UBC SCHOOL OF POPULATION AND PUBLIC HEALTH

Course Number: SPPH DL536
Course Title: Indigenous Public Health in Canada: Ethics, Policy and Practice

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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)
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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;
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:

<table>
<thead>
<tr>
<th>Day</th>
<th>Student’s responsibility</th>
<th>TA’s responsibility</th>
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<tr>
<td>Monday</td>
<td>* Complete assigned reading summary and post online by 9 am.</td>
<td>Post discussion questions for the following week’s topic.</td>
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<tr>
<td>Tuesday</td>
<td>* Online participation: answer assigned questions and participate in discussion of other students’ answers by 5 pm</td>
<td>Provide feedback and comments as appropriate.</td>
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<tr>
<td>Wednesday</td>
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<td>Provide feedback and comments as appropriate.</td>
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<td>Thursday</td>
<td>* Online Canvas: discussion, guest presentations, and Q&amp;A with instructor (5:00 pm)</td>
<td>Online for Thursdays, 5:00 p.m. (subject to change)</td>
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| 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:**
  - What theoretical constructs were used?
  - How was risk contextualized?
  - What were the epistemological and methodological assumptions inherent in the study?

- **Methods and ethical processes:**
  - Were the study design and sampling procedures appropriate?
  - Were indicators and outcomes chosen to measure disease appropriate?
  - Did the authors adequately meet ethical considerations (OCAP)?
  - Was the study free from bias?

- **Statistical analyses, interpretation of results**
  - Consider confounders used or missed, possible gaps/weaknesses in the analysis

- **Discussion of findings, recommendations and limitations**
  - Did the authors use the results in a way that challenges or supports what was already known before the study?
  - 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?
  - 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

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

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:


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.

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**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:**


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)

   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)


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
   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
    d. Chapter 1: The Impact of Colonization on Aboriginal Health in British Columbia: Overview; pp. 3-18.

11. Kelm, M.; Colonizing Bodies – Chapter 4

11. Fournier & Crey; Stolen from Our Embrace – Chapters 1,2,3

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:


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.


**Course texts readings:**

1. Fournier & Crey; *Stolen from Our Embrace* – Chapter 5

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


   a. Chapter 2: Research Through Imperial Eyes, pp. 42-57;


**Course texts readings:**

29. Fournier & Crey; Stolen from Our Embrace – **Chapter 4**

30. Kelm, M. Colonizing Bodies – **Chapter 2**

31. Milloy, J.S. A National Crime – **Chapter 12**

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

**Course pack readings:**


**Course texts readings:**

11. Fournier & Crey; *Stolen from Our Embrace – Chapter 7*

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

**Course pack readings:**


   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