



CHL5523H – Summer 2023
Indigenous Health and Social Policy
REMEMBER to Tweet #CHL5523 and #IndigenousHealth
TBD University of Toronto at Mississauga (UTM)

We would like to acknowledge the traditional territories of the Mississauga of the New Credit First Nation, Anishnawbe, Wendat, Huron, and Haudenosaunee Indigenous Peoples on which the Dalla Lana School of Public Health now stands. The territory was the subject of the Dish With One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. We would also like to pay our respects to all our ancestors and to our present Elders.

Instructor: Angela Mashford-Pringle, PhD
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Morning Lectures 9:30am-11:30am
Afternoon Teachings 12:30pm – 3pm

Course Description:

This course is designed to engage students with Indigenous policy development in Canada. Students will critically analyze and discuss topics that are diverse and complex in developing Indigenous health and social policy. Students will consider Indigenous ways of knowing, relationships with the Canadian state, and how social and health policies are created at the Indigenous governance, provincial and federal government levels. By drawing on material from existing health policies as well how Indigenous public and social policy are created, students will gain a greater understanding for the role every person in Canada plays with regards to Indigenous Peoples and their health and social policies in Canada. This course will provide students with the intellectual tools to critically engage with and advocate for Indigenous Peoples health and well-being in Canada.

Course Objectives:

It is important for students to know and understand how, where and who is involved in Indigenous policy development in Canada. Topics discussed will include the history of Canadian public health, health care and the *Canada Health Act*; contemporary issues, ideas and challenges in Canadian Indigenous health and social policy. Students will understand the complexities of policy development for Indigenous people in Canada, and to provide an overview of key aspects pertaining to Indigenous health policy in Canada and beyond.

Learning Objectives: Students will demonstrate clear understanding of Indigenous health and social policy in Canada. Students will be able to analyze policies and legislation as it pertains to Indigenous peoples. Students will demonstrate the interconnectedness of health and social issues through land-based presentations.

Required Texts:

Bemelmans-Videc, M-L; Rist, Ray; Veding, E.O. (2010). *Carrots, Sticks & Sermons: Policy Instruments & Their Evaluation*.



Evaluation

Briefing Note Assignment	30%	July 15, 2022
Individual 10 minute presentation	30%	June 15, 2022
Participation	10%	Ongoing
Policy Brief Paper	30%	July 25, 2022

Assignments:

The assignments are designed to increase your learning about issues relevant to Indigenous people. Below is a comprehensive outline of the assignments:

1. Briefing Note Assignment (30%) Due July 15, 2022.

Watch the asynchronous video on how to write a briefing note on Quercus

In your briefing paper, you will assume the role of policy advisor to the Federal government – specifically the Public Health Agency of Canada. Your job is to write a paper for a Federal Minister to brief the Prime Minister or other cabinet members. You must choose an issue that is relevant to Indigenous peoples (look through the syllabus for ideas). You need to convince the Prime Minister that the issue has important implications for Indigenous health by giving enough information to discuss the issue(s).

Your briefing note should cover the following points:

- 1) Basic information about the policy issue. What is the policy area about? How does this affect your boss?
- 2) What are the main policy choices for your organization in this policy area? Explain two different policy choices that could be used.
- 3) What is the policy position that you believe that your boss and organization should take and why?
- 4) You must support your position using facts and data.

BRIEFING NOTE TO THE DIRECTOR GENERAL

BACKGROUND:

KEY ISSUES

OPTIONS AND IMPLICATIONS:

You must have at least 5 sources and 2 must be scholarly (academic journal article or book). You must cite the sources in your paper or presentation and have a reference list.

*******Length: no more than 2000 words or 5 essay pages.*******

2. Individual Presentation (30%) Due June 15, 2022 (afternoon).

Students will provide an individual presentation of 8 to 10 minutes (max). Students should be prepared to discuss an Indigenous health or social policy with arguments as to why the policy



should be put in place (no sources are required). Each student should aim to advocate in their presentation and ensure that there is ample evidence for the policy intervention or action. Students should explain if the policy will use a) sticks, b) carrots, c) sermons, or d) all of these and which level or levels of government (First Nations/Métis/Inuit, federal, provincial, or other) are involved and/or responsible for the policy initiative. The importance of the topic to Indigenous people and what the outcomes (intended and unintended) might be. Think of this as an elevator pitch for a topic of interest – including for your briefing note due in July.

3. Participation (10%) – Ongoing

Students are expected to have completed the readings and come prepared to engage in class discussions.

Everyone learns from each other, therefore it is important to provide your knowledge as often as possible in discussions in class. Each of our classes will be unique and will have a different focus.

4. Policy Brief Paper (30%) - Due July 25, 2022

Students are choose one of the policies below and critique the policy. **Do NOT summarize** the policy! Who created this policy? When was it developed? How has it been administered? Who administers it? Is the policy written with evaluation? Does the policy language appear inclusive? Where Indigenous people part of the creation? If not, why not? You must use APA format throughout the assignment. Attach the policy that you are reviewing or put the url/website address.

Assignment Format

Please note the length requirements of each assignment and make sure to use a standard 12-point font, like Times New Roman. All written assignments should have 1.5 line spacing and standard margins. All references and citations should adhere to APA style and should be a Word document – **NOT PDF**.

University of Toronto Writing Centre & APA Style

As a student at the University of Toronto, you have access to the Writing Centre on campus. The Writing Centre offers writing courses, advice and workshops. I **strongly** recommend that you visit the website at www.writing.utoronto.ca. You should also visit <http://owl.english.purdue.edu/owl/resource/949/01/> which illustrates APA citation styles and compares it to other formats. **You are NOT required to use a ‘running head’ or ‘abstract’ for any papers.**

Late Penalties:

Assignments are due on the assigned date. Assignments handed in after this time will receive 5% off at 1:01pm or later even if turned in later the same day and an additional 5% off for every day late to a maximum of seven days. After seven days, **assignments will no longer be accepted. Students are also responsible for requesting in writing (by email), (at the latest) three days prior to the due date** for an extension for exceptional circumstances. Extensions granted will identify a new due date. The email should include the full name of the student, the student number, the assignment for which an extension is requested, and a reason for the request. Documentation will be required (e.g., a doctor’s note).



Recording of Lectures/Webinar Sessions

These resources are intended to be used as a student study aid and are not a substitute for participation. Video recordings will primarily capture the instructor and onscreen content.

Course videos **may not** be reproduced, posted, or shared anywhere other than the official course Quercus site and/or the DLSPH YouTube channel and should only be used by students currently registered in the course. Students **will not** create additional audio or video recordings without written permission from Dr. Mashford-Pringle or the Elders/Knowledge Keepers in the course. Permission for such recordings will not be withheld for students with accommodation needs.

Respect for classmates

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Academic Integrity

Students must adhere to the [Code of Behaviour on Academic Matters](#). *It is your responsibility to know what constitutes appropriate academic behaviour.* You are responsible for ensuring that you do not act in such a way that would constitute cheating, misrepresentation, or unfairness, including but not limited to, using unauthorized aids and assistance, impersonating another person, and committing plagiarism. For more information see [U of T Academic Integrity](#) website.

Accessibility

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please feel free to approach me/us and/or the Accessibility Services Office as soon as possible. The Accessibility Services staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let them and me know your needs, the quicker we can assist you in achieving your learning goals in this course. For more information, or to register with Accessibility Services, please visit: <http://studentlife.utoronto.ca/as>.

Key Resources and Supports for DSLPH Graduate Students

- [DLSPH Covid Information](#)
- [DLSPH Student Resources \(Policies, Financial Aid, Health and Wellness, etc.\)](#)



Class Outline:

	Topics	Readings
Day 1 June 9	<p>Morning: Introductions & Welcoming Power, privilege and practice in policy creation</p> <p>Lunch – On your own</p> <p>Afternoon: What is social policy? What is health policy? How do social and health policy interact in public health?</p> <p>Asynchronous: Video of History of Health Care in Canada & definitions of public health policy, healthy public policy and health policy including Indigenous policy</p>	<p>READ BEFORE FIRST DAY: Bemelmans-Videc, M-L; Rist, Ray; Veding, E.O. (2010). <i>Carrots, Sticks & Sermons: Policy Instruments & Their Evaluation</i>.</p> <ul style="list-style-type: none"> - Jordan River Anderson, the Messenger (1 hour, 5 minutes): https://www.nfb.ca/film/jordan-river-anderson-the-messenger/ - Nakuset – CBC doc about a 60’s Scoop survivor (12 minutes) - https://www.youtube.com/watch?v=9P4jYYL4FYY - No Turning Back – NFB doc on RCAP (47 minutes) - https://www.nfb.ca/film/no_turning_back/ <ul style="list-style-type: none"> o Makes me think of this National Post article about how the MMIWG inquiry builds off 98 earlier reports. Author calls the recommendations unrealistic which I disagree with though. https://nationalpost.com/news/the-mmiw-inquiry-drew-from-98-earlier-reports-the-same-problems-and-unrealized-solutions-echo-through-them-all
Day 2 June 10	<p>Morning: Walk around campus discussing housing, governance, and infrastructure policy</p> <p>Lunch – On your own</p> <p>Afternoon: Social and Health Policy Development in Canada *how social and health policies are created in Canada *Indigenous influence/impact on social and health policy</p>	<p>1. Smith, Dawn; Varcoe, Colleen; Edwards, Nancy. (2005). Turning Around the Intergenerational Impact of Residential Schools on Aboriginal People: Implications for Health Policy and Practice. <i>Cdn. J. of Nursing Research</i>, Vol. 37, Issue 4, pp. 38-60; ISSN 0844-5621. http://cjr.archive.mcgill.ca/issue/view/200</p> <p>Also wondered if you wanted to bring in the Executive Summary of the MMIW inquiry https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Executive_Summary.pdf</p>



<p>Day 3 June 13</p>	<p>Morning: Social Issues that Need Health Policy *Poverty *Housing *Child Welfare *Women (MMIW, Trafficking, Culture Keepers) *Education *Employment *Language *Mental Health *Youth and Children</p> <p>Afternoon: Academics, Hereditary Chiefs, traditional governance & sovereignty</p> <p>Asynchronous: Great Law of Peace - https://www.youtube.com/watch?v=0DaNMtVANsA Clan Systems - https://www.youtube.com/watch?v=9utMtMrDkhQ</p>	<ol style="list-style-type: none"> 1. Glouberman, Sholom. (2001). Towards a New Perspective on Health Policy. Canadian Policy Research Network. At: http://rcrpp.org/documents/2686_en.pdf 2. Kelly, M. (2011). Toward a new era of policy: Health care service delivery to First Nations. <i>Int'l Indigenous Policy Journal</i>, 2 (1), 1-12. DOI: 10.18584/iipj.2011.2.1.11 http://ir.lib.uwo.ca/iipj/vol2/iss1/11/
<p>Day 4 June 14</p>	<p>Morning: Racism & Policy What does race have to do with policy? What policies do Indigenous people have control of?</p> <p>Afternoon: Walk to Erindale Park Infrastructure, Water and health; AHS, AHWS, AHACs, policy review</p>	<ol style="list-style-type: none"> 1. Deverell, William. (2005). Toured to Death – Special to the Globe and Mail. https://beta.theglobeandmail.com/arts/toured-to-death/article740508/?ref=http://www.theglobeandmail.com&



	<p>Asynchronous: Health Legislation *Canada Health Act, Indian Act, Constitution Act 1982 and Constitutional Talks, Indigenous identity (status) Self-Government Policy *1974 Indian Health Policy *1979 Indian Health Policy *Jordan's Principle *Non-Insured Health benefits *AHAC, Ontario Aboriginal Health & Wellness Strategy</p>	
<p>Day 5 June 15</p>	<p>Morning: Q&A about presentations & about readings Future policy direction</p> <p>Time to work on presentations</p> <p>Afternoon: Individual presentations</p>	<ol style="list-style-type: none"> 1. Chandler, M. & Lalonde, C. (1998). Cultural continuity as a hedge against suicide in Canada's First Nations. <i>Transcultural Psychiatry</i>, 35, 2, pp. 191-219. https://journals-scholarsportal-info.myaccess.library.utoronto.ca/details/13634615/v35i0002/191_ccaahasicfn.xml 2. Raphael, Dennis (2003). When Social Policy is Health Policy: Why Increasing Poverty and Low Income Threatens Canadians' Health and Health Care System. <i>Cdn Review of Social Policy</i>, Vol. 51, p. 9-29 https://search-proquest-com.myaccess.library.utoronto.ca/docview/222294146?OpenUrlRefId=info:xri/sid:summon&accountid=14771 3. Lavoie, J. (2011). The Aboriginal health legislation and policy framework in Canada. Prince George, BC: National Collaborating Centre for Aboriginal Health. www.nccah-ccnsa.ca/docs/Health%20Legislation%20and%20Policy_English.pdf

Additional Readings:

1. Shier, Michael & Graham, John. (2014). Social Policy in Canada. *Encyclopedia of Social Work*. <https://oxfordre.com/socialwork/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-947>
2. *REVIEW ONLY* Christian Aboriginal Infrastructure Development website: <http://caid.ca/Dpolicies.html>
3. Ministry of Health & Long-Term Care. (2018). Relationship with Indigenous Communities Guideline, 2018. http://health.gov.on.ca/en/pro/programs/publichealth/oph_standards/docs/protocols_guidelines/



4. Ontario Aboriginal Health Access Centres (2010). Our Health, Our Future. www.cahc.ca/wp-content/.../03/AHACs-Our-Health-Our-Future-2010-Report.pdf
5. Cook, M.; McWhirter, J. (2011). Public Policy and Aboriginal Peoples in Canada: Taking a Life-Course Perspective. *Cdn. Public Policy*, Vol. 37, Issue 1; pp. S15-S31. <http://muse.jhu.edu.myaccess.library.utoronto.ca/article/423304>
6. Government of Canada. (2012). Canada's Health Care System. <https://www.canada.ca/en/health-canada/services/health-care-system/reports-publications/health-care-system/canada.html>
7. Public Health Agency of Canada. (2012). The role and organization of public health (Section 3A and 3B). <http://www.phac-aspc.gc.ca/publicat/sars-sras/naylor/3-eng.php#s3a>
8. Hankivsky, O. (ed.). (2011). Chapter 2: Beyond Borders and Boundaries: Addressing Indigenous Health Inequities in Canada Through Theories of Social Determinants of Health and Intersectionality. In *Health Inequities in Canada: Intersectional Frameworks and Practices*. <http://search.library.utoronto.ca/details?10507875>
9. Loppie Reading, C. & Wien, F. (2009). Health Inequalities, Social Determinants and Life Course Health Issues Among Aboriginal Peoples in Canada. Prince George, BC: National Collaborating Centre for Aboriginal Health. www.nccah-ccnsa.ca/docs/social%20determinates/nccah-loppie-wien_report.pdf
10. Peters, Evelyn. (2006). "We do not lose our treaty rights outside the... reserve": challenging the scales of social service provision for First Nations women in Canadian cities. *GeoJournal*, Vol 65, # 4 At: <http://simplelink.library.utoronto.ca/url.cfm/447634>
11. Best Start. (2012). A Child Becomes Strong: Journeying Through Each Stage of the Life Cycle at http://www.beststart.org/resources/hlthy_chld_dev/pdf/CBS_Final_K12A.pdf
12. First Nations Information Governance Centre. (2010). RHS- Regional Health Survey. <http://www.rhs-ers.ca/node/11>
13. The Métis Centre of the National Aboriginal Health Organization. (2011). Paucity of Métis-Specific Health and Well-Being Data and Information: Underlying Factors. Prince George, BC: National Collaborating Centre for Aboriginal Health. [http://www.nccah-ccnsa.ca/docs/fact%20sheets/setting%20the%20context/Paucity%20of%20Metis%20Health%20\(English\).pdf](http://www.nccah-ccnsa.ca/docs/fact%20sheets/setting%20the%20context/Paucity%20of%20Metis%20Health%20(English).pdf)
14. Wilson, K. (2004). The Complexities of Multi-Level governance in Public Health. *Cdn J. of Public Health*, Vol. 95, Issue 6, pp. 409-411. <https://search-proquest-com.myaccess.library.utoronto.ca/docview/232000807/fulltextPDF/53775C5B4DD44F97PQ/1?accountid=14771>
15. The Lancet. (1999). Institutionalised racism in health care. *The Lancet*, 353 (9155), 765. DOI: 10.1016/S0140-6736(99)00039-2 https://journals-scholarsportal-info.myaccess.library.utoronto.ca/details/01406736/v353i9155/765_irihc.xml
16. Gunn, B. (n.d.). Ignored to Death: Systemic Racism in the Canadian Healthcare System. Submitted to EMRIP the Study on Health. <http://www.ohchr.org/Documents/Issues/IPeoples/EMRIP/Health/UniversityManitoba.pdf>
17. NIH US National Library of Medicine. (2020). When People are Data: How Medical History Matters for Our Digital Age.



- <https://circulatingnow.nlm.nih.gov/2020/06/02/when-people-are-data-how-medical-history-matters-for-our-digital-age/> & Listen to the recording: <https://videocast.nih.gov/watch=35473>
18. Maioni, A. (2002). Discussion Paper No. 34: Roles and Responsibilities in Health Care. Commission on the Future of Health Care in Canada. At:
<http://publications.gc.ca/collections/Collection/CP32-79-34-2002E.pdf>
 19. Hankivsky, Olena; Christoffersen, Ashlee. (2008). Intersectionality and the determinants of health: A Canadian perspective. *Critical Public Health*, Vol. 18, Issue 3, pp. 271-283.
https://journals-scholarsportal-info.myaccess.library.utoronto.ca/details/09581596/v18i0003/271_iatdohacp.xml
 20. Government of Canada. (1985). Canada Health Act. <http://laws-lois.justice.gc.ca/eng/acts/c-6/>
 21. Hurley, Mary (1999). The Indian Act. At <http://publications.gc.ca/Collection-R/LoPBdP/EB/prb9923-e.htm>
 22. <https://www.rcaanc-cirnac.gc.ca/eng/1566482924303/1566482963919#7>
 23. Allard-Cote, E.; Bradford, S.; Durocher, L. (2016). Indigenous Health Policy in Australia, New Zealand, and Canada. **On Blackboard only.**
 24. Fuchs, V. (2013). How and Why U.S. Health Care Differs from that in Other OECD Countries. *J. of American Medical Association*, Vol. 309, Issue 1, pp. 33-34; DOI 10.1001/jama.2012.125458
<http://jamanetwork.com.myaccess.library.utoronto.ca/journals/jama/fullarticle/1555142>
 25. Durey, A. (2010). Reducing racism in Aboriginal health care in Australia: Where does cultural education fit? *Australian and New Zealand Journal of Public Health*, 34, S87-S92.
<http://onlinelibrary.wiley.com.myaccess.library.utoronto.ca/doi/10.1111/j.1753-6405.2010.00560.x/abstract>

Watch: https://www.youtube.com/watch?v=c_dr0ZVRvR0&feature=related

Watch: <https://www.youtube.com/watch?v=GVYNBP-HG9s&feature=fvwrel>