



McGill

# INDIGENOUS HEALTH PROFESSIONS PROGRAM

Eniethi'nikonhraiéntho  
We'll plant a seed in their minds





## **Indigenous Health Professions Program Curriculum Planning Retreat March 27<sup>th</sup>, 2019 Summary of Themes and Next Steps**

The aim of the retreat was to create space to learn from and with Indigenous health professionals, Elders, Traditional Knowledge Holders, and Indigenous students who inform and guide the Indigenous Health Professions Program (IHPP) and McGill faculties in (re)shaping Indigenous health education at McGill.

The activities and dialogue throughout the day were collected by the facilitators and thematically analyzed. The following is a summary of the themes that emerged. This brief report outlines some of the IHPP's next steps in the development of Indigenous health curricula at McGill University, in ongoing collaboration and consultation with both community and university partners.

### **The Role of Community Partners in Curriculum Development**

*“Can we bring the courses closer to the communities?”*

The need to partner with Indigenous communities and organizations is central for multiple reasons:

- a. Guidance in curriculum development that meets community needs and ways of knowing
- b. Representation of the diversity within and across Indigenous communities
- c. Co-creation of traditional and land-based learning opportunities
- d. Development of fieldwork internships
- e. Provision of culturally meaningful Indigenous student support alongside other student services (e.g. First Peoples' House)

### **The Structure and Content of Indigenous Health Curricula**

*“Students are there to learn and participate, not save... How can graduates have long-term impact?”*

Learning about Indigenous health needs to be part of the core credits in the health-related professions. Ways of teaching need to draw on experiential and story-based learning and promote Two-Eyed seeing with Indigenous traditions and ways of knowing as shared by Indigenous educators. Teaching needs to be critical, and actively target anti-oppressive knowledge, values, and skills such as humility, actively questioning the impacts of one's position and worldviews, and allyship practices. Topics need to go well beyond specific health and social issues and address colonization and its ongoing repercussions, as well as resiliency. Some key points include:

- Moving beyond pan-Indigenous history and understanding extent and depth of Indigenous diversities and specificities of different communities, *“Not painting all people with the same brush”*
- Indigenous worldviews of health, disability, family, land, nationhood, individual vs collective rights, sovereignty/self-determination
- Funding structures and policies of health and social services
- Community, land and spirit-based models and approaches to health work

Possibilities for synergies and resource sharing, such as creating a shared hub of fieldwork sites, were suggested.



## Supporting Indigenous Students

*“We’re coming from a place of healing, not just learning”*

It is important for Indigenous students to maintain an ongoing connection to their home community as well as to have culturally meaningful community connections within Montreal and adjacent Nations. It is also important for them to have safe spaces while at McGill to explore and nurture their indigeneity (identity building), to have access to land and ceremony while at McGill, as well as to be supported in *“bringing the healing back home”*. Students emphasized the need for faculty development for modeling/bringing cultural safety to the classroom and in clinical practice or to be burdened with representing all First Nations. Finding ways to bridge, rather than separate, healthcare paradigms and community lifestyles matters to students. Having an Elder-in-residence, mentorship, accessibility of information and resources, and ensuring that Indigenous students have a choice of Indigenous contexts, priority to Indigenous community rotations, and projects for learning were among suggested ways forward.

## McGill Faculty Development

*“They need to understand the structural determinants, stigma, their own racism and identity politics”*

Faculty development was identified as significant and non-optional. Multiple suggestions for next steps were offered, such as:

- Creation of an evolving digitized/virtual orientation manual/guide for faculty and staff
- Targeted faculty development for individuals specifically assigned to develop Indigenous content
- Allyship training
- Lunch & learn series with Indigenous guest speakers and knowledge holders over the academic year, and committing to finding ways to respond to the TRC Calls to Action in their everyday academic practices

## At the Level of McGill Administration

*“We are only at first step for inclusion of Indigenous scholars... What would our efforts look like if we seriously approached this as a Nation-to-Nation relationship?”*

Multiple challenges were identified ranging from payment processes that are not tailored to the realities of Indigenous community educators and facilitators, the need to review equity in admissions processes (e.g. do we understand the barriers for Indigenous applicants in the admissions process), and the importance of formal/legitimate positions and supports for Elders and knowledge-keepers as-teachers. Top-down strategies were shared about how other universities have engaged directors and deans (decision-makers) in professional development and solution-oriented activities.

## Indigenous Health Professions Program’s Next Steps

The following steps will rely on ongoing partnerships and consultation:

- I. Explore the development of an Indigenous Curriculum Advisory Committee
- II. Pilot an Elder-in-Residence position for Indigenous students’ emotional and spiritual support
- III. Create an education and curriculum resource page on the IHPP website
- IV. Ensure the expansion of an Indigenous health collection at the library
- V. Create an internal pool of Indigenous facilitators and educators coordinated and supported by the Indigenous Health Professions team
- VI. Continue the information gathering and consultation process for formats and processes to integrate Indigenous health content across the different IHPP partner schools
- VII. Continue investing in partnerships and collaborations with national bodies and groups, community partners, and offices at McGill for reciprocating synergies and opportunities
- VIII. Explore opportunities faculty development that focuses on reciprocal learning and capacity building with Indigenous partners



## Retreat Participants

### Indigenous Elders

Louise Wakerakatste McDonald, Mohawk Bear Clan Mother

Charles Otsi'tsaken:ra Patton, Mohawk Elder

### Community Partners

Nathalie Boulanger, Director of Professional Services, Centre de Santé Tulattavik de l'Ungava & Medical Consultant, Nunavik Regional Board of Health and Social Services

Valerie Diabo, Mohawk, Director of Nursing, Kateri Memorial Hospital, Kahnawá:ke

Elizabeth Fast, Métis, Assistant Professor, Concordia University; Member, Montreal Urban Aboriginal Strategy Network; Vice-president of the board, Native Women's Shelter of Montreal

Keith Leclaire - Director of Health, Mohawk Council of Akwesasne

Jessica Moar, Cree, Coordinator of Human Resources Development, Cree Board of Health and Social Services James Bay

Derek Montour, Mohawk, Executive Director Kahnawake Shakotii'a'takehnhas Community Services

Stefanie Tetreault, Coordinator of Staffing, Cree Board of Health and Social Services James Bay

Jobie Tukkiapik, Inuit, Human Resources Development Director, Nunavik Regional Board of Health and Social Services

### Indigenous Students Panel

Wesley Coté, Anishnabe, Resident in Family Medicine

Ben Geboe, Dakota Sioux, Doctoral candidate, School of Social Work

Nicole Lessard, Métis, graduate of the Masters of Nursing (applied) Global Health program

### Indigenous Students Alumni

Raven Dumont-Maurice, Anishnabe, graduate of the McGill School of Medicine

Ève Mailhot Daye, Mohawk, graduating student at the McGill School of Medicine

### McGill Faculty

Anne Anderman, UGME Assistant Dean, School of Medicine

Liliane Asseraf-Pasin, Assistant Professor & Director, Physical Therapy Program

Mariska Burger, Clinical Education Associate & Faculty, School of Communication Sciences Disorders

Kakwiranoron Cook, Sioux/Mohawk, Special Advisor to the Provost, Office of the Provost

Elham Emami, Dean, Faculty of Dentistry

Francoise Fillion, Assistant Professor & Co-Chair, Global & Indigenous Health Nursing

Kristin Hendricks, Education Advisor, School of Population and Global Health

Nicole Ives, Associate Professor & Director of Indigenous Access McGill, School of Social Work

Marian Jazvac-Martek, Academic Lead, Curriculum Design and Implementation, School of Medicine

Ana-Maria Moga, Faculty, Physical Therapy Program

Frances Power, Academic Program Director of Community Clinics, Faculty of Dentistry

Sara Saunders, Assistant Professor & Director, Occupational Therapy Program

Christa Sholtz, Associate Professor & Chair of the Indigenous Studies Program, Faculty of Arts

Caroline Storr, Associate Professor & Coordinator of Clinical Education, Occupational Therapy

Jodi Tuck, Faculty & Co-Chair, Global & Indigenous Health Nursing



### **Indigenous Health Professions Program**

Alex Allard-Gray, Listuguj Mi'gmaq, Outreach Administrator

Jessica Barudin, Kwakwaka'wakw, Program Manager

Demetra Kafantaris, Senior Advisor to the VP Health Affairs, Dean of Medicine

Richard Menzies, Assistant Director

Leah Moss, Associate Director, Educational Units, Faculty of Medicine

Kent Saylor, Mohawk, Director

Hiba Zafran, Curriculum Consultant

### **McGill University Facilitators and Support**

Halle Demchuck, Métis, student in the School of Communication Sciences Disorders,

Janelle Kasperski, Nisga'a, Indigenous Education Advisor, Office of the Provost

### **Regrets**

Katelyn Bernier, Métis, Alumni School of Communication Sciences and Disorders, McGill University

Treena Wasontio Delormier, Mohawk, Associate Professor, School of Human Nutrition & Associate Director, Centre for Indigenous Peoples' Nutrition and Environment, McGill University

Wanda Gabriel, Mohawk, Assistant Professor & Student Support Coordinator at Indigenous Access McGill, School of Social Work, McGill University

Anita Gagnon, Associate Dean, Faculty of Medicine & Director, Ingram School of Nursing, McGill University

Alex McComber, Mohawk, Assistant Professor, Participatory Research at McGill, Family Medicine, McGill University

Carrie Martin - Mig'maq, Montreal Urban Indigenous community consultant

Evie Mark, Inuit, Community Consultant

Margaret Purden, Director, Office of Interprofessional Education & Associate Professor, Ingram School of Nursing, McGill University

Nina Segalowitz, Inuvialuit and Chipewyan, Indigenous Cultural Consultant

Laurie Snider, Associate Professor, Associate Dean and Director of the School of Physical and Occupational Therapy, McGill University

Zoua Vang, Associate Professor, Sociology & Associate Member Dept of Obstetrics and Gynecology, McGill University