

## <u>Indigenous Cultural Humility, Health Equity, and Relations Resources</u> <u>Updated February 2023</u>

The following table is not meant to be an all-inclusive list of resources, but rather serves as a starting place for pharmacy professionals looking for more information or education on Indigenous cultural competency, humility, health and health equity, history and/or relations. Resources are grouped by resource type and are otherwise in no particular order. Pharmacy professionals are strongly encouraged to seek out new resources as more become available.

| Organization and Title  | Resource Type                     | Description   | Duration &<br>Cost                |
|---|-----------------------------------|---|-----------------------------------|
| University of Alberta  Faculty of Native Studies Continuing Education https://www.ualberta.ca/native- studies/programs/continuing- education/index.html | Online courses                    | The Faculty of Native Studies at the University of Alberta has online courses for a broad range of professionals and lifelong learners. Examples of available courses are:  1. Tackling Structural Racism 2. Indigenous Canada 3. Indigenous Peoples and Canada   | Cost and time depend on course    |
| University of Winnipeg  Indigenous Insights   | Online course<br>Launched in 2019 | For educators, public health workers, employees in the public and private sectors, and those seeking to enhance their knowledge and understanding of Indigenous Peoples  T Overview of Indigenous Peoples' history, cultures, and relationship with   | Online<br>training ~90<br>minutes |
| https://www.uwinnipeg.ca/indigeno<br>us-insights/   |                                   | Canada T Educates Canadians and clarifies commonly held misconceptions about the Indigenous Peoples of Canada   | \$100/person                      |
| Registration Link: https://pace.uwinnipegcourses.ca/co urse/indigenous-insights   |                                   | Topics:  T Treaty and Aboriginal Rights, the duty to consult T The Indian Act, Indigenous identity and community membership T The importance of culture for Indigenous health and well-being T The history and legacy of residential schools, the aftermath, and healing T The balance between economic development and the protection of traditional lands and resources |                                   |

|                                    |                  | T Respectfully approaching research and consultation with Indigenous communities  T Ways in which Indigenous youth are re-shaping educational institutions and Canadian society  In-person, full day facilitated group training for groups of up to 20 is also available for senior leadership and employees who are expected to engage with Indigenous Peoples and communities |                |
|------------------------------------|------------------|---|----------------|
| Indigenous Awareness Canada        | Online course    | Variety of online courses ranging from short, basic informational courses to more   | Costs and      |
|                                    |                  | comprehensive certificate providing foundational knowledge, background and context.   | time depend    |
| Several courses                    |                  | Topics depend on the course taken, but may include:   | on course.     |
| https://indigenousawarenesscanada. |                  | T Myths and misconceptions  |                |
| com/product/101-indigenous-        |                  | T Background  |                |
| awareness-introduction/            |                  | T Indigenous Peoples  |                |
|                                    |                  | T Residential Schools   |                |
|                                    |                  | T Current realities   |                |
|                                    |                  | T Making a better world   |                |
| British Columbia Institute of      | Online course    | For BCIT faculty, staff, students and external participants who need an increased   | 2 hours, free- |
| Technology (BCIT)                  |                  | understanding of Indigenous people and their place and space in Canada, past and  | of-charge      |
|                                    |                  | present.  |                |
| Indigenous Awareness Course        |                  |   |                |
|                                    |                  | Topics:   |                |
| https://www.bcit.ca/free-online-   |                  | T Historical relationship between Indigenous and non-Indigenous peoples in  |                |
| learning/mooc-0200-indigenous-     |                  | Canada  |                |
| awareness/                         |                  | T Past and contemporary realities of Indigenous people  |                |
|                                    |                  | T Current moves towards, and the importance of, Reconciliation to all   |                |
|                                    |                  | Canadians   |                |
| Winnipeg Regional Health           | Online course    | For anyone working in any sector who needs to enhance their knowledge, awareness,   | 8-10 hours (8- |
| Authority (WRHA) & San'yas         | Launched in 2015 | and skills when working with Indigenous people, including WRHA staff and partners   | week period)   |
|                                    |                  | T On-line, asynchronous   |                |

| Manitoba Indigenous Cultural          |                                      | T Each cohort = 25 participants  | Cost is \$300 if |
|---------------------------------------|--------------------------------------|--|------------------|
| Safety Training (MICST)               |                                      | T Discussion boards and journal entries to connect with facilitators and                 | not covered      |
| https://sanyas.ca/core-               |                                      | participants   | by workplace     |
| training/manitoba                     |                                      |  |                  |
|                                       |                                      | Topics:  |                  |
| For WRHA employees:                   |                                      | T Concept of culture and cultural diversity among Indigenous peoples and the             |                  |
| https://wrha.mb.ca/indigenous-        |                                      | context and legacy of colonization   |                  |
| health/cultural-initiatives/micst/    |                                      | T Health disparities of Indigenous people including social determinants of               |                  |
|                                       |                                      | health as they relate to Indigenous people and the importance of cultural                |                  |
|                                       |                                      | safety in reducing health disparities  |                  |
|                                       |                                      | T Potential role of culture and Indigenous healing in patient care                       |                  |
|                                       |                                      | T Explore own cultural assumptions, beliefs and attitudes with respect to                |                  |
|                                       |                                      | Indigenous people  |                  |
|                                       |                                      |  |                  |
| University of British Columbia        | Online webinar                       | This webinar delves into cultural safety considerations in working with Indigenous       | 1 hour 30        |
|                                       | recording                            | people in this time of pandemic. This will inform health care professionals on how to    | minutes, free-   |
| Cultural Safety in the Face of a      | Posted April 16 <sup>th</sup> , 2020 | cultivate a trauma-informed practice that better supports Indigenous people through      | of-charge        |
| Pandemic: Historic and                |                                      | medical crises in a culturally safe way. Harley Eagle supplies a connection to the       |                  |
| <b>Contemporary Realities through</b> |                                      | colonial history and current realties that may be the root of triggering for Indigenous  |                  |
| a Trauma Informed Lens with           |                                      | Peoples and communities. He also speaks to the power of broadening the scope of          |                  |
| Harley Eagle                          |                                      | Cultural Safety learning beyond healthcare and what that might mean for the over-all     |                  |
| https://learningcircle.ubc.ca/2020/0  |                                      | journey of reconciliation.   |                  |
| 1/24/mar312020-harley-eagle/          |                                      |  |                  |
| Indigenous Cultural Safety            | Online webinar                       | This national webinar series focuses on strengthening Indigenous cultural safety across  | Time depends     |
| Collaborative Learning Series         | recordings                           | sectors. It is designed to provide a provincial, national, and international platform to | on webinar,      |
|                                       | Various dates                        | address a broad range of issues related to the ways in which Indigenous people           | free-of-charge   |
| Several Webinars                      |                                      | experience and intersect with systems (i.e., healthcare, justice, education, and child   |                  |
| https://www.icscollaborative.com/     |                                      | welfare). The webinars are interactive by design and provide a much-needed space to      |                  |
| webinars                              |                                      | address and navigate the complex nature of Indigenous specific racism and                |                  |
|                                       |                                      | discrimination while also promoting advocacy and empowerment.                            |                  |
|                                       |                                      |  |                  |

| University of Saskatchewan  Indigenous Trauma- and Equity- Informed Practice https://pharmacy- nutrition.usask.ca/cpdpp/continuing -education-/indigenous-trauma and-equityinformed- practice.php#WebinarIndigenousTr aumaandEquityInformedPractice                           | Webinar<br>Recorded September<br>2022             | Continuing Professional Development for Pharmacy Professionals in collaboration with Saskatchewan College of Pharmacy Professionals, Alberta College of Pharmacy and College of Pharmacists of Manitoba presents this webinar as an informative and meaningful learning experience with Len Pierre Consulting.  The learning objectives include:  T Define concepts of cultural safety for health care professionals.  T Describe how to create culturally safe spaces in the workplace.  T Identify how to embed and reflect Indigenous resilience in policy and projects.  T Create equity-orientated strategies in professional practice.  T Facilitate and advocate for Indigenous trauma-informed practice. | 1 hour 30 minutes, free-of-charge                          |
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| DocTalks: A Doctors of BC Podcast  Putting Indigenous cultural safety into practice: "The first step is admitting we have a problem with racism." https://podcasts.apple.com/ca/podca st/putting-indigenous-cultural- safety-into-practice- the/id1488397009?i=10005052404 57 | Podcast<br>Recorded January 2021                  | Dr Terri Aldred and Len Pierre discuss how to define and understand cultural safety and the intricacies of addressing this systemic problem. Indigenous people are continually subjected to widespread, systemic racism which results in negative experiences at the point of care, inequitable medical treatment, physical harm, and even death. They discuss the steps that doctors and health care workers can take to begin or continue the journey to address racism, both on an individual level and at a system-wide level, as well as how to measure the progress going forward.   | 49 minutes,<br>free-of-charge<br>through Apple<br>Podcasts |
| National Centre for Truth and<br>Reconciliation (NCTR)  Truth and Reconciliation<br>Commission Reports  | Reports and other resources Various publish dates | The NCTR was created as part of the mandate of the Truth and Reconciliation Commission of Canada (TRC). The TRC was charged to listen to Survivors, their families, communities and others affected by the residential school system and educate Canadians about their experiences which resulted in collection of statements, documents and other materials that can be found on their website.   | Various  |

| https://nctr.ca/records/reports/#trc- |                     |   |                |
|---------------------------------------|---------------------|---|----------------|
| reports                               |                     |   |                |
|                                       |                     |   |                |
| Public Health Agency of Canada        | Report              | This report discusses important health inequalities in Canada. It was developed by the  | 8 pages, free- |
|                                       | Updated November    | Public Health Agency of Canada and the Pan-Canadian Public Health Network in  | of-charge      |
| Key Health Inequalities in            | 2018                | collaboration with Statistics Canada, the Canadian Institute for Health Information, and  |                |
| Canada: A National Portrait -         |                     | the First Nations Information Governance Centre. HCPs should be aware of indicators   |                |
| <b>Executive Summary</b>              |                     | of health outcomes, risk factors, and social determinants of health to reduce   |                |
| https://www.canada.ca/en/public-      |                     | inequalities in the healthcare system.  |                |
| health/services/publications/science  |                     |   |                |
| -research-data/key-health-            |                     |   |                |
| inequalities-canada-national-         |                     |   |                |
| portrait-executive-summary.html       | D 1 A 4' 1          |   | 7              |
| Introducing Indigenous                | Research Article    | Indigenous methodologies are valid and needed in pharmacy practice and education  | 7 pages, free- |
| methodologies to pharmacy             | Published February  | research. An Indigenous research method must flow from an Indigenous paradigm. 3  | of-charge      |
| practice research                     | 2021                | major foundational aspects common to an Indigenous paradigm include relationality,  |                |
| https://journals.sagepub.com/doi      |                     | reciprocity and storytelling. 3 specific Indigenous research methods include the Kapati   |                |
| /full/10.1177/171516352199005         |                     | method, story work and the conversational method.   |                |
| 8                                     |                     |   |                |
| Structures of indifference: an        | Book/eBook          | This book examines an Indigenous life and death in a Canadian city and what it reveals  | 144 pages,     |
| Indigenous life and death in a        | Published September | about the ongoing history of colonialism. In September 2008, Brian Sinclair, a middle-  | various        |
| Canadian city                         | 2018                | aged, non-Status Anishinaabe resident of Winnipeg, arrived in the emergency room of   | purchase       |
| https://uofmpress.ca/books/detail/st  |                     | a major downtown hospital. Over 34 hours, he was left untreated and unattended to,  | options        |
| ructures-of-indifference              |                     | ultimately dying from an easily treatable infection. McCallum and Perry present the   |                |
|                                       |                     | ways in which Sinclair, once ignored, came to represent diffuse, yet singular and   |                |
|                                       |                     | largely dehumanized ideas about Indigenous people, modernity, and decline in cities.  This story tells us about his interactions with Canadian health and legal systems, before |                |
|                                       |                     | and after his death.  |                |
|                                       |                     | and and this death.   |                |
|                                       |                     |   |                |

| Determinants of Indigenous Peoples' Health, Second Edition: Beyond the Social https://www.canadianscholars.ca/bo oks/determinants-of-indigenous- peoples-health | Book/eBook<br>Published April 2018       | This collection explores how multiple health determinants, such as colonialism, gender, culture, early childhood development, the environment, geography, HIV/AIDS, medicine, and policy, impact the health status of Indigenous peoples in Canada. This includes the expert voices of First Nations, Inuit, and Métis writers from coast to coast, Chief Medical Officer of the First Nations Health Authority, Indigenous poets; and an updated arrangement that reflects significant events over the last 2 years, such as the protests at Standing Rock, North Dakota, the US national election of 2016, the Indigenous youth suicide epidemic, and the enquiry into murdered and missing Indigenous women and girls in Canada. This is appropriate for students enrolled in | 364 pages,<br>various<br>purchase<br>options |
|---|--|--|--|
|   |  | courses on health, public and population health, community health sciences, medicine, nursing, and social work.  |  |
| Medicine Unbundled: A Journey Through the Minefields of Indigenous Health Care https://www.heritagehouse.ca/book/ medicine-unbundled/                           | Book/eBook<br>Published February<br>2017 | An exposé of the dark history and legacy of segregated Indigenous health care in Canada. Author Gary Geddes embarked on a long and difficult journey across Canada to interview Indigenous elders willing to share their experiences of segregated health care, including their treatment in the 'Indian hospitals' that existed from coast to coast for over half a century. Survivors recount memories-from gratuitous drug and surgical experiments to electroshock treatments intended to destroy the memory of sexual abuse. It is a testament to survival, perseverance, and the power of memory to keep history alive and promote the idea of a more open and just future.  | 399 pages,<br>various<br>purchase<br>options |