

Pre-Pilot Discussion with Circle of Experts: Professionals, Navigators, & Elders

Background

The narrow application of Jordan's Principle across Canada resulted in First Nations children experiencing service denials, delays, and disruptions in essential services that impacted their health and well-being.

The primary aim of the discussion(s) with the Circle of Experts is to increase our collective understanding of the impacts on well-being from the denial, delay, or service gaps on First Nations children and their caregivers.

Under the Final Agreement Settlement (FSA), "Child" or "Children" are under the Age of Majority in their respective Province/Territory who experienced denial, delay, or service gaps between 1991 and 2017.

Additionally, caregivers of the affected Child under the FSA include biological parents, adoptive parents, stepparents, or biological grandparents, and adoptive grandparents. Caregivers were living with, assuming, and exercising parental responsibilities of the Child at the time of the denial, delay, or service gap. Relationships with foster parents are excluded under the FSA.

Indigenous Wellness Framework

The Indigenous Wellness Framework draws our attention to central concepts of Hope, Belonging, Meaning, and Purpose. These four concepts are key elements to understanding what well-being means in the Indigenous context.

- **Hope** is achieved through **spiritual wellness**, which is facilitated through one's connection to values, identity, and beliefs.
- **Belonging** is achieved through **emotional wellness**, which itself is facilitated through attitudes towards living life to the fullest, and relationships with people and the beings of creation (e.g. elements, animals, plants, the universe, ancestors). These relationships and attitudes contribute to a balanced sense of emotional well-being. When combined with connections to family, community, the environment, and the universe that arise from one's relationships, a sense of belonging becomes possible.
- **Meaning** is achieved through **mental wellness**, which arises from a sense of understanding. This understanding is facilitated through a balance between appreciation for intuition (i.e., the connection between one's own spirit to the Great Spirit, ancestors, and creation) and rationale (i.e., mental thought and what one experiences in the world).
- **Purpose** is achieved through **physical wellness**, which is facilitated not only by taking care of one's physical body but also through living life uniquely expressive of one's culture, and way of doing, which is a way of being informed by unique worldviews and values of First Nations.

A. Semi-structured questions: Impacts on well-being

This discussion will be conducted in two parts. Afterwards, we will close with brief questions that will help us with recordkeeping.

First, please think back on essential services for First Nations children between 1991 and 2017. Would you say that there was a denial, delay, or gap in the essential services for these children who needed them?

1= No 2 = Yes

If yes, we would like to discuss the spiritual, emotional, mental, and physical impacts of the denial, delay, or gaps in essential services on First Nations children between 1991 and 2017.

1. In your experience, what were the impacts on **spiritual wellness** of these children?
2. In your experience, what were the impacts on **emotional wellness** of First Nations children?
3. In your experience, what were the impacts on **mental wellness** of these children between 1991 and 2017??
4. In your experience, what were the impacts on **physical wellness** of First Nations children between 1991 and 2017?

Now we would like to discuss the spiritual, emotional, mental, and physical impacts of the denial, delay, or gaps in essential services on caregivers of First Nations children between 1991 and 2017.

5. In your experience, what were the impacts on **spiritual wellness** of these caregivers?
6. In your experience, what were the impacts on **emotional wellness** of caregivers of First Nations children?
7. In your experience, what were the impacts on **mental wellness** of caregivers of First Nations children between 1991 and 2017?
8. In your experience, what were the impacts on **physical wellness** of caregivers of First Nations children between 1991 and 2017?

In the second part of the discussion, we would like to ask about your perception of the impacts of specifically the timeliness in which essential services were provided to First Nations children/caregivers between 1991 and 2017.

9. 17. What were the spiritual, emotional, mental, and physical impacts of First Nations children receiving essential services in a timely manner?
10. 18. What were the spiritual, emotional, mental, and physical impacts of the caregivers of First Nations children receiving essential services in a timely manner?

Supports

11. How do you think the process to assess impact (i.e. the compensation claims process) will be experienced by First Nations individuals applying for compensation?
12. What types of support should be in place for claimants in the pilot stage?
13. At what level should the support be provided to claimants in the pilot stage?

B. Questionnaire: Socio-demographics

This final section of easy questions will be brief and your responses will be grouped with those of other participants.

How do you spell your first and last names?

1. First name _____
2. Last name _____
3. What is the best email/contact information to reach you? _____
4. What age group do you belong to? (Select one.)
 - 18 to 24
 - 25 to 34
 - 35 to 44
 - 45 to 54
 - 55 to 64
 - 65 and older
5. What gender best describes you? (Select one.)
 - Male
 - Female
 - Transgender
 - Two-spirited
 - Gender neutral
 - Other (specify) _____
6. What ethnicity/cultural background best describes you? (Select one.)
 - First Nations
 - Metis
 - Inuit
 - Non-indigenous
7. Which Province/Territory do you currently live in? (Select one.)
 - Yukon
 - Northwest Territories
 - Nunavut
 - British Columbia
 - Alberta
 - Saskatchewan
 - Manitoba
 - Ontario
 - Quebec
 - Newfoundland
 - New Brunswick
 - Nova Scotia
 - Prince Edward Island

8. Which role best describes how you will contribute to this project? (select one.):
- Professional (specify) _____
 - Navigator (specify) _____
 - Elder / Culture-based practitioner / traditional healer / knowledge keeper / faith keeper (specify) _____
 - Other (specify) _____
9. Which is your primary area of expertise? (Select one.)
- Education (specify) _____
 - Community and Social Services (specify) _____
 - Health (specify) _____
 - Indigenous Knowledge / Culture-based services and supports (specify) _____
 - Other (specify) _____
10. How many years of experience do you have in your area of expertise working with First Nations children/families? _____ years

The last four questions relate to the years between 1991 and 2017.

11. Which role best described you during this time when you served First Nations children/caregivers who required essential service(s)?
- Professional (specify) _____
 - Navigator (specify) _____
 - Elder / Culture-based practitioner / traditional healer / knowledge keeper / faith keeper (specify) _____
 - Other (specify) _____
12. Which Province/Territory did you work in during that time while serving First Nations who required essential service(s)? (Select all that apply.)
- Yukon
 - Northwest Territories
 - Nunavut
 - British Columbia
 - Alberta
 - Saskatchewan
 - Manitoba
 - Ontario
 - Quebec
 - Newfoundland
 - New Brunswick
 - Nova Scotia
 - Prince Edward Island
13. Where did you live most of the time between 1991 and 2017 while working with First Nations who required essential service(s)?
- On-reserve
 - Off-reserve
 - Settlement

- Unceded territory

14. In closing, please list the name(s) of the First Nation community/ies you worked in during those years.

Thank you for your participation. We value your time and expertise.