**Indigenous Health Education: Foundations**

Facilitator’s guide



## Acknowledgements

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## About the workshop

The goal of this Indigenous Health Education workshop is to provide the ***foundational information*** on Indigenous health and history in Canada that residents need to become culturally safe practitioners.

This workshop is an introduction to Indigenous Health, and it should be emphasized that it is meant to provide a foundation upon which residents can build their knowledge and skills in practicing cultural humility and culturally safe care throughout their residency. It is expected that all participants will take it upon themselves to learn more.

***All materials that you will need to run the workshop are provided.***

These materials include:

* A series of recommended **pre-workshop activities** to be completed by participants prior to the workshop;
* A **PPT slide deck with speakers notes** to guide a series of didactic and interactive activities for the workshop;
* A lesson plan (part of this Facilitator Guide)
* An **evaluation survey** to give to participants post-workshop;
* An **evaluation survey for you** (as the facilitator) to give feedback to us on the workshop;
* A recommended **post-workshop exercise** designed to encourage transfer of the learning to practice.

The workshop can be run at any time and has been designed to fit into an academic half day (AHD). The workshop is suitable for in-person or virtually and can be run with groups of any size.

The following is a suggested guide for how you may choose to run the workshop.

### Note on Indigenous Learners

This workshop has not been tailored for Indigenous learners who may possess a deep familiarity with its content and could potentially find the content and discussions triggering.

Indigenous learners should be provided with the opportunity beforehand to make an informed decision about their participation and should be excused if they choose not to take part.

### Note on the evaluation surveys:

Please ask your residents to fill out the provided evaluation survey post-workshop so that we can improve this curriculum!

<https://forms.royalcollege.ca/s3/Indigenous-Health-Foundations-Workshop-Evaluation>

Please contact the Office of Indigenous Health for a copy of the results: indigenoushealth@royalcollege.ca. The evaluation survey includes questions about the facilitator, and **when you receive feedback on your performance as a teacher or facilitator you can claim the time you spend reviewing and reflecting on this feedback for 3 credits per hour under Section 3**. See here for details: https://www.royalcollege.ca/ca/en/cpd/maintenance-of-certification-program/moc-support-tools-resources/section-3-feedback-on-teaching.html

**We would also love to hear from you as the facilitator!**

Please take few moments to complete this evaluation survey for workshop facilitators: <https://forms.royalcollege.ca/s3/Indigenous-Health-Foundations-Workshop-Facilitator-Evaluation>

## Pre-workshop activities

One to two weeks before the workshop, send participants the following link so they can complete the pre-workshop activities: <https://www.royalcollege.ca/mssites/indigenoushealth/pre-workshop/en/index.html>

These pre-workshop activities are meant to provide participants with the background knowledge needed to fully participate in the Indigenous Health Education workshop.

## Workshop preparation

As the facilitator of this workshop, it’s important that you infuse a strengths-based perspective into this workshop. While residents need to understand where mistrust of the healthcare system comes from with Indigenous peoples, it’s critical to highlight the ***incredible resilience and strength*** of Indigenous peoples!

### Core Principles to Consider

* “Nothing about us without us” - If the workshop facilitator is not an Indigenous person, it’s imperative that there is an Indigenous person (clinician or not) present to help deliver the workshop.
* Avoid over-taxing Indigenous faculty
* If you ask an Elder to speak during your workshop, there is a need for compensation
* Avoid re-traumatizing questions for speakers
* Participants must prepare prior to any session where an Indigenous person is asked to share information
* Longitudinal approach embedded into multiple learning settings

### Materials Needed for IN-PERSON DELIVERY:

* Facilitator – you may want to have a co-facilitator if there is a large group.
* Facilitator’s guide
* PPT slide deck with slide notes
* Polling software such as [Poll Everywhere](https://www.polleverywhere.com/) – participants will be able to answer polls with their phones. **NOTE:** You can use Poll Everywhere for virtual delivery as well, but many video conferencing software come with a built-in poll option.

### Additional Materials Needed for VIRTUAL DELIVERY:

1. Access to a video conferencing platform that can create breakout rooms (i.e., Zoom). Depending on the platform, you might want to recommend that participation be on a computer to ensure full technological capabilities.
2. Follow best practice for virtual delivery (e.g., camera at eye level; no rustling papers).
3. Practical tips
	1. sign on to test system ahead of session including audio visual capabilities
	2. consider leaving time to educate audience about tech education tools
	3. ensure that the video conference platform is up to date
	4. create your polls ahead of time and pull them up as needed.
4. Minimum 2 facilitators (second person can help with tech e.g., breakout rooms, polling, and moderating chat)
5. Pull out chat onto the second screen or consider using 2 devices (ensure the second device has sound off and a pair of headset inserted to prevent echo).
6. Figure out how to get any resources to participants ahead of time or during the workshop. Having on Google Drive/Dropbox and then sharing the link is a good option.

**Note:** See [11 Tips for Virtual Teaching](https://www.royalcollege.ca/mssites/tipsforvt/en/index.html#/) for additional tips and tricks.

## Workshop Lesson Plan

|  |
| --- |
| Introduction (30 mins) |
| **Title slide**  |
| **Welcome*** Facilitator Introduction
* COI disclosure
* Land Acknowledgement\*
* Housekeeping/considerations
* Icebreaker/roundtable intros (e.g., icebreaker: Each resident shares one thing they learned from the pre-work and one thing they hope to learn from the workshop*.*)
* Learning objectives
* Workshop outline

\*See slide notes for an example **land acknowledgement**. Please edit to your own territory/message regarding your personal commitment. You may want to listen to “[The Importance of Land with Elder Albert Dumont](https://specialtyscoopactualitesenspecialite.libsyn.com/the-importance-of-land-with-elder-albert-dumont-limportance-du-territoire-avec-lan-albert-dumont)” (20 minute podcast) for education and inspiration.**VIRTUAL/HYBRID:*** Go over code of conduct e.g., muted microphone, cameras on/off, intro to tech tools
* Ask participants to use chat to introduce themselves
 |
| Exercise: Uncovering bias and stereotypes (10 mins) |
| **Instructions for this exercise are in slide notes****VIRTUAL/HYBRID:*** For the bias and stereotypes exercise, ask participants to raise their hand or type in chat
 |
| Who are the Indigenous Peoples in Canada? (5 mins) |
| Overview of First Nations, Inuit and Métis PeopleTerminology:* Indigenous
* Indian
* Aboriginal
 |
| Critical Historical Events (20 mins) |
| **Land rights and treaties*** Whose land are you on?
* Trade agreements and treaties
* Ongoing land disputes

**Note:** See the slide notes for two suggested poll questions for this section on land |
| **Residential Schools*** What were they and what was their purpose?
* How many schools there were
* When the first school opened, and the last school closed
* How many students attended
* Video “He can Fancy Dance”: <https://www.youtube.com/watch?v=hi_8MB1Gn5c&t=198s>
* Reflection/Discussion: How does this video make you feel?
* Discovery of unmarked graves

**Note:** See the slide notes for a suggested poll question for this section on residential schools. |
| **Sixties Scoop*** What was the Sixties Scoop?

**Note:** See the slide notes for a suggested poll question for this section on residential schools. |
| **Missing and Murdered Indigenous Women and Girls*** Statistics
* **OPTIONAL:** Sacred MMIWG video: <https://www.facebook.com/SacredMMIWG/videos/384358412170750/>
* Discussion:
	+ What is the impact of these critical historical events/issues on physician/Indigenous patient relationships?
	+ What might you look for when treating Indigenous patients?
 |
| Mistrust of the Healthcare System (15 mins) |
| * Poll: Nutritional Experiments
* Poll: Forced/coerced Sterilization
* Brian Sinclair storie**s**
	+ Brian Sinclair case (2008)
	+ Joyce Echaquan
	+ Heather Winterstein
	+ Craig Neekan
	+ **Discussion:** Could this happen where you are now? What factors in your workplace promote these situations/facilitate these situations happening? What factors are needed to prevent these where you work? Which of these are in place? Which need to be implemented? How do you go about implementing these? What is your role as a learner? What is your role as you move into staff positions?
* Health inequities
	+ Statistics

**Note:** See the slide notes for suggested poll questions for this section.**Resource:** Ten years since the death of Brian Sinclair: <https://globalnews.ca/video/4473299/ten-years-since-the-death-of-brian-sinclair>  |
| **BREAK** |
| Culturally Safe Care and Cultural Humility (15 mins) |
| Truth and Reconciliation Commission (TRC)* Calls to action (pertaining to healthcare)

Definitions:* Cultural competence, cultural safety, cultural humility

Culturally safe care in practice:* **Discussion:**
	+ What does it look like?
	+ What actions do you think of as demonstrating cultural safety?
	+ What physical attributes of the workplace help facilitate cultural safety?
	+ What policies or procedures help promote cultural safety? (Clinical policies, human resources, training and hiring, communications, marketing…)
	+ What other factors help facilitate cultural safety in the workplace?
* Culturally safe care
	+ **OPTIONAL** vignette – See slide notes for details

Trauma-informed Care* Five Principles
* Implementing trauma-informed care in practice
 |
| Small group activity: Vignettes (20 mins) |
| There are six vignettes with discussion questions at the following link. Assign each group a vignette to discuss (10 minutes for small group discussion, 10 minutes for large group debrief). <https://www.royalcollege.ca/mssites/indigenoushealth/vignettes/en/index.html> **Note:** Smaller groups mean more in-depth discussion within the groups with more complex debrief. Larger groups mean you can hear from all groups but have less time with small group time.**VIRTUAL/HYBRID:** Observe from within breakout groups - if have sufficient ‘table’ facilitators. Otherwise, can be disruptive if you are jumping in and out of rooms. |
| Active Allyship (15 mins) |
| Discussion:* What does it mean to be an ally? How can I practice active allyship?
* What are the roles of an ally?
* When is appropriate to speak up? (Interrupting racism)
* When is it appropriate to promote the voices of Indigenous people? How?
* When is it appropriate to listen?

What is allyship?The Coin ModelPracticing critical allyship* What it is and what it is not

What does this mean for health inequities? |
| Conclusion (10 mins) |
| * Questions?
* Homework (see slide for instructions)
* Evaluation survey
	+ Send participants the link to the post-workshop evaluation survey: <https://forms.royalcollege.ca/s3/Indigenous-Health-Foundations-Workshop-Evaluation>
	+ *Note: Should you wish to receive a copy of the results, please email us at* indigenoushealth@royalcollege.ca
* References (on slide or on handout)
* Further resources for learning
 |

## References

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##

## Appendix: Tips for Facilitating Large Groups

If you are facilitating the workshop for a larger group (20+), consider the following:

* Have at least two facilitators - rule of thumb is one facilitator per 12 participants
* While it’s still important for each participant to introduce themselves to the larger group, consider shortening the intro to name and discipline only. Participants can then pair off to share with a partner what they learned through the pre-workshop tasks, and what they hope to learn in the workshop.
* For group discussions/activities, participants may need to spend less time in their small groups. It’s still important to hear from each group but consider collecting one idea per table so that you have time for each group.
* For the vignettes/cases, you might decide to assign one vignette to each small group. Give each group a time limit for reporting back.