



THE UNIVERSITY
OF BRITISH COLUMBIA

Centre for Excellence in
Indigenous Health

Centre for Excellence in Indigenous Health
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UBC 23 24 Indigenous Cultural Safety (ICS) Overview

The Centre for Excellence in Indigenous Health's **UBC 23 24 Indigenous Cultural Safety (ICS)** aims to prepare future health care professionals to provide quality, culturally safe care, ultimately leading to improved health outcomes for Indigenous peoples.

UBC 23 24 ICS is an interprofessional learning experience and a required component of 13 UBC health professional programs. The curriculum is delivered in partnership with UBC Health as part of an interdisciplinary integrated approach to health professional education. UBC 23 24 ICS is a foundational curriculum in Indigenous cultural safety and covers topics of Indigenous perspectives of history, the legacy of colonialism in Canada, Indigenous peoples' health and Canada's healthcare system.

Purpose

UBC 23 24 ICS has been developed as part of a response to the Truth and Reconciliation Commissions' 94 Calls to Action, specifically Calls to Action #23 and #24.

#23. We call upon all levels of government to:

- *Increase the number of Aboriginal professionals working in the health-care field.*
- *Ensure the retention of Aboriginal health-care providers in Aboriginal communities.*
- *Provide cultural competency training for all health-care professionals.*

#24. We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skill-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Intent

By educating health professional students about how we got to where we are in Canada today and how Canada's colonial legacy impacts not only Indigenous peoples and communities but all Canadians, future healthcare professionals will be better prepared and more committed to providing quality culturally safe care to Indigenous peoples.

Design

The content, organization and design were developed in consultation with an advisory committee representing UBC faculties and health professional programs, the First Nations Health Authority, and Indigenous leaders, community members, and organizations.

The Centre for Excellence in Indigenous Health worked collaboratively with many departments at UBC in the development and implementation of the curriculum, such as UBC Health, the Centre for



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Health Canada.

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Approach

UBC 23 24 ICS aims to shift the focus away from narratives that begin with and pathologize Indigenous health disparities. Instead, the modules examine structures and systems and our own positionality within these structures. Students are encouraged to reflect on how as individuals we perpetuate the marginalization of Indigenous peoples through our compliance with the current system or act as allies and agents of change toward equity, specifically in healthcare.

The learning experience contains four core online modules, the UBC 23 24 ICS Cultural Humility & Allyship Workshop and the UBC 23 24 ICS Transforming Care Workshop, which are co-facilitated by one Indigenous facilitator and one non-Indigenous/Ally facilitator. The modules include a wealth of resources for student self-directed learning. Whether students are learning for the first time or have had extensive education and experience we provide a broad range of material for students to engage with at whatever level of knowledge they have, it's up to the student how deep of a dive they want to take.

UBC 23 24 Indigenous Cultural Safety

The learning experience consists of an online Introduction, 4 online modules and two in-person workshops for a total of 12.5 hours of learning. It is taken on a pass/fail basis.

Introduction

30-minute online territorial acknowledgement and introduction to course

- Acknowledgment of the Musqueam people and their traditional ancestral, unceded territory.
- UBC 23 24 ICS Initiative and the Truth & Reconciliation Commission Calls to Action.
- Description of the UBC 23 24 ICS curriculum.
- Emphasis on self-care throughout the learning experience.

Module One: Cultural Safety and Cultural Humility

Two-hour self-directed online module

Module One Tenet of Cultural Safety: *Cultural safety and cultural humility require a practice of self-reflection, beginning with self-awareness of one's own social, historical, and geographical location.*

In this module students explore the notions of culture, race and identity formation and how their own personal perspectives, values and beliefs impact their interactions and experiences in society. The concepts and origins of cultural safety are introduced in this first module, which will prepare students for the in-person workshop.

Module One Learning Objectives:

- Compare and contrast cultural awareness, cultural sensitivity, cultural competency, cultural safety and cultural humility in the context of the Cultural Safety Continuum.
- Classify concepts of culture and identity formation.
- Locate self within the structure of Canadian settler society socially, historically, and geographically.
- Recognize the diversity of the culture, language and identity of the Indigenous populations of British Columbia and Canada.
- Compare and contrast the different types of racism.
- Discuss the impact of racism, discrimination, and bias on the health of individuals and communities.

Cultural Humility & Allyship Workshop

Two-hour facilitated workshop

Workshop Tenet of Cultural Safety: *Cultural safety emphasizes partnership and reciprocity, which includes building relationships, establishing trust and employing respectful processes of engagement.*

During the in-person facilitated workshop you will come together and engage in activities and small group discussions that explore identity, intersectionality, privilege and oppression.

Workshop Learning Objectives:

- Explore diversity and aspects of identity.
- Examine intersectionality in relation to privilege and oppression.
- Acknowledge Indigenous people's diverse perspectives, culture, language and identity.
- Explore concepts of stereotyping, prejudice and implicit bias.
- Discuss how to integrate cultural safety and cultural humility approaches into health care practice.

Module Two: Indigenous Perspectives of History - People, Land, and Health

Two-hour self-directed online module

Module Two Tenet of Cultural Safety: *Cultural safety is inclusive of cultural competency, part of which is having knowledge of the history of Indigenous people and the colonial history of Canada.*

In this module students explore Indigenous perspectives on history, colonization, law and governance, community, resiliency, and wellness.

Module Two Learning Objectives:

- Recognize that Indigenous histories extend back as far as pre-creation from time immemorial.
- Describe Canada's colonial history and the impacts on Indigenous people's health and wellbeing, specifically the Indian Act, the reserve system, residential school system, Indian hospitals, and child welfare system.
- Recognize Aboriginal Rights & Title and how these impact health outcomes.
- Recognize the complexity of Aboriginal health governance and jurisdiction over Aboriginal health care in Canada.

Module Three: Indigenous People's Health Part One - Determinants of Health

Two-hour self-directed online module

Module Three Tenet of Cultural Safety: *Cultural safety takes into consideration power imbalances and applies a social justice lens to health care practice, empowering the patient/client to be equal decision makers in their care plans and supporting self-determination.*

In this module students examine the determinants of health and their impact on Indigenous people, families and communities. Students also explore cultural safety in practice and creating culturally safe spaces and organizations.

Module Three Learning Objectives:

- Consider Indigenous people's relationship with their environment in their traditional ancestral territories and the ways the health of the environment impacts the health of communities, families and individuals.
- Define and discuss the concept of "self-determination" as it relates to Indigenous peoples, communities, and Nations.
- Discuss the determinants of Indigenous peoples' health in relation to the impacts of colonization.
- Recognize language, culture and connection to land and family as protective factors.
- Describe case studies of First Nations social determinants of health.

Module Four: Indigenous People's Health Part Two - Health Outcomes

Two-hour self-directed online module

Module Four Tenet of Cultural Safety: *It is the client/patient who determines whether the care they receive is culturally safe.*

This last module focuses on the internal and intrapersonal impacts of colonization on individual health outcomes and family and community health. There is an emphasis on strength and resiliency in this module. Students also reflect on what they have learned about cultural safety and cultural humility and applying the knowledge to their future professional practice.

Module Four Learning Objectives:

- Recognize Indigenous models of health and wellness, health practices and traditional medicines.
- Describe strategies to engage with Indigenous people and communities.
- Summarize concepts of intergenerational trauma and intergenerational strength.
- Summarize the work of the Truth and Reconciliation Commission of Canada, the 94 Calls to Action and the implications for Indigenous people's health and wellbeing.
- Critically reflect on the role of health care professionals in addressing Indigenous health disparities and health outcomes.
- Critically reflect on own understanding of cultural safety, cultural humility and Allyship.

Transforming Care Workshop

Two-hour facilitated workshop

Description

This final workshop aims to empower future healthcare professionals to address the systemic harmful healthcare practices that impact health outcomes and effect meaningful lasting change as an Ally on a personal and structural level by a.) Discussing the content and key messages of the UBC 23 24 ICS learning experience as a whole; b.) Drawing connections between all modules and the previous workshop; c.) Strategizing the practical application of knowledge acquired; and d.) Broadening their scope of understanding beyond patient practitioner care to understanding that to begin to address the health needs of Indigenous individuals and communities requires creating a system of healthcare that applies a social justice lens and:

- Acknowledges the impacts and legacy of colonialism.
- Recognizes and respects the identities of Indigenous people, the Nations and communities to which they belong and the territories from which they come.
- Supports self-determination and the reclamation of healthy thriving Indigenous individuals, communities and Nations.

Final Workshop Learning Objectives

- Summarize content and key messages of UBC 23 24 ICS learning experience
- Map learning pathways, resources and practical application of knowledge and skills developed in the context of their future practice as a health care professional
- Outline specific, measurable goals towards a culturally safe practice