Indigenous Health Elective  
HTH SCI 3AH3/GLB HTH 715  
Winter 2018

**Time:** Friday 1:00-3:00  
**Location:** MDCL 2232 & Site Visits  
**Instructor:** Danielle Soucy  
**Office:** HSC 3H46-B  
**Email:** soucy@mcmaster.ca  
**Phone:** Ext. 22824  
**Office Hours:** by appointment-business hours

**PURPOSE:** Students will be provided with a survey of Indigenous health in Canada providing an opportunity for an increased breadth of knowledge. This elective will impart both a broad understanding of Indigenous Peoples and their health status, practice, care, delivery and a narrow focus in varying degrees of health priorities and needs in its shape and mix amongst and between First Nations, Inuit and Métis. This course challenges students to be critical of Western discourse, privilege and power and affords students the opportunity to be self-reflective of their own views regarding Indigenous health.

**GENERAL OBJECTIVES:** The Indigenous Health Elective, through a series of 12 two-hour sessions (including one all-day session), provides students with knowledge and skills related to health care practice and policy from within Indigenous contexts; enables students with tools for knowledge acquisition and critique outside of western pedagogy and put into practice concepts required to understand and manage health for and with Indigenous Peoples; engage in culturally competent and safe practice; and, the ability to identify areas of need specific to Indigenous Peoples health.

**EVALUATION:**
- Attendance: 10% (Includes site visits)***
- Paper: 30%
- Space project: 15%
- Readings/Video: 30%
- Art Project: 15%

**READINGS/VIDEO:** The readings/videos for this course are selected to first provide grounding for the student of the concepts required to meet the course objectives. Second the readings/videos will complement the lectures provided by guest speakers. Each session has assigned readings and/or video and it is expected that you will complete all the readings/videos as listed. For each session, you will complete one 500 word (1 page-single spaced or 2 page-double spaced) critical response to one of the assigned readings/video for the week. You are also expected to act as a peer reviewer. Thus, you are responsible for a fair and critical response of your colleagues work that includes a 250-word rationale. Students will submit their response papers electronically by end of class (3:00) of the due date and peer reviews are due by the following weeks class. **Missing deadlines impacts your peers- any late submissions will not be accepted.** Instructor will assign readings and peer reviewers.

- Submission A: Sessions 1-4 is due **January 26** in class.  
- Submission B: Sessions 5-7 is due **February 16** in class.  
- Submission C: Sessions 8-11 is due **March 23** in class.  
- Peer Reviews due **February 2**  
- Peer Reviews are due **March 2**  
- Peer Reviews are due **April 6**

**PAPER:** Building on the knowledge gained through the lectures and site visits please explain how the required text may or may not be used by policy makers, researchers and/or practitioners for work specific to Indigenous peoples’ health in general and specifically in relationship to the social (and broader Indigenous-colonization, globalization, migration, cultural continuity, access, territory, poverty, self-determination) determinants of health.
Use Canadian spelling and capitalize proper names for nations of people. Please avoid using possessive phrases such as Canada’s First Nations, but rather use First Nations in Canada. When possible use the name of the nation of the person or group you are writing about, for example; Mi’kmaq vs. Aboriginal or First Nation.

- Format: Microsoft word 3000 words double-spaced. 12 pt. standard font. 8.5” x 11” with standard margins.
- Due Date: Papers are to be submitted in both hard and e-copy no later than 5:00 pm on April 25, 2018. Late papers will be deducted 2 marks per day.

**ART PROJECT:** Students are expected to develop an art piece that communicates a relationship between art and health. This piece is a reflection of how the teachings and practices of this course has been experienced by you and has impacted your understanding of Indigenous health, healing and health care. All forms of media are acceptable for the project and students are encouraged to be innovative and creative when designing their piece. This can be in any fine art or multi-media form. Students will provide a two-page synopsis of what the art piece is trying to communicate and the context from which it was framed. (Students are welcome to access materials at the ISHS student space for their projects). The art projects will be presented during our last class. Due April 6, 2018.

**SPACE PROJECT:** Why would Indigenous spaces and markers of Indigenous Identities and cultures on campus be relevant to the ideas of reconciliation? Students will prepare a two-page response to the question posed and attach as many pictures of Indigenous presence they are able to identify on campus. Due February 16, 2018

**DO NOT TAKE PICTURES OF PEOPLE!**

**COURSE MATERIALS:**


Film: Arnagug-baril, Alethea (2016) *Angry Inuk*. ONF/NFB. Free streaming when accessing on campus at: [https://www.nfb.ca/film/angry_inuk/](https://www.nfb.ca/film/angry_inuk/) or view DVD at ISHS student space.

Readings: Available online or at ISHS student space.

**SCHEDULE**

Session 1: January 5, 2018
**Displacing Western Privilege: Introduction to the Indigenous Health Elective**
Danielle Soucy, Director ISHS, Asst. Clinical Prof., Dept. of Family Med. & Adj. Asst. Prof. MSc. Global Health Program, McMaster University

Session 2: January 12, 2018
**Understanding Us to Understand Our Health**
Guest Speaker: Rick Hill, Hnr. PhD, Distinguished Fellow & Adjunct Professor, Mohawk College

Session 3: January 19, 2018
**Indigenous Health Research, Policy, and Ethics: Meeting Indigenous Standards of Practice**
Guest Speaker: Chelsea Gabel, PhD. Canada Research Chair in Indigenous Well-being, Community Engagement, and Innovation. Associate Professor, Health, Aging & Society, McMaster University
Session 4: January 26, 2018
From Northern Canada to Ethiopia: Leadership, advocacy, training and practice
Guest Speaker: Fikre Germa, MD, CCFP (EM) Hospitalist Brantford General Hospital, Member Bertrand Russell Society McMaster University

Session 5: February 2, 2018
Métis Nationhood and Health Data: When ‘others’ define Métis, this happens....
Chris Andersen, PhD. Dean & Professor, Faculty of Native Studies, University of Alberta

Session 6: February 9, 2018
De Dwa Da Dehs Nye>s Traditional Healing Programs in Urban Settings-site visit Hamilton
Oscar DeLos Santos, Traditional Healer

Session 7: February 16, 2018
UNDRIP, TRC & Traditional Medicine: On the land learning for healthcare practitioners
Guest Speaker: James Lamouche, Associate Director, Indigenous Student Services, McMaster University

Reading Week:

Session 8: March 2, 2018
Six Nations Family Health Team- site visit Six Nations (full day event- transportation provided)
The Six Nations Family Health Team is a community led and consists of 11 multidiscipline providers including a traditional healer.

Session 9: March 9, 2018
Inuit Qaujimajatuqangit [Knowledge] & Health
Guest Speaker: Katherine Minich, MA, Lecturer, Indigenous Studies Program, McMaster University

Session 10: March 17, 2018
Building an Indigenous Health Institute: Practice, policy, research and academics
Marcia Anderson, MPH, MD. Internist, Executive Director of Indigenous Academic Affairs in the Ongomiizwin Indigenous Institute, Rady Faculty of Health Sciences, University of Manitoba

Session 11: March 23, 2018
Anti-Indigenous Racism in Healthcare and the Brian Sinclair Case
Mary Jane Logan McCallum, PhD, Professor, Department of History, University of Winnipeg

Session 12: April 6, 2018
Health and Well-Being: Interactive Elders Session, Art Show and Feast
Guest Speakers: ISHS Elders in Residence

READINGS/VIDEO SCHEDULES:
Session 1: Displacing Western Privilege: Introduction to the Indigenous Health Elective
Durie, Mason, (2004). Understanding Health and Illness: research at the interface


Session 2: Understanding Us to Understand Our Health


Session 3: Indigenous Health Research, Policy, and Ethics: Meeting Indigenous Standards of Practice


Session 4: From Northern Canada to Ethiopia: Leadership, advocacy, training and practice


Session 5: Métis Nationhood and Health Data: When ‘others’ define Métis, this happens....


Session 6: De Dwa Da Dehs Nye'ex Traditional Healing Programs in Urban Settings-site visit Hamilton

Indigenous health care practices increase ownership over health and health care decisions. 
*Canadian Journal of Public Health.* Vol. 107., No. 4-5., e393-e398

**Session 7: UNDRIP, TRC & Traditional Medicine: On the land learning for healthcare practitioners**


**Session 8: Six Nations Family Health Team- site visit Six Nations of the Grand River**
Caron, Nadine. “Reflections of One Indian Doctor in a Town Up North”. In Greenwood, Margot et als (Eds.) *Determinants of Indigenous Peoples’ Health in Canada: Beyond the Social.* Toronto, ON. Canadian Scholars Press Inc. (pp.219-222).


**Session 9: Inuit Qaujimajatuqangit [Knowledge] & Health**

Arnagug-baril, Alethea (2016) *Angry Inuk.* ONF/NFB. Free streaming when accessing on campus at: https://www.nfb.ca/film/angry_inuk/ or view DVD at ISHS student space.

**Session 10: Building an Indigenous Health Institute: Practice, policy, research and academics**

**Session 11:**
Anti-Indigenous Racism in Healthcare and the Brian Sinclair Case


**MCMASTER POLICIES**
**Attendance:**
Attendance is a critical component of the experience. Participants are expected to attend all formal sessions. Reinforcing that message would require a deduction from your overall attendance for any session missed without a *McMaster Student Absence Form (MSAF)*-no exception.

- http://mcmaster.ca/msaf/
McMaster Student Accessibility Services

- http://sas.mcmaster.ca

Academic Integrity:
You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy. The following illustrates only three forms of academic dishonesty: 1. Plagiarism e.g. the submission of work that is not one's own or for which other credit has been obtained. 2. Improper collaboration in group work. And 3. Copying or using unauthorized aids in tests and examinations.

- http://www.mcmaster.ca/academicintegrity

Academic Accommodation for Religious, Indigenous and Spiritual Observances


Academic Accommodation for Students with Disabilities
Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with the Program Coordinator. Academic accommodation must be arranged for each term of study. Student Accessibility Service Can be contact by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca for further information, consult McMaster University's policy for Academic Accommodation for Students with Disabilities.

Instructor Accessibility: For increased flexibility, I do not have set office hours but use by appointment with a reasonable time between request for meeting and meeting day/time. Email and telephone communications will occur within business hours with up to a 48-hour response time; please plan accordingly.

Access to the ISHS Student Resource Centre/Space: ISHS located at HSC 2A1E is open between 9-5 Monday through Friday.