Always include page #s

Running head not needed in Student Paper

APA (2020) 7th ed

 **Poverty as a Health Determinant in the Indigenous Population:**

**The Role of the Health Care Provider**

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#  NURS 814: Indigenous Health Policies

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 September 1, 2024

**This is a sample paper for APA formatting of Cover page, level of headings, References**

 **Abstract [TIP 4A Bold and Centre in APA, 2020]**

Poverty in Canada is often a clandestine problem. Statistics in Canada indicate that **one in four** First Nations’ children live in poverty. Furthermore, Indigenous children in Canada endure health, education and housing at levels usually associated with **impoverished developing countries.** Devastating poverty in First Nation communities has resulted in health problems unique to First Nation children; diabetes, for example, is now considered a pandemic among Indigenous peoples. Nurses have the opportunity to intervene at many different practice and social policy levels.

The abstract is a brief summary or findings of the paper, not what the paper will address. The abstract should not take the place of the Introduction. The abstract should be block type in a single paragraph without paragraph indentation. The abstract should be on a separate page and always double spaced. Generally the abstract should be 150 -250 words maximum. Do not exceed 250 words. APA says never include reference citations in the Abstract.

*Keywords:* poverty, determinants of health, Aboriginal/Indigenous health, cultural

diversity, cultural safety

**Abstract not required in Student Papers (but instructor may request it -good practice for future)**

 **Poverty as a Health Determinant in the Indigenous Population**

**and the Role of the Health Care Provider**

**[APA 1st level heading - Tip 8a]**

Poverty and ill-health are inextricably linked. In rich and poor countries alike, ill-health follows a distinct social gradient: the lower an individual’s socioeconomic status, the worse their health (World Health Organization [WHO], 2008). Poverty is an issue of concern in the Indigenous community. Indigenous children are most vulnerable (WHO, 2008). For Indigenous Canadians, who experience significantly higher rates of poverty and ill-health in comparison to the non- Indigenous population, breaking the “poverty – ill-health – poverty” cycle is critical to improving overall health outcomes (Braveman & Gruskin, 2003).Poverty will be addressed in this paper by first reviewing some of the key terms and concepts, prevalence rates or statistics of Indigenous health. The historical events and treaties, laws and acts governing poverty in Canada will be examined. Finally, the roles of the health care provider will be outlined in terms of education, intervention and utilization of resources available. This paper will be limited to the context of Saskatchewan as a geographical area.

**Definitions****[APA 2nd level heading- Tip 8b]**

Some key terms with regard to poverty, cultural diversity and Indigenous health will be reviewed here. Definitions from scholarly publications and agencies that focus their attention on this issue will be primarily cited.

***Poverty* *[APA 3rd level heading – Tip 8c]***

“Two basic approaches exist to defining and measuring poverty in Canada (An ‘absolute’

and a ‘relative’ measure of poverty). When taken to their respective extremes, they establish the possible income bounds of poverty. Between these extremes lie numerous intermediate measures” (Child and Family Canada, 2003, para 3). In the North America context, poverty is not having enough money to choose among alternatives. Poverty exacts its toll on people not always because a mere lack of material possessions, but often because of choicelessness” (LaRocque, 1990, para 4).

***Socioeconomic*** ***[APA 3rd level heading – Tip 8c]***

Characteristics of socioeconomic concepts in First Nations communities are: education,

employment, income, housing, industrial structure, population structure, and percent speaking an

Aboriginal language at home (Kendall, 2001). APA says to have at least two sentences in every

paragraph (Tip 7c).

***Aboriginal***/***Indigenous People* *[APA 3rd level heading – Tip 8c]***

In Canada, the legal definition of Aboriginal people is … (Government of Canada 2024). The term 'Aboriginal' or 'Indigenous' used on the Statistics Canada website refers to individuals identifying themselves as 'First Nations people, Métis or Inuit' (Statistics Canada, 2020).

**Prevalence Rates** **[APA 2nd level heading – Tip 8b]**

Poverty has been associated with an increased risk of chronic disease, injury, poor infant development, a range of mental health issues (stress, anxiety, depression, and lack of self-esteem), and premature death (Phipps, 2003). The burden of poverty falls most heavily on certain groups (women, children, ethnic and minority groups, and the disabled) and geographic regions (World Bank, 1990). Write a couple of lead-in sentences first about the prevalence of this health issue.

***Canadian National Statistics******[APA 3rd level heading – Tip 8c]***

Recent statistics from the last three to five years from Statistics Canada indicate ………………… (Statistics Canada, 2011).

***Provincial Statistics [APA 3rd level heading – Tip8b]***

Statistics in the province of ????? suggest…………

**Current Literature[APA 1st level heading – Tip 8a]**

Current literature on poverty of Aboriginal peoples has indicated……………………….. A couple of lead-in sentences here to address the literature review generally, and /or introduce the next heading.

**Historical Events** **[APA 2nd level heading – Tip 8b]**

 Events in Indigenous history in Canada historically have been divided into pre-contact and post contact. Pre contact refers to before European contact or 1492 and post contact refers to after European contact or after 1492.

***Pre Contact [APA 3rd level heading – tip 8c]***

Before European contact…………………………………………… (Lux 2001). APA says, should have at least two sentences in every paragraph (APA Tip 7c).

###### ***Post Contact*** ***[APA 3rd level heading –Tip 8c]***

###### Many Indians began to experience the poverty that accompanied the declining of the fur trade after 1821 (Waldram, Herring, & Young, 2006). Epidemics of ……… “By 1871, when the so-called numbered treaties were beginning to be signed in the west, “the Indians were becoming destitute and ever-mindful of encroaching settlements that appeared to be accelerating even without the treaties” (Waldram et al., p. 13). [Note the year is not required the second time the Reference is cited in the same paragraph]

**Government Reports****[APA 1st level heading-Tip 8a]**

A couple of lead in sentences here. Government reports have been commissioned to address the health Indigenous peoples in Canada. Two specific reports will be discussed here.

**Royal Commission of Aboriginal Peoples 1996 [APA 2nd level heading – Tip 8b]**

This report recognized poverty as the …………………………………….

*……………………………………………………* (Indian and Northern Affairs Canada, 2003). [APA

says, should have at least two sentences in every paragraph, APA Tip 7c].

**Romanow Report, 2002 [APA 2nd level heading – Tip 8b]**

Poverty of Aboriginal/Indigenous peoples was addressed in this report by …………..

 …………………………………………………………. (Romanow Report, 2002). [APA says,

should have at least two sentences in every paragraph, (APA Tip 7c].

**Truth and Reconciliation Commission (TRC) of Canada, 2015 [APA 2nd level-Tip 8b]**

The calls to actions in TRC (2015) that addressed poverty within Aboriginal/Indigenous populations were:…

**Role of Health Care Provider [APA 1st level heading-Tip 8a]**

The health care provider can play a key role in the issue of poverty by………………

………………………………………………………………………………………………….

APA says, should have at least two sentences in every paragraph (APA Tip 7).

**Assessment and Referral [APA 2nd level heading – Tip 8b]**

 The role of the nurse…………………... [APA says, should have at least two sentences

in every paragraph, APA Tip 7c].

**Culturally Competent Care [APA 2nd level heading- Tip 8b]**

The Canadian Nurses Association (2010) has identified cultural sensitivity as ……

…………………………….. [APA says, should have at least two sentences in every paragraph,

Tip 7c].

**Education and Resources [APA 2nd level heading-Tip 8b]**

The nurse………………….. [APA says, should have at least two sentences in every

Paragraph, APA Tip 7c]).

**Discussion [APA 1st level heading-Tip8a]**

A number of issues provide questions for discussion. [APA says, should have at least two

sentences in every paragraph, APA Tip 7c].

**Future Directions****[APA 2nd level heading-Tip 8b]**

 The projection is that ……… [APA says, should have at least two sentences in every

Paragraph, Tip 7c].

 **Conclusion** **[APA 1st level heading- Tip 8a]**

Poverty, as a socioeconomic issue ……………more than any other issue…

Nursing competence as it applies to cultural diversity in Aboriginal/Indigenous health is an area of our nursing practice that requires ongoing education…………

  **References [Centre and Bold-Tip 20c]**

Always put References on a separate Page (APA Tip 20b)

**I have purposely not included Current References in this Sample Outline on poverty**

**as someone may want to use Poverty as their Paper Topic.**

Braveman, P., & Gruskin, S. (2003). Poverty, equity, human rights and health. *Bulletin of the*

*World Health Organization, 81*(7), 539-545. (This is a peer reviewed article).

[See Tip 29a, Page Range, use an en dash not a hyphen. APA, 2020 pp. 58–59, 326–327]

Canadian Nurses Association. (2018). Position statement: *Promoting cultural competence in*

*nursing care.* <https://hl-prod-ca-oc-download.s3-ca-central-1.amazonaws.com/CNA/2f975e7e-4a40-45ca-863c-5ebf0a138d5e/UploadedImages/documents/Position_Statement_Promoting_Cultural_Competence_in_Nursing.pdf>

Child and Family Canada. (2003). *An introduction to poverty in Canada.*

<http://www.cfc-efc.ca/docs/ccsd/00000323.htm>

Government of Canada. (2024). Constitution Act, 1982 Canadian Charter of Rights and

Freedoms. Department of Justice. https://www.justice.gc.ca/eng/csj-sjc/rfc-dlc/ccrf-ccdl/

Indian and Northern Affairs Canada. (2003). Perspectives and realities. *Royal Commission of Aboriginal Peoples, 1996.* <http://www.ainc-inac.gc.ca/ch/rcap/rpt/per_e.html>

Kendall, J. (2001, Spring-Summer). Circles of disadvantage: Aboriginal poverty and underdevelopment in Canada. *American Review of Canadian Studies*, *31*(1-2), 43–59.

 [doi: 10.1080/02722010109481581](http://dx.doi.org/10.1080/02722010109481581) [See Tip 31b] use hyperlink not just doi

http://doi,org

<http://doi.org/10.1080/02722010109481581> [Correct]

LaRocque, E. (1990). A personal essay on poverty. In A. Grant (Ed.). *Our bit of truth: Anthology of Canadian Native literature* (pp. 206–208).Winnipeg: MB: Pemmican Publications.

 [Tip #30a, No longer include the Location of the publisher in APA (2020) 7th ed.]

Lux, M. K. (2001). *Medicine that walks: Disease, medicine and Canadian plains Native people 1880 1940.* University of Toronto Press. (This is a peer reviewed book).

Phipps, S. (2003). *The impact of poverty on health: A scan of research literature*:

Canadian Population Health Initiative.

Romanow, R. J. (2002). *Building on values: The future of health care in Canada.* Final

Report. http://publications.gc.ca/collections/Collection/CP32-85-2002E.pdf

Statistics Canada. (2020). *Statistics on Indigenous peoples.*

<https://www.statcan.gc.ca/eng/subjects-start/indigenous_peoples>

Truth and Reconciliation Commission of Canada. (2015). *Truth and Reconciliation*

*Commission of Canada****:*** *Calls to action.* Government of Canada. <https://publications.gc.ca/collections/collection_2015/trc/IR4-8-2015-eng.pdf>

Waldram, J. B., Herring, D. A., & Young, T. K. (2006). *Aboriginal health in Canada: Historical,*

*cultural and epidemiological perspectives* (2nd ed.). University of Toronto Press.

World Bank (1990). *World development report 1990: Poverty.* Oxford University Press.

World Health Organization. (2008). *Closing the gap in a generation: Health equity through*

*action on the social determinants of health.*

**Examples of all 5 levels of APA (2019) Levels of Heading**

 **Diabetes and Mental Health and the Role of the Health Care Provider**

 **[APA 1st level heading – tip 8a] Bold & Centre**

**Definitions [APA 2nd level heading –Tip 8b]**

***Chronic Illnesses* [APA 3rd level heading-Tip 8c]**

**Diabetes. [APA 4th level heading -Tip 8d]**

[**Diabetes *Mellitus Type* 2.**](http://en.wikipedia.org/wiki/Diabetes_mellitus_type_2)  ***[APA 5th level heading-Tip 8e]***

***Gestational Diabetes.* *[APA 5th level heading-Tip 8e]***

**Mental Health*.* [APA 4th level heading Tip 8d]**

***Anxiety. [APA 5th level heading-Tip 8e]***

***Depression. [APA 5th level heading-Tip 8e]***

**Prevalence Rates [APA 2nd level heading Tip 8b]**

***National Statistics [APA 3rd level heading-Tip 8c]***

***Provincial Statistics* *[APA 3rd level heading-Tip 8c]***

 **Urban Statistics.[APA 4th level heading*-*Tip 8d]**

 ***Saskatoon.* *[APA 5th level heading-Tip 8e]***

 ***Regina*. *[APA 5th level heading-Tip 8e]***

**Rural Statistics.[APA 4th level heading Tip 8d]**

 ***Northern Rural. [APA 5th level heading-Tip 8e]***

 ***Southern Rural. [APA 5th level heading-Tip 8e]***

**Role of the Nurse [APA 1st level heading Tip 8a]**

**Cultural Competence [APA 2nd level heading Tip 8b]**

 **Discussion [APA 1st level heading Tip 8a]**

**Education Regarding Prevention [APA 2nd level heading Tip 8b]**

**Future Directions [APA 2nd level heading Tip 8b]**

 **Conclusion [APA 1st level heading Tip 8a]**

References - On separate page

  **References [APA 1st level heading Tip 8a] bold**

**Examples of References using doi (APA, 2014)**

**Use prefix**  [**http://dx.doi.org/**](http://dx.doi.org/) **or** [**https://doi.org/**](https://doi.org/)

 ‘**Retrieved from’ not needed**

Alcántara, C., & Gone, J. P. (2007). Reviewing suicide in Native American communities:

Situating risk and protective factors within a transactional-ecological framework. *Death Studies, 31*, 457–477.https://doi.org/10.1080/07481180701244587

Chandler, M., & Proulx, T. (2006). Changing selves in changing worlds: Youth suicide on the

fault-lines of colliding cultures. *Archives of Suicide Research, 10*, 125–140.

https://doi.org/10.1080/13811110600556707

Cutcliffe, J. R. (2005). Toward an understanding of suicide in First-Nation Canadians. *Crisis:*

*Journal of Crisis Intervention and Suicide, 26,* 141–145.

https://doi.org/10.1027/0227-5910.26.3.141