



SUBJECT	TUITION GRADUATE CERTIFICATE IN INDIGENOUS PUBLIC HEALTH
MEETING DATE	FEBRUARY 15, 2018

Forwarded to the Board of Governors on the Recommendation of the President

**APPROVED FOR
SUBMISSION**

Santa J. Ono, President and Vice-Chancellor

DECISION REQUESTED	<p>IT IS HEREBY REQUESTED that <i>the UBC Board of Governors approve domestic per-credit tuition of \$500.00 and International per-credit tuition of \$600.00 for eight new Graduate Certificate in Indigenous Public Health courses:</i></p> <ul style="list-style-type: none"> • <i>SPPH 576 (1.5): Introduction to Indigenous Health Research Ethics</i> • <i>SPPH 577 (1.5): Environmental Health and Indigenous Communities</i> • <i>SPPH 578 (1.5): Social Determinants of Indigenous Health</i> • <i>SPPH 579 (1.5): Collecting, Analyzing and Using Public Health Data in Indigenous Communities</i> • <i>SPPH 586 (1.5): Indigenous Health Policy in Canada</i> • <i>SPPH 587 (1.5): Mental Health Care and Delivery in Indigenous Communities</i> • <i>SPPH 588 (1.5): Introduction to Quantitative and Qualitative Research Methods in Indigenous Health Research</i> • <i>SPPH 589 (1.5): Interdisciplinary Approach to Understanding the Health of Indigenous Peoples</i> <p><i>Total fees for Graduate Certificate in Indigenous Public Health will be \$6,000.00 for domestic students and \$7,200.00 for international students.</i></p>
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Report Date	January 19, 2018
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Presented By Andrew Szeri, Provost and Vice-President Academic
 Hugh Brock, Associate Provost Academic Innovation
 Dermot Kelleher, Dean Faculty of Medicine
 Roger Wong, Executive Associate Dean Education, Faculty of Medicine

EXECUTIVE SUMMARY

The Graduate Certificate in Indigenous Public Health will equip Indigenous community members and scholars with necessary skills to address public health issues in First Nations, Inuit, Métis and other Indigenous communities through multidisciplinary approaches and culturally relevant strategies. Students will receive foundational training in the five core disciplines of public health: behavioral

science, biostatistics/epidemiology, environmental health, health administration/policy, and health education/promotion. These disciplines will be examined through an approach that engages the unique challenges and opportunities of working in Indigenous contexts; recognizes the historic and ongoing health disparities and inequities faced by Indigenous populations; builds applied and theoretical knowledge affirming Indigenous rights to self-determination in relation to health services, research and program development; and addresses multiple, intersecting “Calls to Action” from the Truth and Reconciliation commission.

INSTITUTIONAL STRATEGIC PRIORITIES SUPPORTED

Learning
 Research
 Innovation
 Engagement
 (Internal / External)
 International
 or Operational

DESCRIPTION & RATIONALE

Description

The Graduate Certificate in Indigenous Public Health is a 12-credit specialized program equipping students with necessary skills to address public health issues in Indigenous communities through multidisciplinary approaches and culturally relevant strategies.

Students will receive foundational training in the core disciplines of public health: behavioral science, biostatistics/epidemiology, environmental health, health administration/policy, and health education/promotion. These disciplines will be examined through an approach that engages the unique opportunities and challenges of working in Indigenous contexts. The Certificate is comprised of the following eight, mandatory courses:

- SPPH 576 (1.5): Introduction to Indigenous Health Research Ethics
- SPPH 577 (1.5): Environmental Health and Indigenous Communities
- SPPH 578 (1.5): Social Determinants of Indigenous Health
- SPPH 579 (1.5): Collecting, Analyzing and Using Public Health Data in Indigenous Communities
- SPPH 586 (1.5): Indigenous Health Policy in Canada
- SPPH 587 (1.5): Mental Health Care and Delivery in Indigenous Communities
- SPPH 588 (1.5): Introduction to Quantitative and Qualitative Research Methods in Indigenous Health Research
- SPPH 589 (1.5): Interdisciplinary Approach to Understanding the Health of Indigenous Peoples

The program will be delivered through intensive one-week, in-person institutes. Two courses will run concurrently, with one in the morning (8:00AM to 12:00PM) and one in the afternoon (1:30PM to 5:30PM). Completion of the Certificate will require a minimum of two years, with students attending eight courses over four institutes. Intake will occur in both the Winter and Summer

institutes, as courses can be completed in any order. All required courses will only be offered once every two years, meaning quicker completion is not possible. The maximum allowable time to complete the Certificate is four years.

Rationale

The program will play a central role in increasing the CEIH’s capacity to recruit and educate Indigenous health professionals. Specifically, the Graduate Certificate and Certificate aim to:

- 1) Increase the accessibility of graduate level training, and professional development opportunities, to Indigenous community members, health leaders, professionals and paraprofessionals.
- 2) Provide medical students and graduate students across health science disciplines options for specialized training in Indigenous public health.

<p>BENEFITS</p> <p>Learning, Research, Financial, Sustainability & Reputational</p>	<p>Learning</p> <p>Increasing the number of Indigenous health professionals, and providing outlets for those already working in the realm of First Nations, Inuit, Métis and Indigenous health to advance their skills, is necessary to address persistent health disparities. The provision of this training will promote self-determination by increasing Indigenous leadership in health and health care; and provide opportunities for non-Indigenous students to receive public health training that is contextualized to the needs and realities of Indigenous communities. This program builds from Articles 23 and 24 of the United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP) and UBC’s 23-24 initiative, which responds to the Truth and Reconciliation Commission’s Calls to Action #23 and #24. Graduate level Indigenous public health training is currently not available at any Canadian post-secondary institutions, leaving a critical gap in the expertise of public health professionals and opportunities for Indigenous community members.</p> <p>Sustainability and Financial Benefit</p> <p>The Certificate program is deemed to be financially sustainable and operate on a cost-recovery basis with support from the Faculty of Medicine and Provost. The Dean, Faculty of Medicine and Provost will equally cover the budgeted shortfall from respective tuition revenues by transferring \$7500.00 each over the first five years, with CEIH absorbing any shortfall afterwards. Ten year projections and program budget were developed in collaboration with FoM Finance, Office of Education Innovation and the office of the Associate-Provost Academic Innovation. If any revenue is incurred, then it will be used to support updating the curriculum.</p>
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Reputational

Contributions to Faculty of Medicine’s Building the Future Strategic Plan

The proposed Graduate Certificate and Certificate will play a critical role in ensuring the Faculty’s “fundamental premise of social accountability” is strengthened (p.8). Specifically, the commitment to “support improved outcomes, access and understanding at the interface of research, education and care” for indigenous populations will be addressed (p. 9). Further, the program will substantially add to the Faculty’s engagement with Indigenous partners and populations, addressing objective 2 Within the partnership pillar (p.27).

In addition to the above, the programs will explicitly address key initiatives within *UBC’s Aboriginal Strategic Plan* by developing curricula specifically addressed to Aboriginal issues and concerns (3.1); and developing opportunities for Aboriginal/Indigenous student exchanges with international partner universities with strong Indigenous programs (3.6). Further, the certificate will contribute to a strengthening of the SPPH’s and Medicine’s contribution to *Place and Promise: The UBC Plan* by expanding educational opportunities of Aboriginal People (Goal 1).

RISKS Financial

Financial,
Operational &
Reputational

Finances and budgets for this program have been thoroughly reviewed and approved by the Faculty of Medicine. The proposed tuition fees are less than the costs to deliver the new Certificate and Award. The program has received unique financial support for the Provost and the Faculty of Medicine, agreeing to cover an intentionally budgeted deficit. There is no financial risk for this program. The Center for Excellence in Indigneous Health commits to the regular review of enrolment and ongoing monitoring of costs and financial sustainability.

Operational and Reputational

The development for this program has required considerable commitment from the Center for Excellence in Indigenous Health and Indigenous health partners across the province. If this program is not approved, there is a real risk of damage to the collaborative relationship between UBC and Indigenous health partners.

COSTS Annual Costs

Capital &
Lifecycle Operating

Program Costs of \$58,560 include:

\$22,860 for course delivery

\$35,700 for program management

FINANCIAL Funding Sources, Impact on Liquidity

The program is designed to be cost recovery. The total cost for the graduate certificate is \$6,000.00.

The tuition fees will be subject to annual tuition increases as established by the University.

Program tuition is comprised of eight newly-designed 1.5 credit courses:

- SPPH 576 (1.5): Introduction to Indigenous Health Research Ethics
- SPPH 577 (1.5): Environmental Health and Indigenous Communities
- SPPH 578 (1.5): Social Determinants of Indigenous Health
- SPPH 579 (1.5): Collecting, Analyzing and Using Public Health Data in Indigenous Communities
- SPPH 586 (1.5): Indigenous Health Policy in Canada
- SPPH 587 (1.5): Mental Health Care and Delivery in Indigenous Communities
- SPPH 588 (1.5): Introduction to Quantitative and Qualitative Research Methods in Indigenous Health Research
- SPPH 589 (1.5): Interdisciplinary Approach to Understanding the Health of Indigenous Peoples

Tuition Rationale

The proposed tuition fees are less than the costs to deliver the new Certificate and Award. The program has received unique financial support for the Provost and the Faculty of Medicine, agreeing to cover an intentionally budgeted deficit. This support has allowed the CEIH and SPPH to keep tuition rates lower than cost-recovery, while ensuring class size is commensurate with necessary relational aspects of Indigenous Public Health content. Additionally, tuition covers a portion of program supports, management, instructional cost and funds for ensuring Indigenous guest speakers can participate in the delivery of every course.

Given the realities of financial barriers to post-secondary education for Indigenous students, the CEIH has engaged with the Development Office to pursue funds that will afford scholarships to potential students. The Development Office has made this a priority.

SCHEDULE Implementation Timeline

Effective February 2018.

CONSULTATION
Relevant Units,
Internal & External
Constituencies

UBC's Center for Excellence in Indigenous Health employed a number of strategies to create an industry-relevant and community-focused program, including:

- As per UBC Senate Curriculum Committee policy curriculum consultations were conducted with all impacted and relevant units.
- Proposal materials were shared with the Association of Population and Public Health Students, First Nations Studies Student Association, Indigenous Students Association in early summer 2017.
- Development of the Certificate and Award was a key reason for establishing the Center for Excellence in Indigenous Health. During the spring, summer and fall of 2013, the program was heavily discussed throughout the consultation process for establishment of the CEIH. These consultations were led by the Aboriginal Health Strategy Working Group and sought a broad engagement with the health sectors of the campus community, including faculty, staff, and students, and Aboriginal community organizations, especially those contributing to the formation of the First Nations Health Authority. The results of these consultations underlined the importance of the CEIH establishing accessible training programs in Indigenous Public Health.
- Extensive consultations with leadership, staff, faculty, students and graduates from Johns Hopkins' Center for American Indian Health's (CAIH) Certificate program. This is the foremost Indigenous Public Health training program in the world having trained over 1700 American Indian and Alaska Native Scholars. The CEIH renewed its Memorandum of Understanding with CAIH in order to strengthen collaboration between the training programs.
- The Health Directors of Musqueam, Tsilhqot'in and Squamish, along with leadership at the First Nations Health Authority were provided materials regarding program format, admissions, curriculum, and target learners in spring 2017. Additionally, these materials were dropped off with Executives of a number of Aboriginal organizations including the Vancouver Native Health Society, BC Aboriginal Child Care Society, and the Union of BC Indian Chiefs.
- Consultations with leadership from the Vancouver Medical Program and Island medical program occurred ensuring that the program would be accessible to Indigenous medical students.

Consultation with Alma Mater Society (AMS), Graduate Student Society (GSS), International Students' Association (ISA), Indigenous Students' Association (InSA) and First Nations Studies Student Association (FNSSA) took place over the period between September 11 and October 11, 2017. The final consultation report is attached.

Appendix 1 – Program Tuition and Fee Assessment Details

Program Description: Graduate Certificate in Indigenous Public Health (GCIPH)

Start Date of the Program: February 2018

	Domestic	International
Proposed Tuition Fees per Credit – Note 1	\$500.00	\$600.00
Minimum No. of Instalments	Not applicable	Not applicable
Amount per Instalment	Not applicable	Not applicable
Continuing Fees per Instalment	Not applicable	Not applicable
Application Fee – Note 2	\$102.00	\$165.00
Non-Refundable Acceptance Deposit – Note 3	Not applicable	Not applicable
Other Faculty and Course Fees	Not applicable	Not applicable

Note 1 – Tuition fees will be subject to annual tuition increases as established by the University.

Note 2 - This is the current standard rate for the 2018W application cycle and is subject to annual increases.

Note 3 - The non-refundable acceptance deposits will be applied towards the first tuition instalment.

**GRADUATE CERTIFICATE IN INDIGENOUS PUBLIC HEALTH AND
AWARD OF PROFICIENCY IN INDIGENOUS PUBLIC HEALTH
STUDENT TUITION CONSULTATION REPORT**

The Vice-President Students Office, in partnership with the Faculty of Medicine, conducted a student consultation regarding the tuition proposal for the Graduate Certificate in Indigenous Public Health and Award of Proficiency in Indigenous Public Health. This report outlines the consultation process and summarizes student feedback including the student representatives' submission verbatim in Appendix 2.

Student Representative Bodies Invited to the Consultation

- Alma Mater Society (AMS)
- Indigenous Students' Association (InSA)
- First Nations Studies Student Association (FNSSA)
- Graduate Student Society (GSS)
- International Students' Association (ISA)

Mode of Consultation

The consultation consisted of an e-consultation and a face-to-face meeting. Student representative groups were invited to the consultation through email, and asked to distribute the invitation to their constituents as they felt appropriate. Student representative groups were also offered a face-to-face meeting to discuss the tuition proposal. A meeting was not requested by student representatives.

Basis of Consultation: The consultation was based on a tuition proposal and rationale document created by the Faculty. Please see Appendix 1 for the invitation and tuition rationale document.

Timelines: The e-consultation was conducted over the period of September 11th, 2017 to October 11th, 2017.

Summary of Student Feedback: Submissions were received from the GSS and the AMS. The verbatim submission is in Appendix 2.

Organization	Summary
GSS student comments	<p>TUITION "We are not sure, however, whether these fees... would be affordable for these prospective students"</p> <p>GRADUATE CERTIFICATE VS. AWARD OF PROFICIENCY "...we are also not convinced with the distinction, financial and otherwise, between credit and non-credit tracks."</p>
AMS student submission	<p>INTERNATIONAL VS. DOMESTIC STUDENTS "The AMS appreciates that these opportunities are made available to both international and domestic students without a significant difference in tuition parity."</p> <p>STUDENT FINANCIAL AID "The AMS hopes that UBC will be able to commit significant aid and scholarship programs for this certificate to ensure these opportunities are accessible to all financial backgrounds."</p>

No individual student submissions were received.

APPENDIX 1: INVITATION TO CONSULTATION AND TUITION RATIONALE DOCUMENT

Good afternoon,

There is a submission by the Faculty of Medicine to create a Graduate Certificate in Indigenous Public Health and an Award of Proficiency in Indigenous Public Health.

In order to inform the program leads and the Board of Governors with regards to the **tuition proposal** for this program, the University is undertaking a consultative process to get your comments as student representatives, and provide an opportunity for students to provide individual comments on the tuition proposal if they wish. **Please note: the scope of this consultation process is limited to the tuition proposal.**

The consultation will consist of:

1. e-consultation

Please find attached a document which outline the details of the tuition proposal, including:

- an overview of the program,
- the student consultation that has happened to date,
- the tuition rationale for the program, and
- the proposed tuition.

Please share the document and this email as you see appropriate. **Comments on the tuition proposal and student submissions can be provided confidentially to: jenna.omassi@ubc.ca (Jenna Omassi, Advisor, Vice President Students Office).**

2. Face-to-Face meeting

If requested by student representatives, we can arrange a face-to-face meeting with the program leads regarding this tuition proposal. Please advise as soon as possible if you would like us to arrange a meeting.

THE CONSULTATION PROCESS WILL END ON OCTOBER 11, 2017.

Confidentiality

Comments will be collected by the Vice-President Students Office, and only staff within that office will know the identity of individual students submitting comments. At no time will anyone outside of the Vice President Students Office know the identity of individual students who submit comments to this consultation. Your comments will only be used for the purposes of the tuition consultation.

Comments from individual students will be stripped of any identifying information to ensure confidentiality, but otherwise will be provided to the responsible program leads and Board of Governors verbatim.

Comments received from student organizations will be reported as coming from those organizations, and provided to the responsible faculty and Board of Governors as received. There will also be a summary report of the consultation developed for the Faculty and Board of Governors.

Please let me know if you have any questions about the process.

Thank you.

Jenna Omassi
Advisor, Strategic Support Team
Vice-President Students' Office
University of British Columbia
jenna.omassi@ubc.ca

NEW PROGRAM TUITION CONSULTATION

PROGRAM OVERVIEW

Graduate Certificate in Indigenous Public Health (*Certificate*) Award of Proficiency in Indigenous Public Health (*Award*)

The Graduate Certificate (credit track) and Award of Proficiency (non-credit track) in Indigenous Public Health will equip Indigenous community members and scholars with necessary skills to address public health issues in First Nations, Inuit, Métis and other Indigenous communities through multidisciplinary approaches and culturally relevant strategies. Students will receive foundational training in the five core disciplines of public health: behavioral science, biostatistics/epidemiology, environmental health, health administration/policy and health education/promotion. These disciplines will be examined through an approach that engages the unique challenges and opportunities of working in Indigenous contexts; recognizes the historic and ongoing health disparities and inequities faced by Indigenous populations; builds applied and theoretical knowledge affirming Indigenous rights to self-determination in relation to health services, research and program development; and addresses multiple, intersecting “Calls to Action” from the Truth and Reconciliation commission.

Program Delivery Format

The program will be delivered through intensive one-week, in-person institutes. Two courses will run concurrently, with one in the morning (8:00AM to 12:00PM) and one in the afternoon (1:30PM to 5:30PM). Completion of the Certificate or Award will require students to attend four institutes, completing eight courses, over a minimum of two years and a maximum of four years.

Required Courses			
<i>Course Title</i>	<i>Tentative Core Faculty</i>	<i>Credits</i>	<i>In-Class Hours</i>
An Interdisciplinary Approach to Understanding the Health of Indigenous Peoples	Dr. Patricia Spittal Dr. Nadine Caron	1.5	20
Collecting, Analyzing and Using Public Health Data in Indigenous Communities	Dr. Martin Schechter	1.5	20
Introduction to Indigenous Health Research Ethics	Dr. Nadine Caron	1.5	20
Introduction to Quantitative and Qualitative Research Methods in Indigenous Health Research	Dr. Chris Richardson	1.5	20
Mental Health Care and Delivery in Indigenous Communities	Dr. Eugenia Oviedo-Joevkes	1.5	20
Environmental Health in Indigenous Communities	Dr. Eduardo Jovel	1.5	20
Indigenous Health Policy in Canada	Dr. Shannon Waters	1.5	20
Social Determinants of Indigenous Health	Dr. Patricia Spittal	1.5	20

Rationale for the program

Combined Credit and Non-Credit Structure

Structuring the program to allow credit and non-credit students to take the same courses is critical to its success and long-term impact. The non-credit track is necessary to increase professional development and training opportunities to Indigenous community members who do not have former undergraduate degrees, but possess incredibly valuable experiential knowledge in relation to public health issues in their communities. Opening pathways for the exchange of experiential and academic knowledge will generate mutually beneficial learning environments, while increasing accessibility of Indigenous public health training. The credit and non-credit tracks are identical in program structure, each requiring completion of eight mandatory courses, representing 12 credits for the Certificate and 160 classroom hours for the Award. Differences in target learners, evaluation and admission requirements between the Certificate and the Award are outlined in pages 7-11.

Short-Term Indigenous Public Health Training

Many professionals working in Indigenous communities, or in the field of Indigenous public health, desire specialized training in specific areas. Individual courses will not be restricted to students enrolled in the Certificate or Award. This will increase UBC's capacity to offer short-term professional development opportunities to Indigenous community members interested in specific areas of public health. Seating will prioritize students enrolled in the Award or Certificate.

Center for Excellence in Indigenous Health Mandate

The proposed program will play a central role in increasing the CfEIH's capacity to recruit and educate Indigenous health professionals. Specifically, the Certificate and Award aim to:

- 1) Increase the accessibility of graduate level training, and professional development opportunities, to Indigenous community members, health leaders, professionals and paraprofessionals.
- 2) Provide medical students and graduate students across health science disciplines options for specialized training in Indigenous public health.

Increasing the number of Indigenous health professionals, and providing outlets for those already working in the realm of First Nations, Inuit, Métis and Indigenous health to advance their skills, is necessary to address persistent health disparities. The provision of this training will promote self-determination by increasing Indigenous leadership in health and health care; and provide opportunities for non-Indigenous students to receive public health training that is contextualized to the needs and realities of Indigenous communities. This program builds from Articles 23 and 24 of the United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP) and UBC's 23-24 initiative, which responds to the Truth and Reconciliation Commission's Calls to Action #23 and #24. Graduate level Indigenous public health training is currently not available at any Canadian post-secondary institutions, leaving a critical gap in the expertise of public health professionals and opportunities for Indigenous community members.

Contributions to Faculty of Medicine's Building the Future Strategic Plan

The proposed Certificate and Award will play a critical role in ensuring the Faculty's "fundamental premise of social accountability" is strengthened (p.8). Specifically, the commitment to "support improved outcomes, access and understanding at the interface of research, education and care" for indigenous populations will be addressed (p. 9). Further, the program will substantially add to the Faculty's engagement with Indigenous partners and populations, addressing objective 2 Within the partnership pillar (p.27).

Contributions to UBC Mandate and Strategic Plan

In addition to the above, the certificate will explicitly address key initiatives within *UBC's Aboriginal Strategic Plan* by developing curricula specifically addressed to Aboriginal issues and concerns (3.1); and developing opportunities for Aboriginal/Indigenous student exchanges with international partner universities with strong Indigenous programs (3.6). Further, the certificate will contribute to a strengthening of the SPPH's and Medicine's contribution to *Place and Promise: The UBC Plan* by expanding educational opportunities of Aboriginal People (Goal 1).

Skills for implementing the Truth and Reconciliation Commission's Calls to Action

Addressing many of the Truth and Reconciliation Commission's Calls to Action requires developing a workforce of skilled Indigenous and non-Indigenous public health practitioners. All courses will utilize relevant Calls to Action as a framework for applying knowledge and envisioning solutions.

Program Requirements: (12 credits, Graduate Certificate; 160 classrooms hours, Award of Proficiency)

SPPHX An Interdisciplinary Approach to Understanding the Health of Indigenous Peoples

1. Explore how epidemiological, socio-economic, political, environmental and other factors interact and influence the health of Indigenous populations;
2. Describe how Indigenous perspectives and interdisciplinary approaches can be applied to address public health issues;
3. Discuss social/behavioral/mental health concepts in context of an Indigenous lens;
4. Demonstrate how epidemiology can be applied to public health problems in indigenous communities utilizing applied indigenous knowledge;
5. Critically assess how Indigenous Public Health intersects and diverges from dominant Public Health frameworks;
6. Explain the role of Indigenous Knowledge in addressing Indigenous public health issues.

SPPHX Collecting, Analyzing and Managing Public Health Data in Indigenous Communities

1. Present and communicate public health data effectively;
2. Describe methods of public health data collection;
3. Critically assess meaning of epidemiologic data relative to the health needs of a community;
4. Understand basic principles and methods for data management;
5. Practically apply data management principles to research projects;
6. Describe the work of the BC First Nations Data Governance Initiative, First Nations Information Governance Center and other Indigenous-led data initiatives.

SPPHX Introduction to Indigenous Health Research Ethics

1. Describe possible benefits of health research towards improving health outcomes in Indigenous communities;
2. Understand historical and contemporary issues surrounding human subject research in Indigenous communities;
3. Apply knowledge of critical issues towards frameworks for ethical research in Indigenous contexts;
4. Define core principles of ethical research involving human subjects;
5. Critically assess the unique challenges and opportunities of applying these principles in Indigenous contexts.
6. Explain the roles of justice and culture in the both research systems and the research process.
7. Discuss the core principles of risk and benefit; review practical ways to assess risk and benefit in health research.
8. Define informed consent as it pertains to health research

9. Describe the purpose of Ethics Committees in regulating biomedical research, factors that contribute to effective Ethics Committees and the challenges and opportunities of nation-based review processes and infrastructure.
10. Understand the importance of Chapter 9 TCPS
11. Describe the role of ethics in historic and ongoing relationships between health research and Indigenous populations.

SPPHX Introduction to Quantitative and Qualitative Research Methods in Indigenous Health Research

1. Explain the importance of Indigenous research methodologies to addressing Indigenous health concerns.
2. Understand the utility of quantitative and qualitative research methods in addressing Indigenous health concerns;
3. Critically assess research methodologies in relation to community priorities;
4. Frame research questions using quantitative and qualitative research methodologies;
5. Examine practical issues of study design, conduct and analysis;
6. Apply methodologies in designing research studies to address health concerns in Indigenous communities.

SPPHX Mental Health Care and Delivery in Indigenous Communities

1. Describe the history of mental health services developed on First Nation reserves;
2. Explain mental health patterns and disparities among Indigenous communities in Canada compared to other populations and international communities;
3. Demonstrate how individual, family, community and societal factors affect mental wellness or mental illness;
4. Critically assess how culture influences mental health assessment, treatment and prevention;
5. Compare strategies to prevent and treat mental illness on individual, peer, family, community and societal levels within Indigenous communities;
6. Understand the utility of strength-based approaches in conceptualizing approaches to mental health;
7. Understand approaches to and resources for designing community-based mental health interventions.

SPPHX Environmental Health and Indigenous Communities

1. Describe major conceptual differences between environmental health and Indigenous environmental health;
2. Define environmental risk factors, such as pollution, chemical exposures and climate change, in relation to land, air and water;
3. Critically assess the relationships between policies related to Indigenous lands, industrial development, resource extraction and environmental health;
4. Define historic and contemporary impacts of access to biocultural resources on Indigenous well-being;
5. Identify Indigenous initiatives for monitoring, assessing and reducing environmental risk factors;
6. Examine Indigenous-led resurgence and resistance movements focused on land and water and articulate linkages to Indigenous health and well-being;
7. Describe the utility of Indigenous Ecological Knowledge in assessing and monitoring environmental risk factors.

SPPHX Indigenous Health Policy in Canada

1. Define basic concepts and tools used in health policy;
2. Describe how inherent Aboriginal/Treaty Rights and fiduciary duty relate to Indigenous health policy;
3. Apply rational decision making models to analyze various policy alternatives to address health concerns in Indigenous communities.
4. Critically examine health issues facing Indigenous communities through a policy framework, demonstrating ability to:
 - Analyzing historical, political, ethical and legal ramifications;
 - Assessing need and demand;
 - Examining economic and financial considerations; and
 - Assessing existing programs.

SPPHX Social Determinants of Indigenous Health

1. Define distal, intermediate and proximal determinants as they relate to Indigenous health.
2. Explain how historic and contemporary land and resource issues and their related legislative/legal frameworks impact Indigenous health.
3. Demonstrate a basic understanding of 'Aboriginal Rights', 'Treaty Rights' and 'Duty to Consult' as they relate to health.
4. Describe how critical issues such as housing, education and incarceration impact Indigenous health.
5. Develop research and critical thinking skills to investigate historic and contemporary colonial policy.

CONSULTATION DURING THE PROGRAM DEVELOPMENT PROCESS

UBC's Center for Excellence in Indigenous Health employed a number of strategies to create an industry-relevant and community-focused program, including:

- Proposal materials were shared with the Association of Population and Public Health Students, First Nations Studies Student Association, Indigenous Students Association in early Summer 2017.
- Development of the Certificate and Award was a key reason for establishing the Center for Excellence in Indigenous Health. During the spring, summer and fall of 2013, the program was heavily discussed throughout the consultation process for establishment of the CEIH. These consultations were led by the Aboriginal Health Strategy Working Group and sought a broad engagement with the health sectors of the campus community, including faculty, staff, and students, and Aboriginal community organizations, especially those contributing to the formation of the First Nations Health Authority. The results of these consultations underlined the importance of the CEIH establishing accessible training programs in Indigenous Public Health.
- Extensive consultations with leadership, staff, faculty, students and graduates from Johns Hopkins' Center for American Indian Health's (CAIH) Certificate program. This is the foremost Indigenous Public Health training program in the world having trained over 1700 American Indian and Alaska Native Scholars. The CEIH renewed it's Memorandum of Understanding with CAIH in order to strengthen collaboration between the training programs.
- The Health Directors of Musqueam, Tsil'et-Waututh and Squamish, along with leadership at the First Nations Health Authority were provided materials regarding program format, admissions, curriculum and target learners in Spring 2017. Additionally, these materials were dropped off with Executives of a number of Aboriginal organizations including the Vancouver Native Health Society, BC Aboriginal Child Care Society, and the Union of BC Indian Chiefs.
- Consultations with leadership from the Vancouver Medical Program and Island medical program occurred ensuring that the program would be accessible to Indigenous medical students.

TUITION AND FEES RATIONALE

The proposed tuition fees are less than the costs to deliver the new Certificate and Award. The program has received unique financial support for the Provost and the Faculty of Medicine, agreeing to cover an intentionally budgeted deficit. This support has allowed the CEIH and SPPH to keep tuition rates lower than cost-recovery, while ensuring class size is commensurate with necessary relational aspects of Indigenous Public Health content. Additionally, tuition covers a portion of program supports, management, instructional cost and funds for ensuring Indigenous guest speakers can participate in the delivery of every course.

Given the realities of financial barriers to post-secondary education for Indigenous students, the CEIH has engaged with the Development Office to pursue funds that will afford scholarships to potential students. The Development Office has made this a priority.

Costs of comparable programs:

The UBC Graduate Certificate in Indigenous Public Health is a highly-specialized niche program and one of a kind in Canada. The proposed program tuition for the Certificate is \$6,000 for domestic students and \$7,200 for international. For the Award the proposed tuition is \$4,000.

Institution	Program	Target Market	Notes
Within BC			
UNBC	Certificate in Aboriginal / Indigenous Health and Healing	<ul style="list-style-type: none"> Individuals working with Aboriginal communities in health-related fields Individuals pursuing a degree in health sciences with a concentration in Aboriginal health 	<ul style="list-style-type: none"> 10 courses \$511 / \$1,788 per 3-credit course
Vancouver Island	Certificate in Community Health Promotion for Aboriginal Communities	<ul style="list-style-type: none"> Not specified 	<ul style="list-style-type: none"> 7 courses \$7,100
Within Canada			
Regina	Certificate in Indigenous Health Studies	<ul style="list-style-type: none"> Not specified 	<ul style="list-style-type: none"> 10 courses \$657 / \$1,971
	Certificate in Indigenous Health Practice	<ul style="list-style-type: none"> Enrolled students in allied health programs or professional health science programs Practicing health professionals 	<ul style="list-style-type: none"> 5 courses \$657 / \$1,971
Within North America			
Baltimore	Public Health Training Certificate for American Indian Health Professionals	<ul style="list-style-type: none"> American Indian / Alaska Native health professionals Aspiring American Indian / Alaska Native health professional, paraprofessionals, researchers 	<ul style="list-style-type: none"> 8 courses \$13, 092 for credit \$9, 816 for non-credit
International			
Australia	Graduate Certificate in Indigenous Health	<ul style="list-style-type: none"> Aspiring Indigenous health professional, paraprofessionals, researchers 	<ul style="list-style-type: none"> 24 credits \$11, 736 AUD for Domestic \$13, 836 AUD for International
Australia	Graduate Diploma in Public Health (Indigenous Health)	<ul style="list-style-type: none"> Aspiring Indigenous health professional, paraprofessionals, researchers 	<ul style="list-style-type: none"> 16 credits \$18, 140 AUD

Since UBC's Graduate Certificate and Award in Indigenous Public Health will be a very niche program within the current market, it is difficult to benchmark; especially, given the unique delivery format. Using internal comparators is a reasonable approach as prospective students of the program will have internal references that are consistent in terms of tuition and, across the board, are reflective of the overall value for a similar degree at UBC.

UBC Program	Domestic per-3 credit course	International per-3 credit course
Graduate Certificate in Adult Learning and Education	\$1,335	\$1,673
Graduate Certificate in Global Surgical Care	1,300	\$2,656
Graduate Certificate in High Performance Coaching and Technical Leadership	\$1,602	\$2,531
Graduate Certificate in Rehabilitation Sciences	\$1,230	\$1,230
Graduate Certificate in Orientation and Mobility	\$1,335	\$1,673
Graduate Certificate in Orthopaedic and Manipulative Physical Therapy	\$1,230	\$1,230
UBC Non-credit Program		
Certificate in Aboriginal Health and Community Administration	\$5,350 (total)	\$5,350 (total)

PROPOSED TUITION AND FEES

The proposed program tuition for the Graduate Certificate is \$6,000.00 for domestic students and \$7,200.00 for international students; for the Award of Proficiency the proposed tuition is \$4,000.00.

APPENDIX 2: STUDENT SUBMISSIONS

There were verbatim comments from the GSS.

Feedback on the Proposed Graduate Certificate in Indigenous Public Health
From the Academic and External Committee of the UBC Graduate Student Society

Based on the proposal, we understand that program wants to attract members of indigenous communities. We are not sure, however, whether these fees (\$6,000 for domestic students in the Certificate program; \$7,200 for the international students in the Certificate program; and \$4,000 for the students in the non-credit track) would be affordable for these prospective students, especially considering that they are going to have more expenses when they come to Vancouver to take this course. We are wondering if these fees are based on consultations with the indigenous communities.

Also, while we are glad that the Development Office of the Faculty of Medicine has made it a priority to create scholarships to potential students, we are hoping to see more concrete strategies to recruit indigenous students who might be interested in the program but could not afford the tuition and other related fees.

Furthermore, we are also not convinced with the distinction, financial and otherwise, between credit and non-credit tracks. If the idea is to mix students who have an academic background and those who have substantial knowledge from their engagements with indigenous communities (and whose experiential knowledge has been deemed comparable, if not equivalent, to academic knowledge by UBC), why do we have to distinguish between them, at least nominally and financially?

Because, while we appreciate the aim of drawing students with different backgrounds into a shared space, we would like to know how indigenous students with experiential knowledge on and from their respective communities will exactly benefit from their interactions with other students, and why they have to pay tuition for this “opportunity”. How could we ensure that this program will not exploit, even unwittingly, these students from indigenous communities by their “non-credit status” in the classroom? How could we avoid using them as “informants” for their non-indigenous classmates, and foster their participation in the program beyond paying the full tuition?

In the proposal, it was also noted that “individual courses will not be restricted to students enrolled in the certificate or award”. How much will these courses cost to the students outside of this program? Will they get credit for taking these courses? What are the minimum requirements for students outside of this program to register for the courses in the program? Will members of indigenous communities be allowed to register for these courses without signing up for the program?

There was a submission from the AMS.



Student Society
of UBC Vancouver

**Submission to the UBC Board of Governors regarding the Tuition for the New Graduate Certificate in Indigenous Public Health
October 11th, 2017**

Dear Board of Governors,

This submission is being made on behalf of the Alma Mater Society (AMS) of UBC Vancouver in response to the request for feedback from the Vice President Students Office sent on September 11th, 2017 on the tuition for the Graduate Certificate in Indigenous Public Health.

The proposed tuition for the Certificate is \$6,000.00 domestic and \$7,200.00 for international, and the proposed tuition for the Award of Proficiency would be \$4,000.00. The proposed tuition is unique in that the Provost and Faculty of Medicine have agreed to cover a budgeted deficit for the program.

This certificate will address multiple priorities within UBC's *Aboriginal Strategic Plan* by expanding curricula that address Indigenous issues and developing opportunities for Indigenous student exchanges with international partner universities. Furthermore, the certificate will help strengthen the School of Population and Public Health and the Faculty of Medicine's contribution to *Place and Promise: The UBC Plan* by creating new opportunities in areas of scholarship related to Indigeneity.

The AMS appreciates that these opportunities are made available to both international and domestic students without a significant difference in tuition parity. The AMS hopes that UBC will be able to commit significant aid and scholarship programs for this certificate to ensure these opportunities are accessible to all financial backgrounds. The AMS would appreciate an update from the development office on what awards and scholarships are acquired.

The AMS fully supports the creation of this new program and we are grateful to the University for including student input in this process. We look forward to the creation of this program and the great work that will be accomplished by those students who enroll in it.

Sincerely,

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