



Stepping Stones: Resources for Indigenous Health, Wellness, and Reconciliation

# READING RESOURCES

BE WHAT THE WORLD NEEDS

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UNIVERSITY OF SASKATCHEWAN  
Health Sciences  
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## Introduction

The reading resources provided below are part of the *Stepping Stones: Resources for Indigenous Health, Wellness, and Reconciliation* webpage hosted by the University of Saskatchewan (USask) Health Sciences. The learning opportunities referenced there and in this document have been provided for people seeking to develop or enhance their understanding of — and approaches to — health and wellness through an Indigenous lens.

Curated and annotated by a USask development team, these resources foster compassionate and respectful interactions through increased awareness, deeper understanding, and thoughtful consideration. It is the development team's understanding that community members, Elders, and Knowledge Keepers have contributed to the experiences, resources, and courses that form the various resource lists or that those responsible for developing these materials did so with community involvement.

**Follow the stepping stones to Indigenous health and wellness that resonate with you and self-direct your unique journey towards more appropriate, equitable, inclusive, and caring interactions.**

### *Additional resources and more information*

To learn more — or to access additional resource lists from this archive focussed on videos and webinars, websites, activities, courses, and instructor resources — visit the *Stepping Stones: Resources for Indigenous Health, Wellness, and Reconciliation* webpage located at <https://healthsciences.usask.ca/education-and-research/stepping-stones-resources-for-indigenous-health-wellness-and-reconciliation.php>.

## Learning opportunity guide

Descriptions of how the resources provided in this document have been categorized to reflect learning opportunities associated with Attitudes (A), Skills (S), and/or Knowledge (K) are provided below.

### *Attitudes*

**These *Stepping Stones* resources explore:**

- traditional cultural practices, beliefs, and Indigenous health models, as well as seeing **One Health** as *our* health **(A1)**;
- accepting your 50 per cent in all relationships **(A2)**;
- the diversity and individuality of communities in order to better support unique community needs **(A3)**;
- the value, integrity, authenticity, and emotional commitment related to your professional role **(A4)**; and

- how cultural humility, cultural safety, and cultural training can enhance your practice to deliver appropriate and responsive care **(A5)**.

### *Skills*

**These *Stepping Stones* resources provide opportunities to practice and further develop:**

- self-awareness through ongoing and guided reflecting **(S1)**;
- cultural humility **(S2)**;
- relationship-building skills **(S3)**; and
- being a resilient collaborator and partner in care **(S4)**.

### *Knowledge*

**These *Stepping Stones* resources provide:**

- a positive and “wholistic” approach to care which respects traditional cultural practices, beliefs, and Indigenous health models **(K1)**;
- strategies to promote health and wellness in Indigenous communities, such as community-based programs **(K2)**;
- strategies to maintain positive mental health while working in and with communities **(K3)**;
- a growing toolkit to support cultural responsiveness, anti-oppressive, and anti-racist care in professional settings **(K4)**;
- the recognition that social determinants impact health outcomes and disparities **(K5)**; and
- an awareness of the intersection of Western science and Indigenous knowledge **(K6)**.

## Reading resources list

The readings listed below are organized from shortest to longest. Any resources requiring a purchase (e.g., books) are listed at the bottom.

Title, link, and associated learning opportunities	Resource annotation	Details	Notes
<p><a href="#"><u>Improving the clinical care of Indigenous peoples</u></a></p> <p>A (4, 5) S (2, 3, 4) K (1, 2, 4, 5)</p>	<ul style="list-style-type: none"> <li>• <b>Estimated reading time:</b> 2 minutes, 30 seconds</li> </ul>	<p><b>Published:</b> 2016</p> <p><b>Authors:</b> Wendy Glauser and Joshua Tepper</p>	
<p><a href="#"><u>8 steps toward addressing Indigenous health inequities</u></a></p> <p>A (1, 4, 5) S (1, 2, 3, 4) K (1, 2, 3, 4, 5, 6)</p>	<ul style="list-style-type: none"> <li>• <b>Estimated reading time:</b> 3 minutes, 5 seconds</li> </ul>	<p><b>Published:</b> 2016</p> <p><b>Authors:</b> Wendy Glauser and Joshua Tepper</p>	
<p><a href="#"><u>Indigenous People Don't Feel Safe Accessing Health Care. Here's What Has to Change</u></a></p> <p>A (5) K (1, 2, 4, 5, 6)</p>	<ul style="list-style-type: none"> <li>• <b>Estimated reading time:</b> 5 minutes</li> </ul>	<p><b>Published:</b> 2020</p> <p><b>Author:</b> Moira Wyton</p>	

<p><b><u>Health and Health Care Implications of Systemic Racism on Indigenous Peoples in Canada</u></b></p> <p><b>A</b> (1, 4, 5)  <b>S</b> (1, 2, 3, 4)  <b>K</b> (1, 2, 4, 5, 6)</p>	<ul style="list-style-type: none"> <li>• <b>Estimated reading time:</b> 12 minutes, 20 seconds</li> </ul>	<p><b>Published:</b> 2016</p> <p><b>Authors:</b> Andrew Leyland, Janet Smylie, Madeleine Cole, Darlene Kitty, Lindsay Crowshoe, Veronica McKinney, Michael Green, Sarah Funnell, Simon Brascoupé, Joanne Dallaire, and Artem Safarov</p>	
<p><b><u>Enhancing health care equity with Indigenous populations: evidence-based strategies from an ethnographic study</u></b></p> <p><b>A</b> (1, 3, 4, 5)  <b>S</b> (1, 2, 3, 4)  <b>K</b> (1, 2, 4, 5)</p>	<ul style="list-style-type: none"> <li>• <b>Estimated reading time:</b> 40 minutes</li> </ul>	<p><b>Published:</b> 2016</p> <p><b>Authors:</b> Annette J. Browne, Colleen Varcoe, Josée Lavoie, Victoria Smye, Sabrina T. Wong, Murry Krause, David Tu, Olive Godwin, Koushamibhi Khan, and Alycia Fridkin</p>	
<p><b><u>United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)</u></b></p> <p><b>A</b> (1, 3, 5)  <b>S</b> (2, 3)  <b>K</b> (1, 2, 5, 6)</p>	<ul style="list-style-type: none"> <li>• <b>Estimated reading time:</b> 30 minutes</li> <li>• UNDRIP emphasizes the importance of recognizing and respecting Indigenous cultures and knowledge systems, and promoting Indigenous self-determination and participation in decision-making processes that affect their communities.</li> <li>• UNDRIP highlights the importance of addressing social determinants of health and</li> </ul>	<p><b>Published:</b> 2007</p> <p><b>Author:</b> United Nations</p>	

	<p>promoting health and wellness in Indigenous communities.</p> <ul style="list-style-type: none"> <li>• <a href="#">Additional information</a> available.</li> </ul>		
<p><b><u>Braiding Sweetgrass</u></b></p> <p><b>A</b> (1, 3, 4, 5)  <b>S</b> (1, 2, 3)  <b>K</b> (1, 5, 6)</p>	<ul style="list-style-type: none"> <li>• <b>Estimated reading time:</b> 8-10 hours</li> <li>• Robin Wall Kimmerer explores the intersection of Indigenous wisdom and scientific knowledge.</li> <li>• The book provides insights into how we can learn from the natural world to live in a more sustainable and respectful way.</li> </ul>	<p><b>Published:</b> 2015</p> <p><b>Author:</b> Robin Wall Kimmerer</p>	
<p><b><u>Health Gap: The Challenge of an Unequal World</u></b></p> <p><b>A</b> (4)  <b>S</b> (4)  <b>K</b> (1, 2, 5)</p>	<ul style="list-style-type: none"> <li>• <b>Estimated reading time:</b> 6-8 hours</li> <li>• Sir Michael Marmot explores the reasons why health inequalities persist, despite advances in medical knowledge and technology, and what can be done to address them.</li> </ul>	<p><b>Published:</b> 2015</p> <p><b>Author:</b> Sir Michael Marmot</p>	