has worked with the Centre for Excellence in Indigenous Health for the past 5 years on various Indigenous Health programming, most recently with the 23 24 Indigenous Cultural Safety program. Jorden also works as a facilitator for both UBC 23 24, and the Faculty of Medicine to help equip future health care workers with knowledge and understanding of anti-racism. She currently supports the SPPH

Reconciliation Audit as the operations assistant. Her goal is to support the SPPH community in their journey to becoming an active anti-racist institution.

Eryn Braley (she/her), Cree, Saddle Lake Cree Nation

Eryn is mixed settler/Cree and a member of Saddle Lake Cree Nation in Treaty 6 Territory. She completed a BSc in Biology from the University of the Fraser Valley and is currently a second year Master of Public Health student. Throughout her MPH, Eryn has worked as a program assistant with the Centre for Excellence in Indigenous Health, a research assistant with SPPH’s Reconciliation Audit, and as a Health City Scholar intern with the City of Vancouver researching culturally safe data collection for gender-based violence research. In her career, Eryn hopes to become a leader in the field of Indigenous public health and decolonize health, research and education systems.

**Guest Instructor(s):** This course will include opportunities to learn from guest speakers who will share their experiences, teachings and expertise in Indigenous health.

### Assessments of Learning

- 25% - Active Participation (in class)
- 20% - Weekly Discussion Questions (pre-class, online)
- 25% - Weekly Reflective Journals (post-class, online)
- 30% - Final Student Briefing Note (due March 21<sup>st</sup>) & Presentation (March 22<sup>nd</sup>, March 29<sup>th</sup> and April 5<sup>th</sup>)

### Example schedule of opening/due dates

	Sun	Mon	Tue	Wed	Thurs	Fri	Sat
<b>Week 1</b>	9 <sup>th</sup>	10 <sup>th</sup> <b>Introduce yourself on Canvas</b>	11 <sup>th</sup> <b>Class 1</b> 4:30-7:30pm Journal Reflection of Week 1 opens on Canvas Discussion Week 2 opens on Canvas	12 <sup>th</sup>	13 <sup>th</sup>	14 <sup>th</sup> Journal Reflection of Week 1 due	15 <sup>th</sup>
<b>Week 2</b>	16 <sup>th</sup>	17 <sup>th</sup> Discussion Week 2 due	18 <sup>th</sup> <b>Class 2</b> 4:30-7:30pm Journal Reflection of Week 2 opens on Canvas Discussion Week 3 opens on Canvas	19 <sup>th</sup>	20 <sup>th</sup>	21 <sup>st</sup> Journal Reflection of Week 2 due	22 <sup>nd</sup>
<b>Week 3</b>	23 <sup>rd</sup>	24 <sup>th</sup> Discussion Week 3 due	25 <sup>th</sup> <b>Class 3</b> 4:30-7:30pm Journal Reflection of Week 3 opens on Canvas Discussion Week 4 opens on Canvas	26 <sup>th</sup>	27 <sup>th</sup>	28 <sup>th</sup> Journal Reflection of Week 3 due	29 <sup>th</sup>

## Class Participation (in person and online) (25%):

Initially, students will participate in a weekly class via Zoom which will transition to in person after the first two weeks or when allowed. Each student is expected to attend the entire class and be an active participant in the class and in the weekly class discussions held online. Missing part of a class will result in the loss of points for class attendance and participation. The quality and quantity of your participation will be assessed for the following characteristics:

- Reflect understanding and utility of course readings.
- Interact thoughtfully and respectfully with presenters and participants. This includes having the camera on while participating with the class online.
- Demonstrate active listening and engagement with presenters; have reflective questions ready for guest speakers
- Strive to understand and appreciate the contributions of others, and seek to employ those contributions in developing ideas and approaches.
- Strive for clear, concise communication. Please be mindful and support the ability for everyone's perspectives to be heard.

## Weekly Readings:

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This course provides students with a comprehensive and applicable overview of important health and wellness matters involving Indigenous peoples. The reading and listening list is therefore intensive. Specific recent articles, videos, and podcasts proposed by lecturers will be assigned in advance of relevant classes. All resources are available through Internet search engines, the UBC library e-Resources, and the Xwi7xwa Library or Canvas. If you have difficulty accessing a reading, please alert a T.A. as soon as possible and the reading will be emailed to you.

## Weekly Online Discussion and Participation (20%):

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Students will answer discussion questions weekly on a Canvas discussion forum. Questions are drawn from the course materials or readings and will be assigned and posted one week in advance. The discussion will allow students to reflect on the week's topic prior to attending the lecture, ensuring students are well prepared for deeper learning in-class.

Answers should be short (300 - 350 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. **Discussions are based on the coming week's topic. Students will post their discussions on Canvas to share with fellow students by Monday at 11:59pm PST.**

## Weekly Reflective Journals (25%):

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Reflective Journals will be submitted to the Instructors and the TA's weekly. The Reflective Journals consist of the student's personal reflections based on the course materials of the prior class. Course topics are deep, profound, and personal; Decolonization, Cultural Safety & Humility requires everyone to actively self-reflect on personal and systemic conditioned biases. It requires the humble acknowledgement of oneself as a life-long learner when it comes to understanding another's experience. This is absolutely foundational to becoming an effective leader in Public Health.

Reflections are to be between 500 - 600 words, based on the class topic and related activities of the week (assigned readings, guest lecture(s), and small group discussion). Students are not to summarize the course content, but to self-reflect: Did the readings, presentation and discussion provide any new insights? Did they confuse or clarify your thinking? Why? What are some of the ideas/terms/concepts that you are struggling with or that are helping you make sense of the history of Canada, colonization, or privilege? What ongoing settler-colonial rooted systemic Indigenous-specific racism do you see that you never saw before – when you reflect on your own past or current experiences? What

learnings do you now understand about the health and wellbeing of Indigenous peoples? **Reflections are based on the previous class' topic. Students will hand in journal reflections by Friday at 11:59pm PST.**

### Final Student Briefing Note & Presentation (30%):

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Write a 2000 word (double spaced) briefing note written to advise leadership (i.e. decision maker(s) - a person or group who are key leaders in policy change or networks engaged in the process). The briefing note must analyze any of the current health policy issues that impact Indigenous people. **The briefing note is due March 21<sup>st</sup> by 11:59pm PST.**

Along with your briefing note, prepare a PowerPoint presentation to deliver your briefing note to the class (briefly and concisely – include your most relevant points & recommendations). You will have 15 minutes to present, with 10 minutes for a question-and-answer period (length subject to change based on class enrolment numbers). **Presentations will take place March 22<sup>nd</sup>, March 29<sup>th</sup> and April 5<sup>th</sup> in class.**

**It is suggested that your briefing is organized as follows:**

- a) Describe of the policy issue(s)
- b) Background with relevant history, context, relevant facts/evidence, further explanation of the issue (current impacts?)
- c) Objectives of the policy
- d) Options for addressing the policy issue(s) – any solutions demonstrated elsewhere that could be relevant?
- e) Assessment of options (considerations, assessment of impacts and/or outcomes)
- f) Recommendations to address policy issue(s)

**Please note:** All assignments must be properly referenced in either APA or Chicago format. *Failure to cite references or to submit on time will result in failure on the assignment.*

### Obligatory texts

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**Students are expected to purchase the following books:**

1. Joseph, Bob: 21 Things you didn't know about the Indian Act (Indian Policy). Page Two Books, Inc.: 2018
2. Fournier, Susan & Crey, Ernie. Stolen from Our Embrace. Douglas & McIntyre: 1998.
3. Bryce, Dr. Peter: The Story of a National Crime: Being an Appeal for Justice to the Indians of Canada. Wentworth Press: 2019
4. Lux, Maureen K: Separate Beds: A History of Indian Hospitals in Canada, 1920s-1980s. University of Toronto Press: 2016
5. McCallum, Mary Jane Logan; Perry, Adele Structures of Indifference: An Indigenous Life and Death in a Canadian City. University of Manitoba Press; 1st edition: 2018
6. **Other obligatory course materials including journal articles and excerpts from books and non-published literature will be available via Canvas.**

## Class Schedule

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**Week 1** | January 11, 4:30 – 7:30 pm (online): **Introductions/Roundtable via Zoom**

- Introductions
  - Review syllabus, assignments and approach
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**Week 2** | January 18, 4:30 pm (online): **Indigenous peoples health in Canada (Part 1) via Zoom**

- Pre-contact Indigenous health and wellness
  - BC First Nations Perspective of Health and Wellness
  - Governance (Home and Away from Home, distinction-based)
  - Cultural Safety & Humility
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**Week 3** | January 25, 4:30 pm (in-person): **Settler-Colonialism: History of Canada and the Indian Act**

- The intent, implementation, impact
    - Definitions of genocide
    - Understanding Inter-generational trauma
    - Understanding the origins of Indigenous-specific racism through settler colonialism
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**Week 4** | February 1, 4:30 pm (in-person): **Residential Schools in Canada**

- The intent, implementation, impact
    - Understanding Inter-generational trauma
  - Dr. Bryce (Canada's 1<sup>st</sup> Whistle blower)
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**Week 5** | February 8, 4:30 pm (in-person): **The Truth and Reconciliation Commission of Canada**

- The Commission and the TRC report
  - What does Reconciliation look like?
    - Day Schools
    - Indian Hospitals
    - Etc.
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**Week 6** | February 15, 4:30 pm (in-person): **Settler-Colonialism: systemic Indigenous-specific racism; and understanding privilege & allyship**

- Indigenous-specific racism in health care
- Cultural Safety & Humility
- Grounded in Governance
- Empowering Self-Determination, strengths-based, intersectional, trauma-informed practice
- Understanding privilege and allyship: Roll of the Ally
  - Using privilege to create space, to rein in, to demonstrate how to be an Ally (if done right), to ALWAYS be succession planning - Plan to use and lose your privilege
  - Speak up culture

- Centering First Nations/Indigenous voices
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**Week 7 | February 22: Reading Break**

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**Week 8 | March 1, 4:30 pm (in-person): Understanding Our Foundational Documents and BC's Implementation of the UN Declaration on the Rights of Indigenous Peoples**

- [Royal Proclamation](#)
  - [Section 35 of the Constitution](#)
  - [RCAP](#)
  - [TRC](#)
  - [UNDRIP](#)
  - [MMIWG](#)
  - [DRIPA](#)
    - <https://www.bcdripa.org/>
    - [https://www.ubcic.bc.ca/undrip\\_bc\\_law](https://www.ubcic.bc.ca/undrip_bc_law)
    - <https://www.fasken.com/en/knowledge/2019/12/with-dripa-as-law-what-can-we-expect>
  - [Human Rights Tribunal](#)
  - [In Plain Sight](#)
  - [Bill C-15](#)
  - [UBC Indigenous Strategic Plan](#)
  - [FoM Indigenous Strategic Plan](#)
  - [SPPH Strategic Plan](#)
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**Week 9 | March 8, 4:30 pm (in-person): Indigenous peoples health in Canada (Part 2)**

Post-contact Indigenous health and wellness

- Statistics
  - Our Truths
  - Ethical public health research on Indigenous Health
  - Current Public Health and Indigenous people's health in Canada
    - Racism in Health Care
    - Toxic Drug Supply / Overdose Crisis
    - Covid19
    - Wildfires
    - Flooding
    - Children in Care
    - Women
    - Incarcerated Indigenous people
    - Housing
    - Home and Away from Home
    - Drinking Water
    - Transportation (roads, air, boats)
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**Week 10 | March 15, 4:30 pm (in-person): Disrupting the Status Quo through understanding privilege and allyship**

- Addressing Indigenous-specific racism in health care (and beyond)
- Rights and strengths-based
- Speak Up Culture

- Accountability
  - Decolonization
  - Roll of the Ally
    - Using privilege to create space, to rein in, to demonstrate how to be an Ally (if done right), to ALWAYS be succession planning - Plan to use and lose your privilege Post-contact Indigenous health
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**Week 11** | March 22, 4:30 pm (in-person): **Leadership Solutions (Student Presentations)**

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**Week 12** | March 29, 4:30 pm (in-person): **Leadership Solutions (Student Presentations)**

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**Week 13** | April 5, 4:30 pm (in-person): **Leadership Solutions (Student Presentations)**