



# NAHO Bulletin

March 2005

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## Role Models share stories with peers

By Colleen Toulouse

Three National Aboriginal Role Models gave advice on how to stay true to language and culture while pursuing a post-secondary education. They were part of a question and answer session at the Blueprint for the Future, an Aboriginal youth career fair held in Ottawa, Feb. 9.

Jason Annahatak, Aronhiaies Herne and Jaime Koebel joined Chief Executive Officer Roberta Jamieson and women's water polo Olympian Waneek Hornemiller for the National Aboriginal Achievement Foundation as the guest panelists for the session.

Each year, 12 youth are honoured and acknowledged by the National Aboriginal Role Model Program. The Role Models are nominated by their peers for their achievements and for making a difference in their communities. They will be visiting Aboriginal communities, schools, and events to share their stories and encourage youth to make positive and healthy choices



Photo by Phat Ha  
National Aboriginal Role Model Jason Annahatak speaks to Aboriginal high school students at a career fair.

that will help improve their lives and their communities.

Annahatak, 23, is a third-year psychology major at McGill University in Montreal.

"One of the things we face as Aboriginals is that we are very traditional and yet we are very modern," he said.

Annahatak left Kangirsuk (located in the Nunavik region of Quebec) to go to school in Montreal. It is easy to become disconnected and not go back home, he said. "What happens in a lot of cases, you say okay, I'm using my knowledge from school and this is my idea. Often what will happen is people from a community will say that it is a very southern point of view," he said. "Keep a nice balance to it. Keep going back to your roots, back to your hometown to feel your motivation and you will be fine."

Herne warmed up the several hundred high school students with an exercise. Everyone closed their eyes and imagined a wall in front of them. Then, Herne told the crowd to imagine a magic marker stuck in their belly buttons and write their names on the wall.

He asked if anyone felt funny or different during the warm up exercise. "Nobody, because we were all doing it together," Herne said. "That's the key to keeping our culture alive; to work together and be one with the same mind."

Herne, 18, plays hockey for Canton College of Technology in New York. He said that through his years of playing hockey, he has heard racist comments. "Look at us here now, how many Aboriginal youth gathered here today. This is very powerful to see and very uplifting," he said. "We, as a people, will never be brought down as long as we stay together."

Herne speaks Mohawk fluently. He was taught by his mother and says it is the most valuable gift she has given him. Herne's father also learned to speak Mohawk fluently. "It took my father five years. It may seem like a long time, but in the long run it will pay off," said Herne.

"For those who feel that it is hard to learn your language, your culture, and you feel so far behind, all it takes is a little practice," he said. "One word a day. In one year, that is 365 words you can learn."

Koebel, 26, is studying for her master's degree in Canadian Studies at Carleton University in Ottawa. Koebel is of Métis and Cree heritage. Aside from school, Koebel is a mother of three and volunteers for many initiatives. She has met and learned from Elders from across Canada.

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# NAHO moves closer to renewal

By Colleen Toulouse

The National Aboriginal Health Organization (NAHO) continues to take major steps towards renewal and starting its second mandate this spring.

“The NAHO Board of Directors was involved in setting the vision for the next mandate and has approved NAHO’s five Objects, which will remain the same,” said NAHO Executive Director Bernice Downey.

“The Board and our member organizations (Assembly of First Nations, Congress of Aboriginal People, Inuit Tapiriit Kanatami, Métis National Council, and Native Women’s Association of Canada) were involved in the development of our subsequent work plans,” said

Downey. “Also, the Ajunniniq, First Nations, and Métis Centres have identified activities they want to accomplish this mandate.”

With the start of its second mandate this spring, NAHO will continue building on its foundation, activities and partnerships, such as increasing health human resources, one area of focus for NAHO.

The work involved in health human resources, such as developing partnerships and promoting health careers, are of a long-term nature. NAHO is currently working with the Royal College of Physicians and Surgeons of Canada (RCPSC). Together, they have identified the need to provide culturally appropriate and safe health care services to Aboriginal peoples.

NAHO and RCPSC met on Feb. 9 to seek changes on the RCPSC’s accreditation standards to move forward on cultural competency within the speciality post-graduate medical education programs. Key stakeholders working in medical education and accreditation, as well as representatives of the Indigenous Physicians Association of Canada (IPAC) and the Canadian Aboriginal Leaders in Medicine (CALM) also participated.

Downey discussed NAHO’s work in this area in her presentation entitled Towards Culturally Safety in Aboriginal Health.

“The work is important,” said Downey. “We will help focus on improving health care outcomes for Aboriginal people and will have partnerships in this work—mainstream physicians and specialists who are doing it a little bit differently.”

NAHO works closely with the Aboriginal Nurses Association of Canada (A.N.A.C.) on health human resources. Downey said nursing retention and recruitment remains high on the agenda for First Nations, Inuit and Métis.

Downey participated in the Nursing Leadership Conference 2005—The Changing Face of Nursing Leadership: Diversity, Partnerships, Innovations—held Feb. 13 to 15 in Ottawa. She was particularly interested in the presentations with a Northern nursing focus.

The conference was an opportunity to hear from nurses who have diverse leadership roles in a variety of areas such

as research, public and community health, policy development, and education. Nurses shared their experiences and best practices.

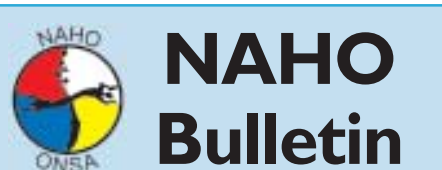
“NAHO on a whole is interested in following the issues closely. We, with our partner A.N.A.C. are ensuring that we advance the work around culturally safe approaches (similar to our work with RCPSC) and increasing the number of our people going into nursing,” said Downey.

Downey is optimistic that with good work completed in the past, more organizations will become aware of NAHO’s work and new partnerships will develop.

“That’s how NAHO will expand the work towards its five objects,” said Downey. “One of the challenges is to ensure that we have the human resources and the funding to advance this work.”

NAHO is seeking funding to host an annual summer institute to inform people about its work, such as the health career strategic framework. The strategic framework was developed to assist communities, parents, educators, academic institutions, policy-makers, and governments develop innovative ways of promoting health careers to Aboriginal peoples.

“We are going to advance our work and branch out into these areas,” said Downey. “When there is a call from the government on Aboriginal health human resources, NAHO is well positioned to help get information out and assist in the work.”



The National Aboriginal Health Organization, an Aboriginal designed and controlled body, will influence and advance the health and well-being of Aboriginal Peoples through carrying out knowledge-based strategies.

The NAHO Bulletin is an electronic publication produced monthly to provide readers with an update of the activities of NAHO and its First Nations, Inuit, and Métis Centres.

If you have any questions or comments about NAHO or its publications, including having this and other publications sent directly to you, please contact us at:

### National Aboriginal Health Organization

56 Sparks Street, Suite 400  
Ottawa, ON K1P 5A9  
Phone: (613) 237-9462 ext. 510  
Toll Free: 1-877-602-4445  
Fax: (613) 237-1810  
Web site: [www.naho.ca](http://www.naho.ca)  
e-mail: [naho@naho.ca](mailto:naho@naho.ca)

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### NAHO’s Five Objects

- Improve and promote health through knowledge-based activities
- Promote understanding of health issues affecting Aboriginal Peoples
- Facilitate and promote research and develop research partnerships
- Foster participation of Aboriginal Peoples in delivery of health care
- Affirm and protect Aboriginal traditional healing practices



# Rediscovering coping skills through Elders

By Denise Rideout

Today, young Inuit are taking their lives at alarming rates. Many Elders say suicide was a rare occurrence in Inuit communities 40 years ago. People faced difficulties, coped with problems, and moved forward.

Intrigued by this shift, the Ajungginic Centre is looking into the past to see how Inuit coped with hardships and to understand why there were few suicides before the 1970s.

The Centre is approaching Inuit Elders to gather information on how Inuit traditionally learned to cope with difficult times.

The coping skills and Inuit resolve to survive is of great interest to the Ajungginic Centre and its work on suicide prevention. The initiative is named the *Inuusiqatsiarniq* Traditional Knowledge Project. *Inuusiqatsiarniq* has a number of translations, from living a good life to how to live well.

"This project speaks to traditional knowledge," said Caroline Anawak, the coordinator of *Inuusiqatsiarniq*. "This is a flagship project that is looking at the issue of suicide in a unique way. We are not looking at what will work to prevent suicide, but what had worked for Inuit for generations.

"The Elders agree suicide among young Inuit used to be very rare." Anawak said. "Now, they speak of the heartbreak of today and how Inuit youth lead in suicide rates in North America."

Through a series of three-day focus groups, Anawak is talking with Elders about how, prior to the introduction of health services in the North, they had learned to cope with difficult times. She is exploring how people used to reach out to those who were troubled and how they motivated others.

Focus groups are being held in each of the four Inuit regions of Canada. Anawak

has completed three focus group sessions in Repulse Bay, Nunavut (December 2004); Tuktoyaktuk, N.W.T. (January 2005) and Kangiqsualujjuaq, Nunavik (February 2005). The final session will be in Hopedale, Labrador, this March.

Suicide prevention is a dear issue to Anawak. For more than 30 years, Anawak has worked and lived in arctic communities. She has seen the devastation suicide causes in a community. She has volunteered on crisis lines in Rankin Inlet and Iqaluit, Nunavut, and was a key player in starting the Canadian Association for Suicide Prevention. Anawak is determined to raise awareness of suicide and mental wellness in the North.

So far, a common theme throughout the *Inuusiqatsiarniq* project is that Elders want to see the values and beliefs of the old days come to the forefront again—those that helped them cope, face difficulties, and survive. Words like perseverance, patience, energy, and resolve come up time and again.

"Some of the Elders said to me, 'We were told life would be hard. We were told there would be difficulties. We knew things would be difficult and we faced them,'" Anawak noted.

But this way of life and survival seems to have changed. Older Inuit spoke of how the Inuit way was rarely shared with youth after the arrival of educational, justice and health institutions in the North. They said younger Inuit have a higher level of frustration and sometimes see challenges as

insurmountable.

This makes for a recipe for hopelessness, isolation, and helplessness, which may often result in self-harm.

"The Elders talked about how they've been on the sidelines for too long and want to get back into the picture with the youth," Anawak said. "They spoke with confidence about how they were raised and they fully believe this is still applicable today."

Following the focus groups, the Ajungginic Centre plans to compile the information shared by the Elders to get a better picture of how older Inuit generations promoted and preserved life. These coping skills will be shared with Inuit communities, Northern health departments, front-line health professionals, and Inuit organizations.

## Ajungginic Centre takes part in Nunavik Career Week



Photo by Tunu Napartuk  
Karin Kettler, Junior Policy Analyst, attended the Nunavik Career Week Booth Night in Salluit, Nunavik, on Feb. 5.



# Métis Centre Fellowship Program: Supporting Métis health research

By Michael Fisher

As a commitment to facilitate community-based health research, the Métis Centre announced three new recipients of the Métis Centre Fellowship Program, now in its second year. Métis graduate students Janice Murphy, Angeline Letendre, and Cheryl Troupe were awarded a \$5,000 fellowship each in support of their research in Métis population health issues.

Research emerging from the fellowship contributes to a greater understanding of issues affecting the health of Métis and Métis health outcomes, which are known to be lower than the general population.

Murphy is building on her years of experience as a social worker in drug and alcohol treatment programs in her master's degree program in social work at the University of British Columbia. Her research focuses on Métis women's voices on trauma and substance dependency.

Amid growing Aboriginal research in this area, Murphy said the experiences of Métis women healing from trauma and substance abuse have been neglected. Their experiences may be distinct from other Aboriginal women and can provide valuable information to the fields of social work and Métis population health.

"There is a difference between treatment and healing," said Murphy. Treatment is a western-based medical model and, in many instances, focuses solely on the individual problem of substance abuse. However, the concept of healing can be seen as "an Aboriginal paradigm and moving toward a holistic perspective, not just looking at substance abuse, but focuses on the whole life of the individual."

According to Murphy, Métis women have not been asked to describe their treatment



*Janice Murphy is one of three recipients of the Métis Centre Fellowship Program awarded by the Métis Centre in support of research in Métis population health issues.*

experience that fostered their healing, a greater understanding of which can contribute to better program planning.

Qualitative research is central to her research. "It is important to have statistics," she said, "but numbers are only one piece of the information. The way to the rest of the story is by talking to people."

A similar theme emerges in Letendre's research. She is in a doctoral program in nursing at the University of Alberta and is studying the health behaviours of Métis women in relation to cervical cancer and cervical cytology screening. Letendre said there is limited or no research specific to Métis women. Information can only be taken from First Nations data.

Her work, entitled *Métis Women and Cervical Cytology Screening: Reframing the Questions Outside the Resistance Language*, is framed by indigenous research methodologies, reflecting Aboriginal women's own cultural understandings, considering their world views, cultures, and ways of knowing. Such an approach to

research, she said, "ensures the creation of safe and appropriate environments that work toward improving the mental, physical, spiritual, and emotional aspects of our community's wellness."

Troupe balances her master's program in Native Studies at the University of Saskatchewan with her job as a researcher and curriculum developer at the Gabriel Dumont Institute, a Métis educational institute. Her research looks at Métis urbanization and its influence on Métis institutions in Saskatoon.

"Métis social and political organizations have served as a service provider and gathering place for Métis people in urban areas and have helped to create a positive Métis self-identity," Troupe said.

Since the 1930s Métis have been migrating to Saskatoon, the first Aboriginal population in the city, and are part of the fabric of the city, with a history of social and political organization, Troupe said. Today, Saskatoon is home to a significant portion of the province's Métis population. An increasingly urban people, a majority of Métis, about 68 per cent in the 2001 Census, now live in cities.

Despite such a long history in Saskatoon told through Métis oral history, Troupe said little has been officially recorded on how Métis impacted city life or, conversely, on how urbanization impacted Métis culture and identity. Métis in Saskatoon have long worked to improve the health and well-being of their communities, creating a formal infrastructure of social support, addressing health, education, employment, and housing.

This work, "has primarily been accomplished from within a cultural framework, incorporating many aspects of Métis history and culture."

# Push hard for your dreams: Role Model

***“Ne:k tsi Tokenno:rons Ne Aori:wa Iotshennonniah’t ne Kaniatarakta Iahse.  
It’s the rainy days that make the sunny days worth going to the beach.”***

*By Colleen Toulouse*

Aronhiaies Herne, a Mohawk from Akwesasne, Ont., knows role models can influence people. After hearing Waneeq Horne-Miller speak, Aronhiaies was inspired to push hard for his own dreams.

Aronhiaies, 18, is one of the 12 National Aboriginal Role Models (NARMP) for 2004-2005.

The Role Models were nominated by their peers for their achievements and for making a difference in their communities.

Aronhiaies, 18, heard Horne-Miller, co-captain for the Canadian water polo team for the 2000 Olympics in Australia, say that anyone can succeed by working hard and making an extra effort.

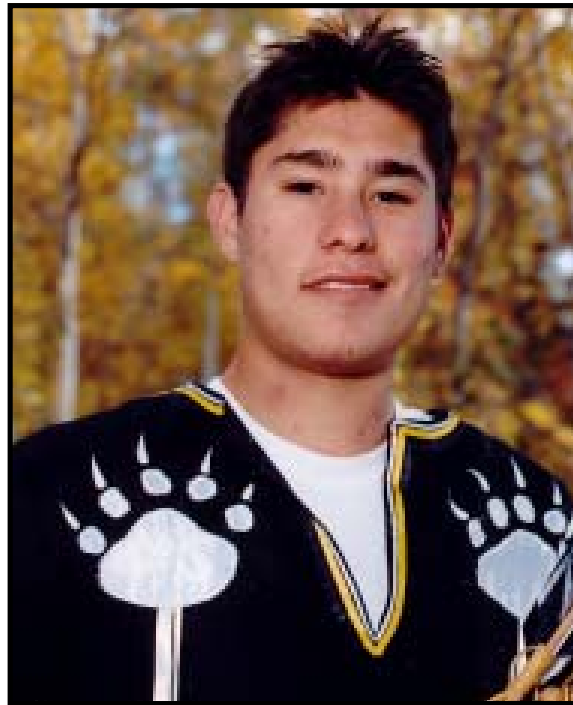
Horne-Miller, herself, was inspired by role model Alwyn Morris, a gold medal winner for kayaking (1000-metre race, with teammate Hugh Fisher of B.C.) at the 1984 Summer Olympics.

“She would practice six hours a day,” he said. “I always loved hockey, but was never that good. I began to push harder than anyone else. I’d stay on the ice when everyone else was done.”

It paid off for Aronhiaies. The following year, he made the high school and junior B hockey teams.

He pushed harder in everything he did—school, work, extra curricular activities—and kept to his Mohawk traditions. His high school academic accomplishments include being on the National Honour Society and the Principal’s List.

He received scholarships and awards for his academic achievements, including the Clint Thomas Memorial Scholarship Award, the Native American Academic Award of Excellence, and the Presidential Freedom Scholarship Award. The Presidential Scholarship program is awarded to high school students who have demonstrated outstanding leadership through community service.



*Aronhiaies Herne is one of the 12 National Aboriginal Role Models for 2004-2005.*

Today, he is a mechanical engineering student and plays forward for the Canton College of Technology men’s hockey team in New York. He volunteers at the Akwesasne Boys and Girls Club where he shares teachings of the Mohawk language, songs, and dances. Aronhiaies, which means “he who strikes the sky with lights” in Mohawk, was taught to speak Mohawk by his mother. He said it is the most valuable gift she has given him. He is also a traditional singer with the Young Men’s Singing Society.

He knows youth are faced with peer pressure. He once wanted to be cool and fit, but he now knows you don’t have to change yourself just to be another person in the crowd.

“Who we are is something we can never get rid of,” he said. “Who we are is so special. Our people need to hear that being Aboriginal, being different, is awesome.”

Aronhiaies keeps on track with his goals by having a healthy, positive attitude. He was taught to never give up. “It’s the rainy

days that make the sunny days worth going to the beach,” he said. “You are always going to have bad things in your life, but it is the good things that make you want to live and go on.”

Aronhiaies has achieved success in many areas, and being nominated and selected for the NARMP was encouraging for him.

“I never thought I’d make it this far,” he said. “It is really uplifting to work so hard, to have a voice, and have people look up to me. I have so many opinions and ideas.”

He said once you achieve things, no matter how small, people look up to you. You are automatically pushed into a leadership role.

“You can figure out how to tie a knot and your little brother looks up to you and now he wants to learn,” he said. “As a traditionalist, it goes with being in a leadership role too. You have to be a leader and say this is my culture and this is what I should be practicing.”

Volunteering and participating pays off, he said. The Boys and Girls Club has helped him become a confident speaker and a good role model. He keeps up with his school work because he does not want to be a hypocrite when he encourages kids to complete their homework.

“Our youth need more role models to look up to,” he said, “They need to see that our people are powerful. We have many people at the professional level (athletes, scholars, etc.) that can all push our youth to be successful.”

As a National Role Model, Aronhiaies will be visiting communities, organizations, and schools sharing his story, and encouraging youth to pursue their own dreams and make positive healthy choices that will improve their lives and their communities.

For more information on the NARMP, please contact: Joyce Spence, Program Manager at tel.: (613) 233-1543, ext. 548 or toll-free: 1-877-602-4445, ext. 548.

# Health career guides available for students

By Melanie Evtushenko

The Information Centre on Aboriginal Health (ICAH) distributed three new health career guides at the Blueprint for the Future, an Aboriginal career fair held Feb. 9 in Ottawa.

The health career guides, *First Steps*, *Career Information*, and *Funding Education*, were available at ICAH's booth to the nine-hundred students registered for the day-long career fair.

ICAH designed health career guides "to give students a user-friendly starting point to plan their professional future in a health career," says ICAH's manager Marcelle Saint-Arnaud.

The ICAH health career guides help students identify their skills and interests, determine the health careers and educational programs that reflect their skills and interests, and locate funding to pursue a health career.

ICAH is a virtual library of Aboriginal health information. It is composed of several databases, including links to career and education information on Aboriginal health.

ICAH Information Specialist Sarah Normandin and ICAH Communications Assistant Melanie Evtushenko attended the fair where they answered the youth's questions, gave out the health career guides, and provided general information.



ICAH has three new health career guides on *First Steps*, *Career Information*, and *Funding Education*.

"Grade 11 and 12 students showed a particular interest in the ICAH health career guides," said Normandin. She also noticed that some students asked questions about specific careers, such as nursing and dentistry, while several of the younger students did not seem to know that much about health careers. "The ICAH booth was a good way to get students thinking about health careers."

ICAH staff attended the career fair not only to distribute their new publications, but also to network with one of their target audiences. Two of ICAH's databases—Health Careers, Education and Training, and Scholarships and Bursaries—are aimed towards students. The career fair provided an opportunity for ICAH to speak directly

with students and educators and to promote health careers.

The National Aboriginal Achievement Foundation (NAAF) organizes the Blueprint for the Future and has shared career-related knowledge with thousands of students over the last nine years.

The event informed students about the different career opportunities available. Throughout the day, students attended sessions where they could find out about careers, talk to people about their career

experiences, and learn to develop the skills needed to succeed. Experts from many fields such as financial institutions, universities, law professionals, health professionals, technology experts, and many others shared information with students and answered their questions.

The atmosphere of the fair was energetic with students, educators, and volunteers radiating an eagerness to learn and contribute.

This positive response emphasized the degree of students' aspirations to find careers that match their interests. The extensive response from volunteers indicated the support available to students at many levels—support from their communities, educators, and potential future employers.

At the end of the day, the students gathered for a town hall presentation. National Aboriginal Role Models Jaime Koebel, Jason Annahatak and Aronhiaies Herne provided encouragement to the youth by sharing their stories and fielding questions. (See story on page 1)

Each year, the National Aboriginal Role Model Program honours and recognizes young Aboriginal youth for their achievements and for making a difference in their communities. Their key message is to inspire other youth to pursue their dreams and make positive healthy choices that will improve their lives and their communities.

For more information on ICAH, please visit its website at <http://www.ica.h.ca>



Photo by Phat Ha

Sarah Normandin, ICAH Information Specialist answers questions at the Blueprint for the Future, a career fair for Aboriginal high school students.

# New research focuses on discrimination affecting Aboriginal women's health

By Elle Dingwall

Historical and current issues of discrimination affecting the health of Aboriginal women in Canada are the subject of the next discussion paper by the Policy Research Unit at the National Aboriginal Health Organization (NAHO).

Work is underway on *Inuit, Métis and First Nations Women's Health: A Constitutional Rights Analysis*, with a tentative summer 2005 release date. Emphasizing Aboriginal and treaty rights, the paper is a legal analysis of systemic factors impacting Aboriginal women's health.

Despite advances in health care, gross disparities continue to exist between the health of Aboriginal people and the general Canadian population. Statistics from the First Nations and Inuit Health Branch of Health Canada show Aboriginal people live several years less than the Canadian average and experience a far lower quality of health. For Aboriginal women, the disparity in health status is made worse by sexual discrimination.

Historically, discrimination has existed in Canada against women in a variety of ways, barring them from equal economic and

political participation, restraining their sexuality and reproductive rights, and imposing double standards. While laws and practices were oppressive towards all women, First Nations, Inuit and Métis women were often targeted.

The *Indian Act* itself offers many examples of discriminatory legislation specific to Aboriginal women. Provisions in the *Act* cancelled the status of Aboriginal women who married non-Aboriginal men and required that Aboriginal women be "of good character" as judged by an Indian Agent to inherit or manage money.

Through the *Act*, any man who entered an Aboriginal woman's residence who was not her legally recognized husband was assumed to be there for prostitution. Anyone providing housing to Aboriginal women was also at risk of prostitution-related charges based on the *Act*.

Some legislative changes have been made, but in practice, discrimination persists through gaps, attitudes, or surviving laws. Where these issues relate to the health of Aboriginal women, the effects are devastating.

Aboriginal women are grossly overrepresented in the Canadian prison

population. According to reports from the Elizabeth Fry Society, in 2000 Aboriginal women represented 2.8 per cent of the general population but comprised 23 per cent of the federal prison population. About 90 per cent of Aboriginal women offenders are survivors of incest, rape, or physical assault.

The lack of culturally appropriate services available continues problems like cultural alienation and family breakdown. Both have serious health consequences for Aboriginal women and their communities.

*Inuit, Métis and First Nations Women's Health: A Constitutional Rights Analysis* is the fourth paper in the *Discussion Paper Series*. Published by NAHO and the Native Law Centre of Canada at the University of Saskatchewan, the series offers insight and legal analysis on issues affecting the health of Aboriginal Peoples in Canada. Other topics include Aboriginal constitutional rights, the Crown's fiduciary duty and the international right to health for indigenous peoples.

For more information on the discussion paper, please call the Policy and Research Unit at (613) 233-1543, ext. 502 or toll-free: 1-877-602-4445, ext. 502.

## Role Models speak at Aboriginal career fair

*Continued from page 1*

She learned to speak Cree through university and from her community, Lac La Biche, Alta.

"Get involved," she said. "That's the biggest thing you can do."

She helped start a traditional Métis jigging group in Ottawa. Now the group performs their dances at events.

"If anyone knows how to jig, you can start up a jigging group in your community," she said. "Bring young kids to pass on to younger generations. Be a mentor and be proud of your culture."

Jamieson commented as well. "We can take the values and culture of that time (a couple of centuries ago) and bring it into the learning and teaching we do everyday," she said. "How do we do that? I was taught to keep a good mind. Keeping a good mind

means always speak positively."

She told the youth it is up to them to learn about their proud histories, their cultures, then keep it healthy and protect it for the next seven generation.

"Stand up tall and be proud of who you are," Jamieson said, "If you don't exactly know who that is yet, that's ok. You will. Talk to your friends, family, and listen to your Elders."

Horne-Miller, a Mohawk, shared her experience at the 2000 Olympics in Sydney, Australia, as co-captain of the Canadian Senior Women's water polo team.

She gave advice on how Aboriginal athletes should deal with challenges such as drugs and alcohol. Horne-Miller said she always remembers the feeling of participating in the Olympics and that there is no drug or alcohol that can ever compare to that feeling.

Jamieson encouraged the youth to get involved with the future of their family, community and people.

"We were born here with special instructions from the Creator," she said. "We stand proudly on this Turtle Island with the job to be ourselves and to use our talents to the best we can."

Each year, the National Aboriginal Achievement Foundation (NAAF) hosts career fairs in different Canadian cities. The event, featuring seminars and booth sessions, is to inspire and encourage Aboriginal youth to explore career options and employment areas.

Contact the NAAF for more information on the Blueprint for the Future at tel: (416) 926-0775 or toll-free: 1-800-329-9780, or visit their website at <http://www.naaf.ca/blueprint.html>

UNDERSTANDING THE  
HEALTH CAREERS,  
EDUCATION &  
TRAINING DATABASE

OF THE  
INFORMATION CENTRE  
ON  
ABORIGINAL HEALTH

TEXT & GRAPHICS BY  
VICTOR WONG  
ICAH INFORMATION  
SPECIALIST

IT'S A DILEMMA THAT CONFRONTS  
EVERY ABORIGINAL YOUTH ...

WHAT DO I WANT  
TO BE WHEN I  
GROW UP?



HAVE YOU CONSIDERED A CAREER  
IN ... ABORIGINAL HEALTH?



HMMMP

A CAREER IN ABORIGINAL HEALTH CAN BE AN INTERESTING AND REWARDING  
EXPERIENCE. LOOK AT ALL THE PLACES YOU CAN WORK:



HOSPITALS

CLINICS

SCHOOLS

FRIENDSHIP  
CENTRES

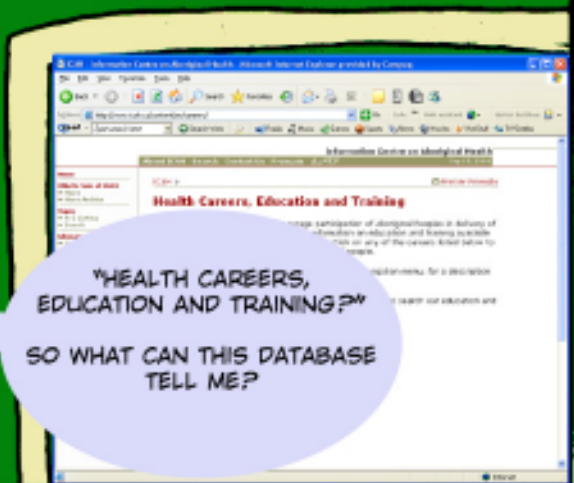
ABORIGINAL HEALTH  
CAREERS INCLUDE:

CHIROPRACTOR  
DENTIST  
DENTAL HYGIENIST  
OR ASSISTANT  
DOCTOR  
MEDICAL RECORDS  
TECHNICIAN  
NURSE  
OCCUPATIONAL  
THERAPIST  
OPTOMETRIST  
PHARMACIST  
PHYSIOTHERAPIST  
PSYCHOLOGIST  
OPTICIAN  
SOCIAL WORKER  
TEACHER  
... AND MUCH MORE!

THOSE CAREERS  
MEAN I'D HAVE TO GO TO  
COLLEGE OR UNIVERSITY, RIGHT?  
SO HOW DO I PICK WHICH  
SCHOOL TO GO TO?



GLAD YOU ASKED -- CHECK THIS OUT!

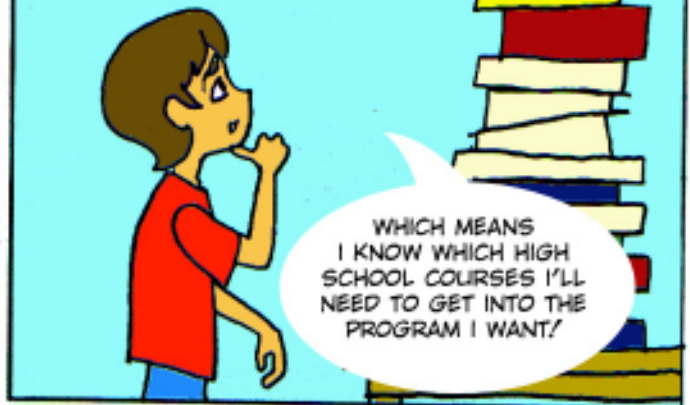


"HEALTH CAREERS,  
EDUCATION AND TRAINING"  
SO WHAT CAN THIS DATABASE  
TELL ME?

OUR DATABASE LISTS MORE THAN 800 PROGRAMS FROM COLLEGES AND UNIVERSITIES ACROSS CANADA.



EACH RECORD SHOWS A BRIEF DESCRIPTION OF THE PROGRAM PLUS A SUMMARY OF REQUIREMENTS FOR ADMISSION.



THE DATABASE ALSO LISTS SPECIAL SERVICES FOR ABORIGINAL STUDENTS AVAILABLE FROM EACH SCHOOL.



EACH ENTRY ALSO FEATURES THE PROGRAM'S CONTACT AND MAILING ADDRESSES, PHONE AND FAX NUMBERS ...

