

ABSTRACT

This dissertation examines the perspectives and experiences of urban Aboriginal people who utilize cultural, social and health services and staff who work at an urban Aboriginal agency located in Surrey, British Columbia (BC). Availability, accessibility, and acceptability of health services from the perspectives of urban Aboriginal people are emphasized to inform future policy and services offered to urban Aboriginal people by the BC provincial health care system. Archibald's (2008) seven Indigenous storywork principles of respect, responsibility, reciprocity, reverence, holism, inter-relatedness, and synergy form the foundation of the Indigenous methodology for this study. Kirkness and Barnhardt's (1991) principle of relevance is added to the methodology. The traditional story and metaphor of Hamumu, (Butterfly) from my family in Kwakiutl territory, Kalugwis/Turnour Island also guides methodological and theoretical aspects of this thesis. Hamumu highlights transformation and the metamorphosis of urban Aboriginal people's lives, including mine, through wholistic health services that address physical, emotional, mental, and spiritual well-being. The development of a Hamumu Theoretical Framework for this research is an outcome of a critical examination of colonial impacts upon urban Aboriginal people and the start of a self-determining conceptual health framework based on local Indigenous knowledge. Three sources of knowledge which shape the development of an Indigenous Good Medicine Theory include: (1) my personal story; (2) perspectives and health-related stories of 14 urban Aboriginal people; and (3) health and policy literature. The Indigenous Good Medicine Theory includes approaches that focus on culture, comfort, collaboration, and communication.

BIOGRAPHICAL NOTES

Place of Birth: Alert Bay, BC Canada
Academic Studies: Bachelor Science in Nursing, University of Victoria, 1994
Master of Education, Simon Fraser University, 2001
Current Position: Doctoral candidate, UBC

GRADUATE STUDIES

Field of Study: Educational Studies, Leadership & Policy

Courses

Courses		Instructors
EDST 690	Thesis	J. Archibald
EDST 602A	Doctoral Seminar – year 2	L. Brown
EPSE 565D	Counselling as Colonization Indigenous alternative to modern therapy	J. Gone
EADM 508A	Introduction to Indigenous Methodologies	J. Archibald & L. Rigney
EDST 577	The Social Context of Education Policy	G. Smith & L. Brown
EADM 508B	Indigenous research and epistemology	M. Marker
EDST 601	Doctoral Seminar – Year 1	G. Smith & L. Brown
EDST 596B	Ethics	L. Brown



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THE UNIVERSITY OF BRITISH COLUMBIA

Graduate and Postdoctoral Studies

PROGRAMME

The Final Oral Examination
For the Degree of

DOCTOR OF EDUCATION
(Educational Leadership and Policy)

MARGARET DOROTHY WILSON

Bachelor of Science in Nursing, University of Victoria, 1994
Master of Education, Simon Fraser University, 2001

Tuesday, May 22, 2018, 1:00 pm
Boardroom, First Nations Longhouse, 1985 West Mall
Latecomers will not be admitted

**“Hey, Where Can I Go for Help?”: Aboriginal People and “Good
Medicine” at an Urban Aboriginal Health Agency**

EXAMINING COMMITTEE

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