

## Graduate Studies Forum November 2018

### *Session 1: “Giving space for the story to breathe...”*

### *Suggested Readings*

- Aboriginal Nurses Association of Canada, Canadian Association of Schools of Nursing & Canadian Nurses Association. (2009). Cultural competence and cultural safety in Nursing Education. A framework for First Nations, Inuit and Metis nursing. Ottawa: Aboriginal Nurses Association of Canada.
- Alfred, G. T. & Corntassel, J. (2005). Being Indigenous: Resurgences against contemporary colonialism. *The Politics of Identity-IX*, 597-614.
- Alfred, Taiaiake. (2012). Taiaiake Alfred: Indigenizing the academy. URL: <https://www.youtube.com/watch?v=7FL8wKpdUvA> [December 1, 2015].
- Allen, 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: Well Living House Action Research Centre for Indigenous Infant, Child, and Family Health and Wellbeing, St. Michael’s Hospital.
- Anishnawbe Health Toronto. (2012). *Aboriginal Cultural Safety Initiative*. Bergum, V., & Dossetor, J. (2005). *Relational ethics: the full meaning of respect*. Hagerstown, MD: University Publishing Group.
- Baba, L. (2013). *Cultural safety in First Nations, Inuit and Metis public health: Environmental scan of cultural competency and safety in education, training and health services*. Prince George, BC: National Collaborating Centre for Aboriginal Health.
- Bartlett, J.G., Iwasaki, Y., Gottlieb, B., Hall, D., & Mannell, R. (2007). Framework for Aboriginal-guided decolonizing research involving Métis and First Nations persons with diabetes. *Social Science and Medicine*, 65, 2371-2382.
- Battiste, M. (2008). Research ethics for protecting indigenous knowledge and heritage. In N.K. Denzin, Y.S. Lincoln, & L.T. Smith (Eds). *Handbook of critical and indigenous methodologies*. Pp. 497-509. Sage Publications, Thousand Oaks, California.
- Battiste, M., Bell, L., & Findlay, L.M. (2002). Decolonizing education in Canadian universities: An interdisciplinary, international, indigenous research project. *Canadian Journal of Native Education*, 26(2), 82-95.
- Blanchet Garneau A, Browne AJ, Varcoe C. (2017). Drawing on antiracist approaches toward a critical antidiscriminatory pedagogy for nursing. *Nursing Inquiry*, 2017;00:e12211. <https://doi.org/10.1111/nin.12211>



- Bourassa, C., McKay-McNabb, K., & Hampton, M. (2004). Racism, sexism, colonialism: The impact on the health of Aboriginal women in Canada. *Canadian Woman Studies*, 24(1), 23-29.
- Bourque Bearskin, R.L. (2011). A critical lens on culture in nursing practice. *Nursing Ethics*, 18(4), 548-559.
- Bourque Bearskin, R. L., Cameron, B. L., King, M., & Weber Pillwax, C. (2016). Mâdawoh kamâtowin, "coming together to help each other in wellness": Honouring indigenous nursing knowledge. *International Journal of Indigenous Health*, 11(1), 18. 10.18357/ijih11201615024
- Brant-Castellano, M., (2004). Ethics of Aboriginal Research. *Journal of Aboriginal Health*, January, 98-114.
- Browne, A. J. (2001). The influence of liberal political ideology on nursing science. *Nursing Inquiry*, 8(2), 118-129.
- Browne, A.J., Smye, V. L., & Varcoe, C. (2005). The relevance of postcolonial theoretical perspectives in research in Aboriginal health. *Canadian Journal of Nursing Research*, 37(4), 16-37.
- Browne, A. J., & Reimer-Kirkham, S. (2014). Problematizing social justice discourses in nursing. In P. N. Kagan, M. C. Smith, & P. L. Chinn (Eds.), *Philosophies and practices of emancipatory nursing: Social justice as praxis* (pp. 21-38). New York, NY: Routledge.
- Browne, A. J., Varcoe, C., Lavoie, J., Smye, V., Wong, S.T., Krause, M., Tu, D.,...Fridkin, A. (2016). Enhancing health care equity with Indigenous populations: Evidenced-based strategies from an ethnographic study. *BMC Health Serv Res*, 16, 544. doi: 10.1186/s12913-016-1707-9
- Borrows, J. (2008). Seven generations, seven teachings: Ending the Indian Act. Research Paper for the National Centre for First Nations Governance. Retrieved from [http://fngovernance.org/resources\\_docs/7\\_Generations\\_7\\_Teachings.pdf](http://fngovernance.org/resources_docs/7_Generations_7_Teachings.pdf)
- Canadian Association of Schools of Nursing. (2013). Educating nurses to address socio-cultural, historical, and contextual determinants of health among Aboriginal peoples. Canadian Association of Schools of Nursing, Aboriginal Nurses Association of Canada, and Inuit Tapiritt Kanatami.
- Churchill, M., Parent-Bergeron, M., Smylie, J., Ward, C., Fridkin, A., Smylie, D., & Firestone, M. (2017). Evidence brief: Wise practices for indigenous-specific cultural safety training programs. Ontario Indigenous Cultural Safety Program & St. Michael's Centre for Urban Health Solutions. Retrieved from [file:///Users/michelle/Downloads/2017%20Wise%20Practices%20in%20Indigenous%20Specific%20Cultural%20Safety%20Training%20Programs%20\(4\).pdf](file:///Users/michelle/Downloads/2017%20Wise%20Practices%20in%20Indigenous%20Specific%20Cultural%20Safety%20Training%20Programs%20(4).pdf)
- Cote-Meek, S. (2014). *Colonized classrooms: Racism, trauma and resistance in post-secondary education*. Halifax, NS: Fernwood Publishing.
- Coulthard, G. S. (2014). *Red skin, white masks : Rejecting the colonial politics of recognition*. Minneapolis, MN : University of Minnesota Press.

- Cuthand Goodwill, J. (1989). Indian and Inuit nurses of Canada. *Saskatchewan Indian Federated College Journal*, 4(1), 93-104.
- Czyzewski, K. (2011). Colonialism as a broader social determinant of health. *The International Indigenous Policy Journal*, 2(1), 1-16.
- Dhamoon, R.K. (2010). Considerations on mainstreaming intersectionality. *Political Research Quarterly* 20 (10), 1-14.
- Downing, R., & Kowal, E. (2011). A postcolonial analysis of Indigenous cultural awareness training for health workers. *Health Sociology Review*, 20, 5-15.
- Doane, G., Pauly, B., Brown, H., McPherson, G. (2004). Exploring the heart of ethical nursing practice: Implications for ethics education. *Nursing Ethics*, 11(3), 240-253.
- Doerfler, J., Sinclair, N.J., & Stark, H.K. (2013). *Centering Anishinaabeg studies: Understanding the world through stories*. Winnipeg, MB: University of Manitoba Press.
- Ermine, 2007. The Ethical Space of Engagement. *Indigenous Law Journal*. 6(1), 193-203.
- First Nations Centre (2005). 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.  
[http://www.naho.ca/documents/fnc/english/FNC\\_OCAPCriticalAnalysis.pdf](http://www.naho.ca/documents/fnc/english/FNC_OCAPCriticalAnalysis.pdf)
- First Nations Information Governance Centre (FNIGC). <http://fnigc.ca/ocap.html>
- Francis, D. (2012). *The imaginary Indian: The image of the Indian in Canadian culture*. Vancouver, BC: Arsenal Pulp Press.
- Greenwood, M., de Leeuw, Sarah., Lindsay, N.M. & Reading, C. (2015). *Determinants of Indigenous Peoples' Health in Canada: Beyond the Social*. Toronto: Canadian Scholars' Press Inc.
- Hart, M.A. (2010). Indigenous Worldviews, Knowledge, and Research: The Development of an Indigenous Research Paradigm. *Journal of Indigenous Voices in Social Work*, 1-16.
- Hartrick Doane, G., & Varcoe, C. (2007). Relational practice and nursing obligations. *Advances in Nursing Science*, 30(3), 192-205.
- Jacklin, K. & Kinoshameg, P. (2008). Developing a Participatory Aboriginal Health Research Project: "Only if it's going to mean something." *Journal of Empirical Research of Human Research Ethics* 3(2):53-68.
- King, T. (2017). *The Inconvenient Indian Illustrated: A Curious Account of Native People in North America*. Toronto, ON: Doubleday Canada.

- Kirk, G., & Okazawa-Rey (2013). Identities and social locations: Who am I? Who are my people? In M. Adams., W. J. Blumenfeld., C. R. Castaneda., H. W. Hackman., M. L. Peters., & X. Zuniga (Eds.), *Readings for diversity and social justice* (3<sup>rd</sup> ed., pp. 9-15). New York, NY: Routledge.
- Little Bear, L. (2009). *Naturalizing Indigenous Knowledge*, Synthesis Paper. (ISBN : 978-1-926612-32-4) University of Saskatchewan, Aboriginal Education Research Centre, Saskatoon, Sask. And First Nations and Adult Higher Education Consortium, Calgary, Alta. Retrieved from [https://www.afn.ca/uploads/files/education/21\\_2009\\_july\\_ccl-alkc\\_leroy\\_littlebear\\_naturalizing\\_indigenous\\_knowledge-report.pdf](https://www.afn.ca/uploads/files/education/21_2009_july_ccl-alkc_leroy_littlebear_naturalizing_indigenous_knowledge-report.pdf)
- Lowry, G., Dewar, J., DeGagné, M., Rogers, S., & Aboriginal Healing Foundation (Canada). (2012). *Speaking my truth: Reflections on reconciliation & residential school* (Scholastic/First Printing. ed.). Ottawa, Ontario: Aboriginal Healing Foundation.
- Maar, M.A., Lightfoot, N.E., Sutherland, M.E., Strasser, R.P., Wilson, K.J., Lidstone-Jones, C.M., Graham, D.G., Beaudin, R., Daybutch, G.A., Dokis, B.R., Lesage, M.T., Raymond, M., & Williamsom, P. (2011). Thinking outside the box: Aboriginal people's suggestions for conducting health studies with Aboriginal communities. *Public Health*, 125, 747-753.
- Manitowabi, D., & Shawande, M. (2011). The meaning of Anishinabe healing and wellbeing on Manitoulin Island. *Pimatisiwin: A journal of Aboriginal and Indigenous Community Health*, 9(2), 441-458.
- McDermott, D. R., Lawless, A., Mackean, T., Edmondson, W., Sjoberg, D., & Ryder, C. (2015). Having the hard conversations: Towards good practice in addressing individual and institutional resistance to Indigenous health and cultural safety education. Paper presented at the Indigenous Content in Education Symposium, Adelaide, Australia.
- McGibbon, E., Mulaudzi, F. M., Didham, P., Barton, S. & Sochane, A. (2013). Toward decolonizing nursing: The colonization of nursing and strategies for increasing the counter-narrative. *Nursing Inquiry*, 21(3), 179-191.
- McPherson, D. H., & Rabb, J. D. (2011). *Indian from the inside. Native American philosophy and cultural renewal*. McFarland & Company, Jefferson, North Carolina.
- Nabigon, H, Hagey, R., Webster, S., & MacKay, R. (1999). The learning circle as research method: the trickster and Windigo in Research. *Native Social Work Journal* 2 (1), 113-137.
- Ontario College of Teachers (2016). Exploring the Ethical Standards for the teaching profession through Anishinaabe Art. Retrieved from [https://www.oct.ca/-/media/PDF/Exploring%20Ethical%20Standards%20through%20Anishinaabe%20Art/2015%20Ethical%20Stndrds%20and%20Anishinaabe%20Art\\_en%20web\\_accssble.pdf](https://www.oct.ca/-/media/PDF/Exploring%20Ethical%20Standards%20through%20Anishinaabe%20Art/2015%20Ethical%20Stndrds%20and%20Anishinaabe%20Art_en%20web_accssble.pdf)
- Ramsden, I. (2002). *Cultural Safety and nursing education in Aotearoa and Te Waipounamu*. Doctoral Dissertation. Wellington, New Zealand University of Wellington.

- Reading, C. (2013). Social Determinants of Health. Understanding Racism. National Collaborating Centre for Aboriginal Health.
- Rowan, M. S., Rukholm, E., Bourque-Bearskin, R. L., Baker, C., Voyageur, E., & Robitaille, A. (2013). Cultural competence and cultural safety in Canadian schools of nursing: A mixed methods study. *International Journal of Nursing Education Scholarship*, 10(1), 1-10. DOI: 10.1515/ijnes-2012-0043
- Royal Commission on Aboriginal Peoples (1996). Final Report of the Royal Commission on Aboriginal Peoples. Ottawa: RCAP.
- Smith, L.T. (1999). *Decolonizing Methodologies. Research and Indigenous Peoples*. University of Otago Press, Dunedin.
- Smith, M., Spadoni, M. & Kioke, S. (2017). Report on the Evaluation of the Aboriginal Content of the Ontario Primary Health Care Nurse Practitioner Program; Unpublished manuscript.
- Smye, V, & Browne, A. (2002). Cultural safety and the analysis of health policy affecting Aboriginal people. *Nurse Researcher*, 9(3), 42-56.
- Spielmann, R. (2009). *Anishnaabe World: A survival guide for building bridges between Canada and First Nations*. Your Scrivener Press, Sudbury, Ontario.
- Stansfield, D., & Browne, A. J. (2013). The Relevance of Indigenous Knowledge for Nursing Curriculum. *International Journal Of Nursing Education Scholarship*, 10(1), 1-9. doi:10.1515/ijnes-2012-0041
- Truth and Reconciliation Commission of Canada (TRC). (2015). *Honouring the Truth, Reconciling for the Future. Summary of the Final Report of the Truth and Reconciliation Commission of Canada*. Retrieved from:  
[http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Exec\\_Summary\\_2015\\_05\\_31\\_web\\_o.pdf](http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Exec_Summary_2015_05_31_web_o.pdf)
- Varcoe, C., & McCormick, J. (2007). Racing around the classroom margins: Race, racism and teaching nursing. In L. E. Young, & B. L. Paterson (Eds.), *Teaching nursing: Developing a student-centered learning environment* (pp. 437–466). Philadelphia, PA: Lippincott Williams & Wilkins.
- Varcoe, C., Doane, G., Pauly, B., Rodney, P., Storch, J. L., Mahoney, K., McPherson, G., Brown, H., & Starzomski, R. (2004). Ethical practice in nursing: working the in-betweens. *Journal of Advanced Nursing*, 45(3), 316-325.
- Varcoe, C., Browne, A. J., & Cender, L. M. (2014). Promoting social justice and equity by practicing nursing to address structural inequities and structural violence. In P. N. Kagan, M. C. Smith, & P. L. Chinn (Eds), *Philosophies and practices of emancipatory nursing: Social justice as praxis* (pp. 256- 275). New York, NY: Routledge.
- Wagamese, R. (2011). *One story, one song*. Toronto, ON: Douglas and McIntyre Publishers.



Canadian Association of Schools of Nursing  
Association canadienne des écoles de sciences infirmières

Weber-Pillwax, C. (1999). Indigenous research methodology: Exploratory discussion of an elusive subject. *Journal of Educational Thought*, 33(1), 31–45.

Well Living House. (2017) Reconciling Relationships. Retrieved from <http://www.welllivinghouse.com/what-we-do/projects/reconciling-relationships/>

Wesley-Esquimaux, C., & Snowball, A. (2009). Viewing violence, mental illness and addictions through a wise practice lens. *International Journal of Mental Health and Addictions*, 8(2): 390-407.

Wilson, S. (May 9th, 2016). Indigenous Axiology, Prezi Presentation. Retrieved from <https://prezi.com/cieqzzvew9uk/indigenous-axiology/>

Wilson, S. (2008). *Research is Ceremony: Indigenous Research Methods*. Fernwood Publishing, Winnipeg, Manitoba.