

Intergenerational impacts of Residential School • Trauma ^{A1}

- Parental Deprivation.
↳ no role models, wrong role models
- Abuse
 - Bullying, sexual, physical, mentally, emotionally, spiritual
- Family Disconnection.
- friends, relatives, relationships
- Disrespect. - discrimination.
- Loss of culture and language ①

Partnerships. ^{A1}

- Cree Teachers
- Elders (unilingual crees)
- Residential school survivors to tell their stories.
- Elders-women) to talk about child rearing - (men)
- School - DayCares.
- Youth Council
- Band Council
- Cree Trappers (C.T.A)
 - Give Parents opportunity to be parents
 - Tallymen, Cree Trappers.

②

A1

- Churches
- Chisabibi

How do you plan?

- name it. - P
- own it. - Publicize it!
- plan it. - define roles
Keep promote healing.
- action !! Do it! Regional
- Continue working on it.

3

D. TRANSFER of Traditional Knowledge 12-1

- Teepee teachings
 - each pole represents family member
 - each teepee represents community
- Purpose: - to pass on to new generations
 - teachings come from ancestral knowledge
 - stories ^{legends} w teaching help to show children youth of cultural ways
 - language is also vital to learn/teach
 - Our young
 - morals come w legends
 - working partnership w ^{C.S.B.} by increasing Cree language curriculum ↔ with elders
 - use more land based pgms. to learn more
 - language loss - way to go back to language is land base knowledge w
 - Teaching of the land - a large "classroom" never ending - long journey.
 - i.e. medicine is on land! - different plants different ailments different ways to use medicine
 - hunting/trapping ways are changing - environmental changes - (garbage) man made causes
 - meat from land thrown @ garbage dumps
 - not a good way of taking care of our "kill" seese

- 2) Cultural change - Materialism
not too healthy - "gets in the way" A2-2
- "every thing was taken care of - animal that is provided from the land.
 - Cultural knowledge is decreasing, ways of land of what we were taught, less and less teaching to next generations to learn.
 - Respect of land, water & animals
 - sickness of land effects people, animals
 - land is our healer, we need maintain to keep next generations healthy
 - ↳ to transfer traditional teachings
 - Natural Law / spiritual law -
 - Parents grandparent's first teachers will transfer what they know - ~~age~~ appropriate transfer of knowledge child learns early. teaching he can remember for his family ~~as~~ as he matures for his own family

SEXUAL ABUSE

A31

Issues linked:

- Behavioral issues
- Ashamed
- guilty
- difficult to talk about it
- flashbacks of abuse
- told not to say anything
- memory, difficult relationship w partner/husband.
- Help yourself. (Program I WALK)
- Not believed by close people.
- Rejection
- Confusion
- Alcohol/Drugs abuse to compensate.

①

- A32
- ②
- Difficult to find somewhere trustworthy to share.
 - Family/Friends working in the other entity that should help you.
 - Felt help by talking opening about it
 - Lack of support from family at the beginning
 - See your abuser afterwards.
 - Identity issues
 - Cycle of abuse become an abuser
 - Contribute to other social issues to suicide, promiscuous, ...
 - Choose to forgive abuser
 - Price of greatness is responsibility
 - If you hold on to your history it will cost you your destiny.
 - There is freedom, happiness for you

- ③ - Needs to be talked about. A33
- Bring awareness to our young child and community
 - Role as parents to do prevention w children
 - Needs to share what was right and wrong when it comes to touchy
 - Needs more people to talk about it to help people in their healing journey
 - Groups to talk about it (ex: AA, sexual abuse supporte group, NA)
 - knowing you are not alone brings comfort.
 - Barriers. if we talk about it, we disrespect elders
 - How we offer the platforms.
 - Long time to understand what is happening to you.
 - Forgiveness, not your fault.

- ④ - Require Times, to heal A34
- Talk about it, sweats, sharing circles
 - Helping heal people who as been sexually abuse
 - Needs counseling, therapy by professionals, psychologist, therapist @
 - Help victims and perpetrator.
 - Sexual abuse protocol
- there are groups in communities that are trained (front line services) its just a matter of bringing it to communities. (3rd phase) to come.

LAND BASE HEALING ^{B1} CENTRE ①

• PARTNERSHIP

- Binding / Partnership Agreement
- Identify the Partners - CTA, CHB, CNYC, LOCAL
- POTENTIAL PARTNERS - IAMP, CULTURE + HERITAGE;
+ CREE JUSTICE; CTA, CHB, CNYC, CSB, LOCAL BANDS
COTA; CANACA; CWEIA; ELDERS; NIISHIYUU; EEPF; CNG; MIN. OF HEALTH
GAME WARDEN; TALLYMAN; CHURCHES; FORESTRY + MINING CO; WELLNESS;
- COLLECT + DO AN INVENTORY OF THE NEEDS, DESIRES + OPPORTUNITIES. THE WILL OF THE PEOPLE
- CORPORATE PARTNERS - Social Responsibility
- SHARE IN CONTRIBUTION OF RESOURCES
 - Clarify Roles + Responsibilities
 - Interest of Parties Involved

- COMMUNITY ORGANIZATIONAL INVOLVEMENT ^{B1} ②
- DEFINE THE LAND BASED PROGRAM WELL
- IDENTIFY LOCAL NEEDS, CREATE ACCORDING TO NEEDS / COMMUNITY NEEDS
- MISSION, VISION, PURPOSE OF PROGRAM
(COLLECTIVE ACTION PLAN)
- POTENTIAL SOURCES OF FUNDING FOR THE PROGRAM.
- STATEMENT OF PRINCIPLES + VALUES
 - confidentiality of cases.
- FAMILY ORIENTED + BUILDING FAMILIES PROGRAM
- EMPLOYER SUPPORT (HR POLICIES) - INVESTING IN THE WELL BEING OF STAFF
- INNOVATIVE PROGRAMMING / THEMES BASED ON NEEDS
- MULTI-PURPOSE CAMPS - EACH COMMUNITY CAN HAVE THEIR OWN.
- PULLING OUR FINANCIAL RESOURCES TOGETHER
- CREATE SENSE OF OWNERSHIP + BELONGING

- B1-3
- LOCATION, SECURITY OF CAMPS IS IMPORTANT
 - SUPPORT EACH COMMUNITY TO HAVE THEIR OWN LAND BASED CAMPS.
 - SHARING + EXCHANGE OF IDEAS; LEARN FROM EACH OTHER.
 - NETWORK WITH OTHER COMMUNITIES, SHARING RESOURCES.
 - AFTER CARE
 - ELDERS TO BE RECOGNIZED AS PROFESSIONALS & PAID AS PROFESSIONALS.
 - MENTORSHIP WITH ELDERS
 - ALLOW FOR ENOUGH TIME FOR PARTICIPANTS TO COMPLETE THEIR PROJECTS/PROGRAMS & RECEIVE A CERTIFICATE
 - CHANGE POLICIES TO MAKE THEM MORE APPLICABLE TO OUR PEOPLE.

Youth Outreach ^{women} Men Association. B2-1

Partners: ^{Elders, C.F.A. Sport and Rec.} CHB, Youth Council, Wellness, C.A.B. Justice
Building with Entities, securing funding, Roles
Training: Educational, gear youth to be the responsible
youth, Peer Counseling/Support, Active list

Planning with youth, engaging with youth for youth
to buy in.

Street Credibility - Youth credibility.
empowering youth with ongoing life skill. Transfer
of knowledge with elders E.g. hunting, trapping, harvest.

Improving language and communication with youth during
Teaching: traditional, cultural, on the land. Sewing. Weave
hide tanning.

- Parental involvement, practicing having healthy habits
- Involving Elders and Youth in Volunteering Programs

- Consistency in delivering your Outreach service, activities, programs. Building Trust.

- Social media. Private messaging. reliable

- Confidentiality, Safe space, trust.

- Youth Outreach in safe space with youth for after care program. 2 ways
worker or elder.

- Accompaniment.

Partners: Churches, Traditional healers. Youth Fusion.

Youth Mental Health ^{B-3} ①

B-3
2

- Providing training
- Provide all youth to different situation awareness
 - ↳ Active listening
 - ↳ Peer support
- empowering youth/community members.

- What activities are youth interested in?
- Meeting them in their environment
 - ↳ Informal spaces
- Providing a Link to formal resources
 - ↳ Who do they look up to?
 - ↳ giving them tools to access different services
- Art therapy

- Closed/open activities/workshops
 - Support group.
 - ex. art therapy.

Partnership

- CHB - Parents/family
- CSB
- Youth dept/council/CNYC
- Mental Health First aid to all youth workers.
- Training.
- Profile on services offered in Communities
- Creating a schedule of all resources in community post it at the YC. (local)
- Creating safe spaces for youth.
 - Creating a trust
- Language used.

- Programs within the school, awareness, a space for youth to ask questions about how they are feeling.
- Recognize the difference in outreach methods between genders.
 - "Photo-voice" project in Eastman.

B-3
3

- Having Extracurricular in schools
- Education (Training)
 - ↳ Coping Strategies
- Providing Parent and Youth (whole family) Trainings
- Clarification in Mental Health
 - ↳ What is it? What are different mental health issues.
- ~~Watch~~ Watch the language we use towards youth
- Younger psychologists
 - ↳ Open up more to someone around their age.
 - ↳ and speak the same language
- Approachable person
- Be transparent with youth with how much we can do
 - ↳ honesty and trust when doing a referral
- Accompany youth when attending session
 - ↳ Backing off or stepping away once they're okay
- Digital help for everyone
- Understanding their stories. (Youth)
- Stories are different from generation to generation.
 - ↳ Experiences are different (social media/video games/etc.)
-

B-3
4

- Create Awareness for everyone
- Text/messaging not effective
 - ↳ Body language
- The Dark side of happiness
 - ↳ TED Talk
- Social media Awareness
- Start little
 - ↳ Build up conversation
 - ↳ Find interest
- Inform Consent
-

REGIONAL THERAPY-ADDICTIONS CENTRE C1

- All ages - support for all
- aftercare programs
- land based
- longer - more than 6 weeks - long term
- psychologists, counsellors (experienced), survivors, Elders, ministers, healers
- willingness to help themselves
- open intake - immediate access
- sauna/sweat based on beliefs
- 2 beds always open - emergencies
- need hotline (1 line)

①

C1

- sharing resources across/with different entities - committee
- family ^{life} conference to meet needs
- weekly programs → topics
- community profiles → to develop partnerships
- eliminate/avoid duplication of services/programs
- people need funds/sponsorship to access treatment support in timely manner - collaboration
- with other service providers
 - ↳ access different 'pots' for same person

②

C1

- immediate help, support when the individual wants to make changes
- partnership to make access to help sooner - between community/provincial/federal
- Cree cultural camp - all year.
- contributions from all entities
 - ↳ same people, same families
- treatment for men and women
- need ongoing support

C1

- Programming to include:
- anger management
 - healthy relationships
 - Mens program 'Healthy/Imp...
Indigenous/Man
Men'
 - Kids program ie. Snap.
 - parenting skill dev't
 - partnerships - utilizing people trained ie. conflict resolution/management
 - life skills - dev't
 - need communication - for continuous care to maintain sobriety

(4)

C1

- continuous care for support
 - ↳ sobriety retreat
- volunteers ie. Hope committee
- retreats "pilot project" - to move it/expand different communities → do a regional one ie. healing retreat
 - ↳ NWAAP, CNG, Justice, Health
- different support workers for the different issues
- weekend support for the kids
 - ↳ in the bush

5

C1

- help for youth/young users
 - ↳ ongoing support for youth
- (mentorship/sponsors for youth - lifestyle coaches

ALCOHOL & DRUGS

- 5 out of 7 deaths
- people selling, hurting people and our communities

6

Alcohol & Drugs [Partnerships] ^{C2-1}

"5 out of 7 deaths were drug related
- ppl. who sell drugs hurting our people and our communities"

- Partners - NNADAP, CHB, EEPF

- make ^{laws/rates} stricter - communities
- community by-laws

- youth -

- consultation parents

- Education in schools - all
- head start / youth centre

C2-2

②

- Dev't educational programs

↳ CSB more involved - Regional
- band offices - CNG
- EEPF - CHB

- Drug Education - info about substances / awareness
↳ cause - doctors, nurses

- Prevention Education

- AA program / NA / Al-anon
Al-teen / CA

- traditional healers

c2-3

- prevention - schools - coping skills ⁽³⁾
- Communication - radio sharing testimonies
- Access to medication to help with withdrawal (ie methadone, cocaine)
- emergency workers, youth dept church,
- Every community to map out our assets - pull strings together
- sustain outreach workers - consistency

c2-4

- cultural programs ⁽⁴⁾
- signs - "Don't drink and drive"
↳ prevention
- pamphlets
- justice partnerships
- Elders council
- help the police - give information, you are kept confidential

Break the silence

Crime stopper 800-711-1800

C2-5

- Social Workers - acknowledge + utilize⁵
- get to the root of the problem

Break the silence

- self help groups
- workshops
- need to embrace skills of our social workers / community involvement
- Educate the systems / leadership
- intergenerational trauma - behaviors carry → hinder

C2-6

(6)

"We had our systems"

- each community to establish a local group on Alcohol + Drugs
 - needs to be a community effort against alcohol + drugs
 - establish a volunteer group.
 - if we don't deal with it now it is going to be worse (10 years)
- (an example)
- leadership kicked out drug dealers in one community

C2-7

- It takes leadership - community/regional ⑦
- create a radio systems - testimonies, talk about how drugs + alcohol affects everyone
 - share stories
 - remove stigma
- individual choices - put family first - made choice to stop
- up to us, words into action
- need detox centre(s) for our people.

Mental Health

- Depression, Anxiety,
Panic Attacks, PTSD, ADD,
ADHD, FAS, Learning Disabilities
Intergenerational Impacts,
Residential School, Suicide
eating disorders, schizophrenia,
Dementia, grief & Abandonment,
Sexual, mental, physical, spiritual,
Emotional Abuse, Family
Violence, domestic violence,
lateral violence, Bullying

Cyber-Bullying, Addictions:
Gambling,

→ Not enough additional
awareness programs

→ it is time to talk about
these issues so that we
can reach out to these
people that are suffering
from them, this is the
only way that we can
reach out

- times are different
- FASD is a sensitive subject - watch how we deliver the message to a person affected by FAS
- It is the parents responsibility to have their child evaluated for FASD
- More ^{community} awareness on all issues
- Training: Mental Health First Aid (20hr. Training)

Partnerships

- CNG Justice Department
- EEPF
- Community - Chief & Council
- Miyupimahtsiun Committee
- CNYC / Local Youth Councils
- CSB / local school
- CHB
- Health Canada: they have a dept on mental health

- Men's / Women's Associations
- Wellness Departments
- Church groups
- Elders
- Traditional Healers
- Brighter Futures
- Child & Family Services
- CBC / JBCS / APTN for
Website / The Nation / Community Newsletters / Bureau
 Comm.
 promotion & awareness

Funding Resources

- Health Canada
- CNG Justice Department
- ~~IWA~~ Indian Affairs
~~ICS~~ INDIGENOUS Services Canada (ISC)
- Red Cross
- Mining Companies
- Hydro & Friends

- Niskamash Corp
- Charities / Foundations
- Carey Price / Subban
- Board of Compensation
- Air Creebec - In-Kind Contributions

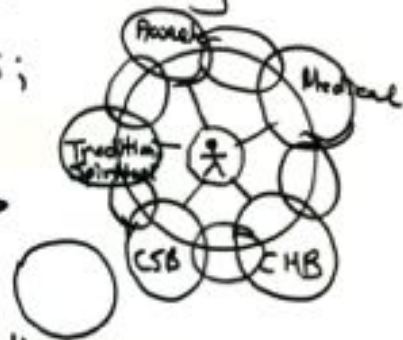
Ideas to Improve with Youth Protection + Child Development: ^{DI-1}

- 1) Parenting Skills
- 2) Lack of information and better integration. (foster placements)
- 3) Child + foster placements: background info.
- 4) Family Support. / Strengthening Families
- 5) Educating Future Foster Parents: (expectations)
- 6) * Connecting to Partnerships: Traditional Values on Raising Our Children
- 7) "Takes a Village to Raise a Child" DI

8) Working ALL together to support the child/family. ^{DI-2}

9) Identify partners;

→ Breaking the 'Silo's' →



10) Roles n' Responsibilities

11) Frontline Wkrs to deal locally + parents.

12) Develop a Service Plan for a Family /

13) After care Plan - for Families. ^{Child + Youth.}

14) Ongoing Support Services; teaching responsibilities.

15) Elders to Teach ☆

16) Rites of Passages

17) One Goal = One Vision DI

18) Promoting Services to Communities. ②

19) Is the System working? **DI-3**

20) Customize the 'system' to work in our Cree Nation.

21) No Child should be left alone.

22) Positive Pathways * (Pilots Project: Mistissini)

23) Community Resources Identify within each Community.

24) F.A.S./Special Needs.
↳ Support services.

25) S.W.Krs in schools (Protocols: CHB/CSB)

26) Prevention Programs *
↳ Adaptable to The Schools.

27) Invite Family first: a healing plan for family.

28) Family Group Conferencing **DI** (m)

29) Use other Services before Youth Protection **DI-4**

30) Enhance Support Services: FIRST

31) Follow Up Services: after child is removed from home.

32) Sharing Info for Child:

33) Parents take responsibilities to help with children.

34) FHW visit homes; share info.
(Foster Home Worker)

35) Supporting families; grandparents;

36) Supporting WDrkers; they are 'burning out';

- Retreats; Self-care programs;
land-based healing. - empathy / vs / Sympathy
- training; PTSD. - learning new tools.

DI (4)

D2-1

Homelessness

- 1) Why does Homelessness occur in Val'dor and/or Montreal? (Cree)
- 2) "Partnerships" - Who do we help them?
- 3) Happen in our communities... on the streets; no where to go.
- 4) Obtain a Budget; Planning; view a Shelter.
 - ↓
 - Tap into a Budget-External.
- 5) Partnership: Addition/Homelessness;
 - ① Elders (Symptom)
- 6) Research: ADD/ADHD related \approx Homelessness
- 7) Community Support for Homeless People.
 - + Workers \rightarrow need support.
- 8) Underlying Issues of Homeless People; Internal Pressure;
- 9) Political Issue: Housing; 10yr Clause. ①

D2-2
(Homelessness)

- 10) Aftercare Support in Communities.
- 11) Community Awareness of Homelessness.
- 12) * Committee in Val'dor !! \rightarrow language barrier.
- 13) Stereotype:
- 14) Shame:
- 15) Developing Partnerships within Community & other Regions; Services.
- 16) Day centres / DropIn Centres.
- 17) Temporary Shelter / time limited.
- 18) Specified Resources / Transitions Homes
 - \approx Frontline Wkrs.
- 19) Develop a 'Next Step' Process; exhausted options
- 20) Intervention Plans: Develop
- 21) Let's NOT WAIT TILL SOMETHING HAPPENS;
 - \rightarrow Work on this in the 'forefront'
 - \rightarrow Reclaiming Our Cree Ways ②

How - Partnership ^{D3} ①

Traditional Approaches

- communities still in welfare state - 'deprogram' into human beings
- cultural root needs to be protected
- cultural safety
- language, cultures, singing
 - ↳ go get from underground
 - be patient
- we're losing our elders - reserve/maximize
- before how - need current status of where we are
 - not connected to our identity, need to get awareness out - history
- teach to our children + grandchildren

D3 ②

- young ppl. are forgetting - when lose the importance of who we are -
- value of sharing
- taught youth - everyone had responsibility
 - 10 days - need to do more
- hold to our Cree culture - hold onto
- follow traditions at young age consistently
- do activities based on traditions - only - use our old ways → "we still have time"
- governance systems

Know/understand our history D3 ③

- (bow/arrow - down generations - lost a lot since contact - need to talk to people that still know it for us to return - must understand history, bring our elders to teach us
- on the land - the land talks to us
- ie. bow + arrow - still makes them, what tree is used -
 - ↳ ripple effect, its all interconnected when things are

brought back D3 ④

- Native perspectives university course
 - ↳ going back → connects back
- self-identity, knowing history creates the connection
- Pride in finding heritage - find connection
 - ↳ having young people find that
- teach kids
- local gov't structure, Cree constitution had lots of input from Elders
- land base
 - ↳ governance
 - ↳ block outside

before trapping
↳ traditional boundaries - land marks, water

D3

(5)

- done as a Cree nation - 10 communities
 - ↳ community dialogue - everyone adults, elders, children - have wisdom
- go to the people - talk orally,
- communicate -
- to identify the pieces
- style is oppressive - hinders who we are, our identity → we have a pool of resources

" Nishiyuu

- bringing Education our community/people to awareness of history/oppressive systems
- our spirits are strong, use our compassion
 - ↳ we have capabilities we don't tap into
- Faith to sustain ourselves as individuals - love.

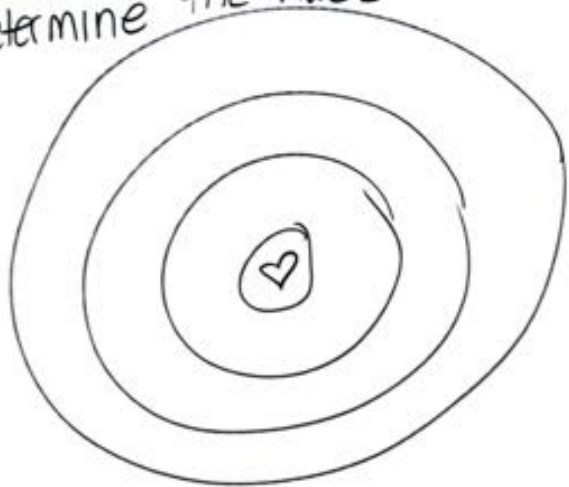
D3

(6)

- Compassion we have in ourselves
 - ↳ we have to tap into our own gifts
- Nature
- unity in our methods, peace,
- abiding traditional knowledge, elders knowledge, wisdom of the land
- Restore them to their roles
 - Elders
- group from CNG - bringing out areas/land that need protection - whole territory
- protect heritage, culture, who we are, protect + preserve

D3

- portal - to protect land, rights (7)
- understand, respect land need the 'pass' to get in - our communities
- + medicine - need authorization
- we determine the rules.



D3

- we have all the pieces and need to put it together (8)
- CNG, CHB, CSB, CTA
- land base
- need sustainable
- practice our autonomy - utilize the whole territory -
 - ↳ include the water
 - Water, air, land, animals
- Cree structure to be written down - Niishiyuu - guideline - w Rites of Passage

D3

⑨

- teach/live on the land
 - ↳ more, time on the land - the family structure changes on the land (home-rooms, divides)

CSB/change legislations - curriculum that is land based

- decolonize
- reconnect our culture/connect back to our culture
- long house/madri - connect tradition - traditional law/education.

D3

⑩

- incorporate with curriculum
- land based program - CSB

↳ vocational
↳ inserting in elementary, secondary

Reclaim our values!!

D311



Protect

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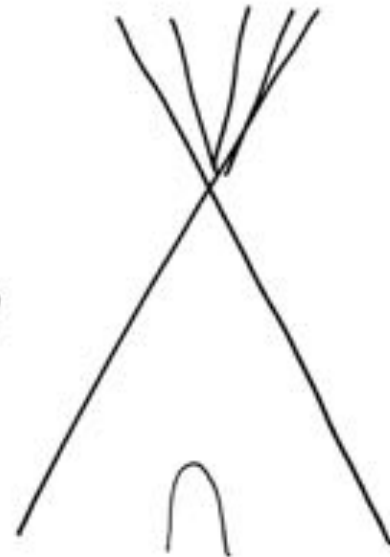
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3

Traditional Approach ^{D3}/₁₂

- system, structures, frameworks, legislations,
- Secure : - identity
 - culture
 - language
- roles & responsibilities
- Deconstruct / Decolonize

Diagram 1-b



1. / \

- 20 yrs experience w Mistissinica 24 yrs w Waskeganish
- no continuum of care
- whole family needs help
- 6 weeks in length
- 3 x 3 families
- Resource people

E1-1'

↳ Partnerships will include other communities

- facilitators -
 - ↳ substance abuse issues
 - ↳ behavior issues
 - ↳ violence, trauma
 - ↳ parenting
 - ↳ 2 intervenors
- ↳ clients from different communities
- ↳ work together
- ↳ evaluate w participants youth & family members
- ↳ safety measures, water safety
 - ↳ life jackets, camp safety
 - choosing, screening staff
 - to work w behavior, temperament
- ↳ Elders - Teachings - Both Gender. (Grand father Grand mother)
 - ↳ Teachings

E2-1

Regional Health

Fair by Erika Eagle

~~consulted~~
Consulted by
Wise group !!
/Eidas.

E2-2

- CHB - cheyou-YP - Nirshiiyou
- youth healing services
- Elder - Regional Elder Council
- Youth - CNYC - Brighter Futures
- Justice - Band council
- CSB - Traditional Food & Nutrition
- CTA
- Niskamoon
- CHRD
- Cree Women Association
- EEPF
- CNG

CHB

E2.3

Chisheinu Department 30+ old
Uschiniichisu Department 9-29 yrs old
AWASH Program 0-9 yrs old.

NNADAP - 18+ treatment

Y.P. - Youth treatment, Youth Protection 0-18yrs



E2.4

- Funding: (Registered child & Family Services)
- Rune daycares.
- heartstart.

Justice - CARAC - Rehabilitation
- Snap program
- Justice committee
- Funding

- Youth healing Service: Bush program (Residential)

Elders: Funding → Quality of life.

CNGA :- Cree Nation Games
:- Funding local program & Activities
:- Inspire Hope Conference
:- Regional snowshoe walk

CNG - Environment / Mold,

C+H

- chiigiyaq program
- Health Assembly
- Midwifery / whapmausiq
- tobacco campaign
- Breast cancer screening
- Home care
- MSDC
- Diabetes awareness
- Youth clinic ??
- Alcohol & Drug Conference

CSB

- Bush Program
 - Cree Culture program
 - Science Fair
 - Public speaking
 - Youth Fusion
 - ~~Etape~~ Elephant thoughts
 - Nurses & Social workers & CHRs
 - Breakfast program
 - Book Fair
 - Healthy cooking
 - snowshoes making
 - Student Council
 - School Committee
 - post secondary orientation trips
- French emergency program
- vocational literacy program
- upgrading programs

E2-7

Elder/wise group

- transfer of knowledge
 - consultants/adviser for program & services
 - Elder Council
 - Nilshil you (Incorporated)
 - Traditional workshops
-

Regional Police

- private investigators
- crime prevention
- Drug & Alcohol Prevention
- Crisis Responds / First responders
- Rangers
- school visitation on prevention information

E2-8

- Environment
- green team
- Robins nest
- Washgaganish Mobile treatment program

E3 General Hospital in the Cree Nation with all kinds of doctors

Session Owner: N/A

Participants

1. Maria G. Macleod
2. Charles Esau
3. Abraham Bearskin
4. Earl Danyluk
5. Nancy Danyluk
6. Laurie Petawabano
7. John Mamianskum
8. Lucy Petagumskum
9. Jane B. Kitchen
10. George Neeposh

6. General Hospital + Services ^{E3-1}

- Provide laborer tea and other medicines at all gatherings
- Promote traditional medicine
- To have a second hospital one base inland.

5. General Hospital

E3-2

- Gathering on Traditional Medicine (Local + Regional)
Gathering of knowledge
- Recognition of our traditional healers
- Utilizing our healers
- Protection and Patent
Our knowledge on Traditional Medicine

4. General Hospital + Services E3-3

- To improve the cleanliness of hospital, change curtains
- To establish Eeyou sovereignty "Nishiiyuun Miyupmaafissiiun Act."
- Hospital should have a traditional medicine unit

3. General Hospital + Services E3-4

- To have access to traditional food at our hospital ^{and serve}
- Upgrade existing clinic for clients to remain in their communities.
- Improve quality of care on-call, by addressing the language barrier, systemic racism.

2 General Hospital

E35

- To include tradition medicine
- We have our medicine, that ^{person} know the medicine, we should our own healers.
- Plants, medicine is ^{readily} available and accessible
- Doctor (medical) to be culturally sensitive, to our cultural practices i.e. Goose Break.

E. General Hospital

1 Central ~~to~~ Location of Eeyau Istchee

E36

- The process is long, waiting period for appointments
- Access to care in timely manner
- To include Eeyau traditional healing
- Bring specialized services in our territory

F1-1

Wellness Center

Offices for
Councilors
Therapist
Traditional Healers

Rooms
Sharing Circle Room

Aboriginal
Setting

F1-3

Nutrition

Physical

Mental

Spiritual

Emotional

- self care

- AWARENESS WORKSHOP

- outreach workers

- trainings

- Programs

Partners

- CHB CMC

- CSB (chief's council)

- Band

- Cree Justice

- ~~CNYC~~ CNYC

- Elders council

- Public

- CNG

F2-1

2. Building Healthy Communities & Families

- Making it possible for accessibility & distribution of healthy habits.
- Prevention of substance abuse.
 - ↳ Education/Awareness
- Programs
 - ↳ tools & resources for preparing our future generations
 - ↳ Parenting skills / support
 - ↳ Unisex Health & Fitness
- Midwifery/Birthing in Community
 - ↳ Family Support
- Elders Teaching
 - ↳ Roles of Mother & Father (Family Values)
- Health Education
 - ↳ Puberty, Sex ETC.
- Environmental Preservation/Care
 - ↳ Education
 - ↳ Recycling, Composting ETC.

F2-2

- Housing

- ↳ Basic Maintenance Training
 - ↳ Proper housing (single, families, elders)
-
- Dog Control
 - ↳ Need a By-Law
 - ↳ Registration / Spaying / Neuturing
 - Cree Programming
 - ↳ w/ local/regional entities to maximize resources.
 - Natural Resources to promote health & wellness
 - ↳ walking paths
 - ↳ Access to canoes, bikes etc.

Partnerships:

- Miqumatisiiun Committee - Clinic
- Justice Department - Public Health
- Youth Council - EEPF
- Elders Council - ~~CSB~~ - CSB
- Head Start - INAC
- Womens Association - CHB
- Chief & Council / Social & Wellness Dept.
- Cree Nation Gov. - Recreation & Sports
- Brighter Futures - Local Businesses
 - ↳ Grocery Stores
 - ↳ Restaurants
- Women's Shelter
- CNYC
- Developmental Corporations (Funding \$\$\$)
 - ↳ Mines

(F) Chronic Diseases ① (Cancer, Diabetes, Alzheimers)

- Seeing more Alzheimers in Diabetes patients.
- Study on Cancer survival. Mortality rate vs prognosis rate.
- counselling services for the whole family in Cancer.
- Psychosocial services for Cancer patients.
- Support group for Alzheimers.

- Diagnosis of cancer, hard for families to leave community. Need community partnership. Ex. Financial support.
- > Band emergency funds?
- Support down south when going for long term treatments.
- Returning to community, the clinic is not prepared when cancer patient returns. Cancer clinic in commo. for a Dr. that takes care of cancer patients.
- Information needed to be given to family on how to take care of cancer family member.

- (F) ³ We have General Practitioner Doctors. (3)
- Family rather would be at home. They miss traditional food, community, family gathering. They feel isolated down south. Land (they miss it). ^{Quality of Life (depressed)}
 - Cancer Clinics ^{also} develop home dialysis in community to maintain connection to community.
 - Family want to keep older parents
 - Research needed for Cancer care ~~treat~~. Should be a top priority. Need partnerships. Patient is sent down south. Need our leaders involved.

- (F) ⁴ Need to partner the clinic & hospital (4)
- Promoting healthy lifestyle. Diabetes is preventable & there are ways to ↓ chance of cancer.
 - More support for families, care givers stress. Support from psychosocial support. ^{Psychologist,} time/listening,
 - Mental effects on cancer patients. ^{↳ Sleeping.}
 - Faith, traditional medicine, practices, support from MD with use of traditional
 - Cancer Screening for Men.

- (F) 7
- CTA Partnership / Support for members. before taking off ^{Income Security program.}
 - Awarner to encourage men to have annual check up. (5)
 - 40 yrs. Diabetic → caregiver stress. Unable to go to bush. Isolation of patient. Felt better in bush. Diet change in bush. In the community ↑ sugar + blood pressure
 - Diabetes: comes from white man.
 - Tree planting: trees comes from south what will ^{the happen to} ~~the~~ animals will they get sick too.
 - We don't know what we are eating.

- 11
- Forestry partnership, (6) getting trees from north & down south.
 - Earth contamination from mining, Fish deformation. Government not taking responsibility.
 - Tallyman observations. AS Consultants.
 - Encourage traditional lifestyle of elders.
 - extending services + jurisdiction. (beyond category in). Outreach.
 - research on ^{Traditional} food chain.
 - Charlie Bosum.
 - Oncology VO says: Certain treatments can be done in the territory

(F) Palliative care: Polia (2)
to be brought to board soon.

Nurses: need more.

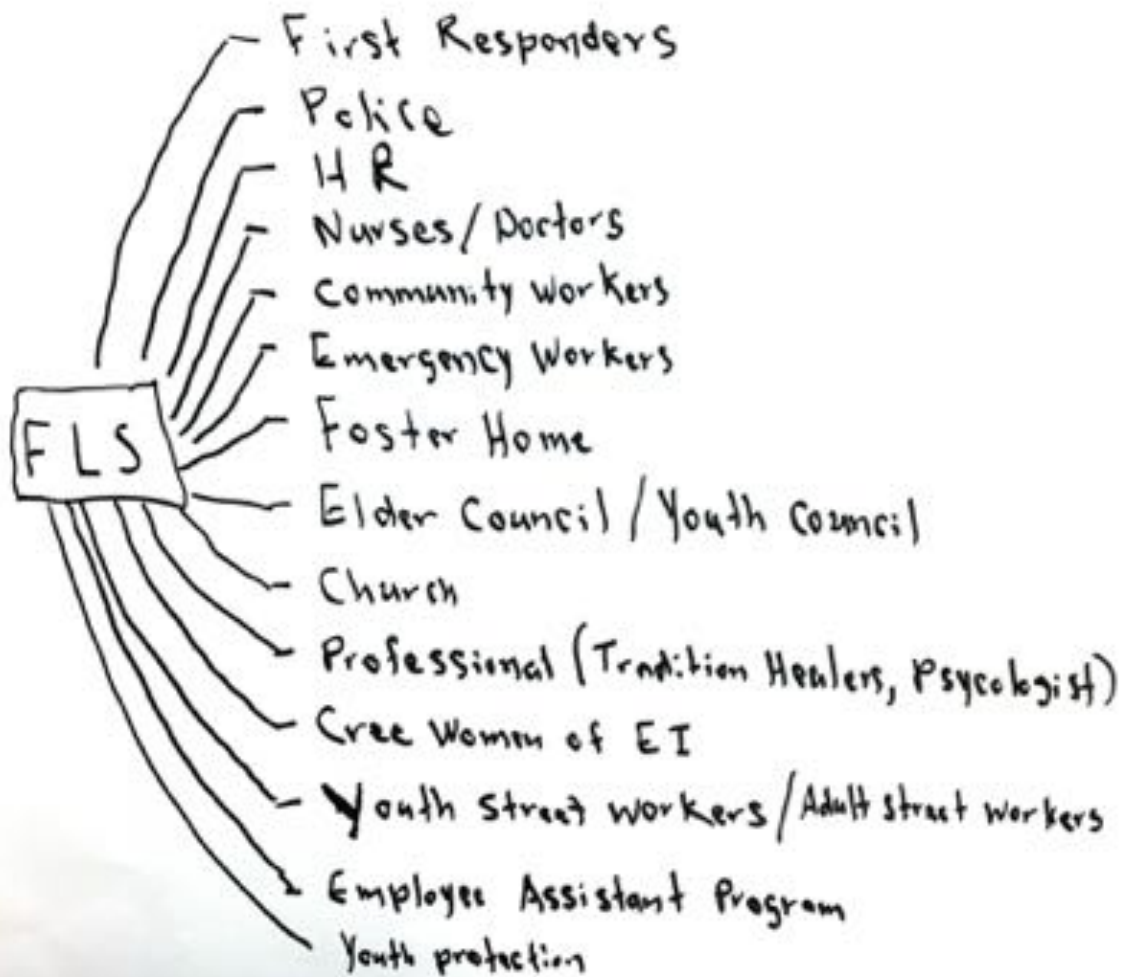
- Cancer program: family support
Screening, support, counseling.

- Research on: Food chain,
Seems to be a correlation
with rising of cancer & earthy
environmental damage/contamination.

- Charlie
Bosum

Jane Sam
Cromarty.

⑥ 1.1 Front Line Support / Staff & Partnership



Front Line Support Partners
at any time.

G1.2 FRONT LINE Support

How do we develop partnership
re: SRP - 2016

- Share resources
 - training & costs
- Contact
- Set up mtg
- Networking Community / regional
- Share funds regional
- Create a pool of people
- Mapping community assets to develop Regional Resource.
- more money \$
- Resource description.
- Integrated Community Resources
- Tapping in to the Cree entities
- Liaison people within
- proper orientation

G1.3 FRONT LINE STAFF / SUPPORT 2.

- Culturally based services
- Orientation packages
- Internal partnerships to create external partnerships
 - regional
- Leaderships to support a resolution to ensure the partnership within their community
- Prioritizing the issues
- Expose leadership to front line services (work)
- Create awareness of the community needs and realities
- Ensure there is a transition and transfer of information / knowledge
- Inventory of skills, knowledge of people / front line

①-4 FRONT LINE STAFF SUPPORT 3.

- Build an index
- Research on front line workers
 - re: Self care programs
 - debrief
 - (care for the care givers)
 - Regional resolution to ensure front line self-care.
 - Partnerships w:
 - Traditional healers
 - Psychologists
 - CWA
- Cree Nation governments have programs i.e. Brighter Futures these programs to partner w CMC programs
- Understand each services/program
- Diagram to visualize who can help front line services

⑥2 Step Beyond our Specialities ^{G2-1} ↗

- Personable - cultural + traditions - Respected.
- be who we are in our environment
- making every opinion count
- Consideration to the way we communicate
- recognize conflicting values to balance Personal and work values.
- Continue to engage
- Keep the issue - discussions on the table
- facilitate collectivity
- create safe spaces

⑥2 Step Beyond our Specialities ^{G2-2} ↗

- give topics in advance to give others all to think and develop prior to a mtg/discussion
- acknowledge the different ways of contributing
- hearing the realities - directly
- what can I bring so our org. can commit
- how to get the organization on board
 - timing - open
 -
- more partners that come together the - "Project" - will move.
- Sub-committees to work on objectives then come back as a bigger group to advance.
 - Advance bit by bit

G2

^{G2-3}
How can we Step Beyond.
~~(cont)~~
our specialities to focus
our talent on our
Collective priorities

When we join mtgs/committees
we bring our ~~our~~ own views

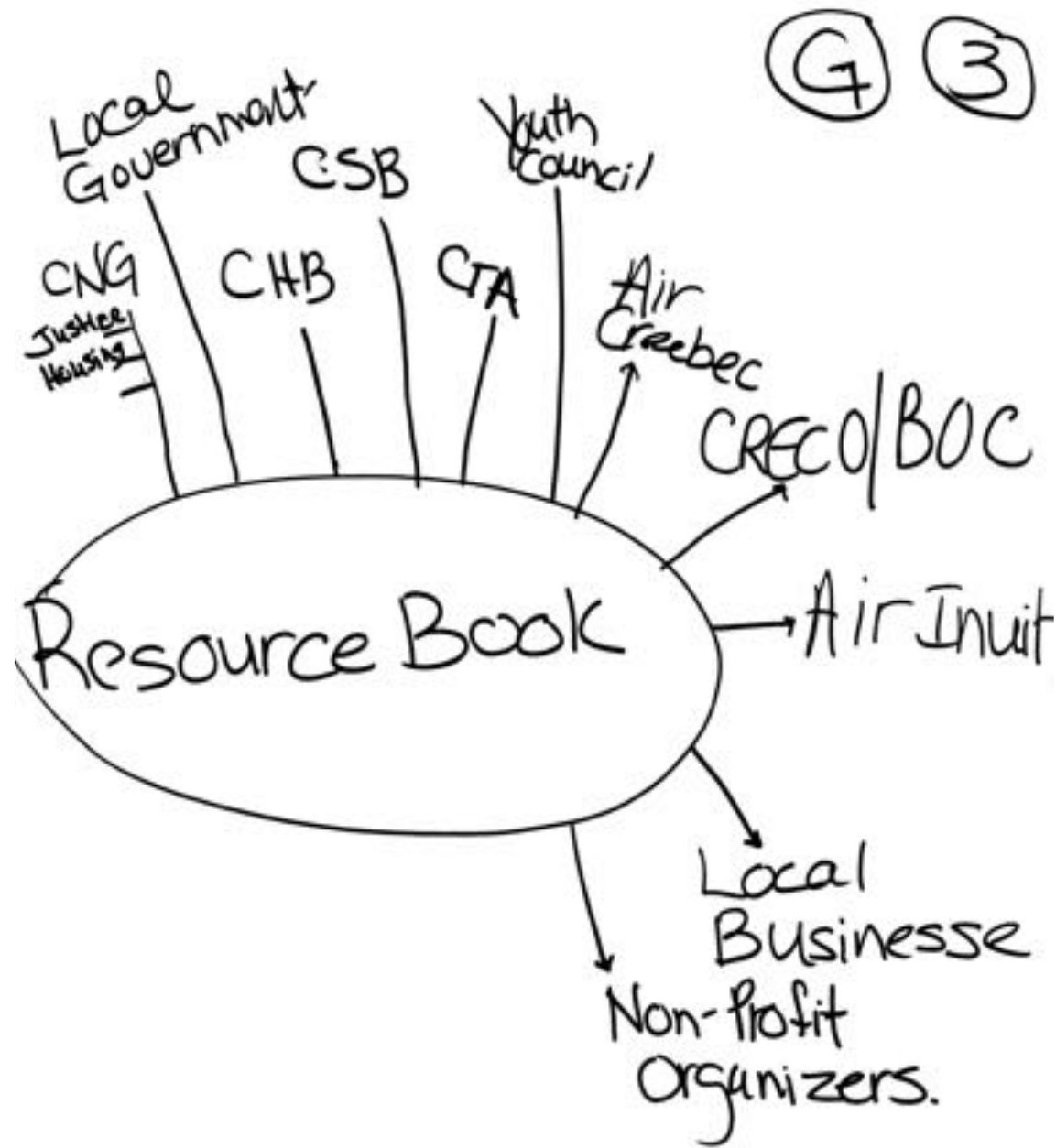
How do we as individuals
bring a positive

- Team building - identify strengths and 'weaknesses' - self assessment
- reflection exercise
- 1 word to summarize who you are - looking at the words collectively - to connect
- inviting those who are interested in topic for discussion (ie vic mtgs)
- equal participation

2) Resource Book (G)

- Identifying the present Resources, departments, entities Partners: Regional & Local. (1)
- Insert a link - To update
- Develop an App.
- Create a Position (CNG)
- Each entity forward their information
- Identify what's the purpose of the Resource Book.
- Identifying the mandates for every entity
- Preface (introductory of the Cree)
- Employment opportunities

- List of knowkagable Cree elderly consultants. (G)
- Education Opportunities
 - ↳ Cree traditional Education
 - ↳ Modern Education.
- Section For all age groups.
- Statistics ~~of~~ Cree Nation
 - ↳ addictions
 - ↳ Different Reports



(G)-4

- Resource Book
- Phone #'s
 - Departments
 - Programs
 - Services
 - Entities (CNG, CBH, CSB, local Provincial & Regional Governing Bodies)
 - Employment - Link & App.
 - 250 committees: Cree Nation
 - ~~Each~~ 1-800- #'s.
 - Employees & Title.
- Description of service

H1-1

H1 Respite Home for Children's Special Needs

Develop and link to the new strategic Regional Plan.

- Develop contractual agreements or subsidies with communities to create respite homes.
- Identified as a priority in 2016
- Development and implement trajectories of special needs programs.
- Link partnership - CHB
 - BANDS
 - BANK - FINDING

H1-2

- Start small - identify who will lead.
- Succession Plan - partnership w students - Pass a resolution (Board)
- Identify local ~~partnership~~ resources
- We have students in these institutions - ~~AS~~ ^{start} support groups.
- Cree being spoken / practice
- Identify that state of situation
- Capacity Building in the communities, use students who took training Special Needs.
- Cree values, use language. Cree
- Don't just wait for the health Board ^{to} _{step 4}

Plan a Model for Improvement in Strategic Plans & Partnerships

H2-1

- * Measurable: milestones, benchmarks. To assess what moved & what can we work on. Time-line.
- * Ownership
- * Roles / responsibilities
- * We need to plan a model that works for crews.
- * We need to adopt a model.

①
7/23

- * There are different models, ^{H2-2}
- * Terms of Reference
- * Managers focusing on specific
- * Strategic plans - corporate
↳ Someone only looking after the strat plans.

Community Miyup Committee
→ They need role clarification
→ challenge: turn over.
→ Inform community of the Miyup committee

- * Transparency, who's doing what
- * Linking & sharing resources to work on different plans. (operational tool)

②

* Strategic Plan has to come ^{H2-3} with an operational plan.

* Locally, linking the community resources. Mapping out all of the assets.

* Ground up approach, grass roots. Identify the local needs.

↳ This is why the community Miyup committees is there. But they need partnerships.

* Activity mishapes, evaluating what went wrong. Continuous improvement mindset. Innovative. (3)

* 2010 SRP = today is said here ^{H2-4} will be added in the SRP.
Top-down approach?

* Iiyuu taawin: Miyup needs to make their plans. Challenge is getting everyone together.

* Its important that the needs are identified by the people.

* Need to have specific priorities each community has to have a developmental plan.

* Support from local. Entities need to meet together. (4)

* Different forms of gathering ^{H2-5} data, ~~is~~ only in public. Ex. shu.

* Traditional concept of ex. terms of reference.

* A Cree Model.

→ Family approach (Ex.)

→ Specific roles. (T+R)

↓
Vc Band

→ Traditional concept.

→ Sharing experience / resources / knowledge / tools.

* Look at previous projects & learn ~~a~~ see how they made
Ex: ~~R~~ Suicide prevention. ix. (5)

* We need local resource ^{H2-6} books, & regional. To know who ~~is~~ which resources are available.

* Where can we get funding resources? Shared resource & commitment. Delegation. ^{too many} ~~books.~~

* Letter ^{Annually} of intent. for partnerships.

* Resolution from ^{band} partnerships & meeting.

* Consistency,

* Evaluation & moving at same pace.

* Performance (PDSA) ^{lan} ^{take} ^{at.} (6)

External evaluation to ^{H2-7} look
at program/process.

* Feedback +/-, proactive.

* Practice ~~reciprocal~~ ^{reciprocity} approach,
~~participatory~~ ^{participatory} approach.

* Goals, objective, ^{to be} evaluation
& criteria. & consensus.

* Self-evaluation (Internal & external)

* Bring complaints to solutions.

(Make model, to who will
transcribe this :)) Lucy ⁽⁷⁾
Trappas.

H3 Elders: Abuse Awareness and Care

Session Owner: NA

Participants:

1. Paul Linton
2. Kara Louttit
3. Dinah Simard
4. Hattie Wapachee
5. Evadeny Bosum
6. Caroline Happyjack
7. Janie Pachano
8. Samuel Tapiatic
9. Sarah Tapiatic
10. Jo-Ann Toulouse
11. Irene Otter
12. Anne Foro
13. Martine Levesque
14. Elizabeth Ottereyes

ELDERS: ABUSE Awareness

≠ CARE

H3
Pg 1

Why
to care
who
where
how.

- ELDER'S Home: NEED

Why - alone & family to care.

- busy families now -
- family was living "unit" > scatter. ed.
- Changing needs > chronic care
lack of Knowledge

- Support for FAMILIES

- ~~Ø~~ burnout
- no support (siblings) when elder
deceased. → also when grieving.
- Physical - safe support.

- Homecare / Male ≠ Female

- Training... (some trained worked
else where)
- Transition > semi autonomous...
long-term

- End of life -

- Respect the ELDER'S wishes
- Choice where/who to stay
with

H3
Pg. 2

- Abuse Awareness:

- Knowledge as Professionals/consult.
need Just PAY

- adequate Funding - for Elders.

- Elders need to speak

- Right. to get paid. for.

- Money: family abused.
→ notify Bank
→

- Services eg babysitting when
they need the help.
- (* refusal to give service CHB)

- Isolation: their needs are not respected.
... food/cleanliness/peace
harmonious/safety/visits
- Use services > MSDC/
(Know clients/pt. > needs)
- ELDERs were respected -
family helped; durny, journey/death.
- Use language Elder understand -
(mixed - elder loses the meaning/what
is said)
Translators
- Escort - to appointments/ elder
need help. especially in city...

H3
Pg 3

Partnership.

- Outreach Program: ^{eg} @ camp.
need in @ community
→ it was / is their life.
Need Funding Regional
- Transfer of Knowledge.
→ done at Culture Camp
→ on the Land @ Elder Camp
Need funding at/on Elders land
- On-land - Homecare
@ Elders camp
Need funding /

H3/
p. 4

- CTA.

-

- Succession - of care giving

~~Family~~ Parents → children →

children → Parents

- Translators: Cree specialist. use

- CHB

A1

- Prov

- Fed

- Mining

- Forestry

- Hydro

- ALL Cree Entities

