

Developing a Postgraduate Indigenous Health Curriculum

Russell Dawe, Elder Odelle Pike, Françoise Guigné, Jenna Poole (via video), Susan Avery.

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Palais des congrès de Montréal





THE COLLEGE OF FAMILY PHYSICIANS OF CANADA

LE COLLÈGE DES MÉDECINS DE FAMILLE DU CANADA

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Introductions



Elder Odelle Pike

- President of Newfoundland Aboriginal Women's Network and Elder in the community.

Dr. Françoise Guigné

- Family Physician and faculty at Memorial University.

Dr. Jenna Poole (video)

- EM Physician in Winnipeg; 2022 graduate of Memorial's FM Residency.

Dr. Susan Avery

- Family Physician and faculty at Memorial University.

Dr. Russell Dawe

- Family Physician and FM Program Director at Memorial; of settler descent.

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Presenter Disclosure

Presenter: Russell Dawe, Elder Odelle Pike, Françoise Guigné, Jenna Poole, Susan Avery.

Relationships with financial sponsors:

- Not Applicable.

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Disclosure of Financial Support

Potential for conflict(s) of interest:

- Not applicable.

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Land Acknowledgement

We acknowledge that we are gathered today on the traditional territory of the Kanien'kehà:ka. This place has long served as a site of meeting and exchange amongst many First Nations including the Kanien'kehà:ka of the Haudenosaunee Confederacy, Huron/Wendat, Abenaki, and Anishinaabeg.

The Kanien'kehà:ka are the traditional custodians of the lands and waters on which we meet during this conference.

If you are viewing a recording of this session or reviewing these slides, you can visit this website to learn more about the traditional inhabitants of the land where you reside: <https://native-land.ca/>.

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Learning Objectives

At the conclusion of this activity, participants will be able to:

1. Explain best practices for engaging with Indigenous community partners during curriculum development;
2. Describe perspectives of Indigenous partners (learner and community) during curriculum development processes;
3. Apply principles from the "educational leader" domain of the FTA Framework to Indigenous community engagement.

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Outline

- Literature Review (handout)
- Panel Discussion
- Fundamental Teaching Activities (FTA) Framework
- Questions & Answers

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Literature Review

Learning Objective:

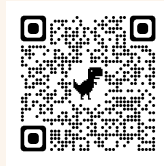
1. Explain best practices for engaging with Indigenous community partners during curriculum development.



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Literature Review

- Guidelines from Scoping Review (Boone et al, 2022).
- Elder Odelle Pike's Guidelines.
- Indigenous Physicians Association of Canada (IPAC).



Scan for Handout

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Literature Review

Boone, Snow, Allison, Sturge Sparkes, Dawe (2022): *Community engagement by faculties of medicine: A scoping review of current practices and practical recommendations*, Medical Teacher, DOI: 10.1080/0142159X.2022.2035339



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Literature Review

Two guidelines *specific to Indigenous* community engagement:

1. Medical institutions have a responsibility to partner with Indigenous communities to address health system priorities and inequities.

Boone et al, 2022

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Literature Review

Two guidelines *specific to Indigenous* community engagement:

- See Elder Odelle Pike's guidelines for community engagement (handout):
- **Holistic Approach to Health**
 - **Historical and Contextual Understanding**

Boone et al, 2022

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Literature Review

Two guidelines *specific to Indigenous* community engagement:

2. An Indigenous liaison with local community relationships, networks, experience, and knowledge (including Indigenous community representatives or Indigenous faculty/staff jointly appointed by the community and academic institution) can facilitate communication between the institution and Indigenous communities to establish a partnership.

Boone et al., 2022

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Literature Review

Two guidelines *specific to Indigenous* community engagement:

See Elder Odelle Pike's guidelines for community engagement (handout):

- **Cultural Respect and Sensitivity**
- **Local Relevance**
- **Collaboration and Partnership**

Boone et al., 2022

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Literature Review

Other guidelines more broadly inclusive:

- Some *supported* by articles that described or implied that guideline's application to an Indigenous context (see handout for list).
- Some *did not have specific support* from Indigenous context (not in handout).



Boone et al., 2022

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Literature Review

Indigenous Physicians Association of Canada Physicians & Medical Learner Engagement Guidelines (included in handout with permission). Reviewed annually by IPAC.



Indigenous Physicians Association of Canada
Physician & Medical Learner Engagement Guidelines

<https://ipacimc.ca/general/engagement-guidelines/>

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Literature Review

Indigenous Physicians Association of Canada
Physicians & Medical Learner Engagement
Guidelines (included in handout with
permission). Reviewed annually by IPAC.

Suggested Indigenous healthcare expert consultancy fees:

Indigenous medical learner	Indigenous physician
\$160-200/hr	\$200-300/hr

<https://ipacmhc.ca/general/engagement-guidelines/>

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Panel Discussion

Learning Objectives:

1. Explain best practices for engaging with Indigenous community partners during curriculum development.
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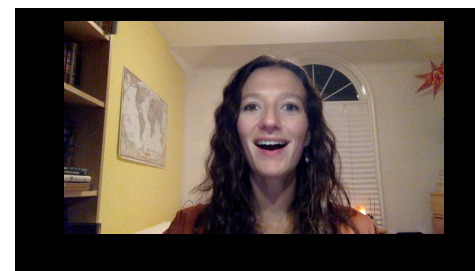
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Panel Discussion

1. Would you please each describe your role thus far in Memorial's Family Medicine Indigenous Health Curriculum?



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Panel Discussion

2. Would you please briefly describe the Indigenous Health Curriculum at Memorial?



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Panel Discussion

3. In your experience what are the fundamental Indigenous values and practices that should guide our conversations about curriculum development?



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Panel Discussion

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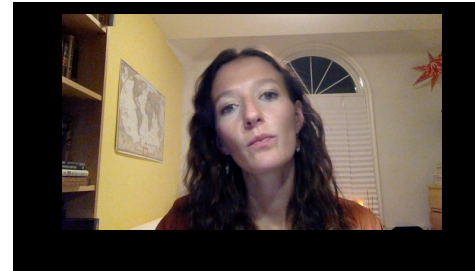
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Panel Discussion

4. How can committees and faculty who are creating Indigenous health curricula establish a safe space and good relationships with Indigenous partners? (Especially in ways that privilege Indigenous voices and Indigenous belief systems.)



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Panel Discussion

4. How can committees and faculty who are creating Indigenous health curricula establish a safe space and good relationships with Indigenous partners? (Especially in ways that privilege Indigenous voices and Indigenous belief systems.)



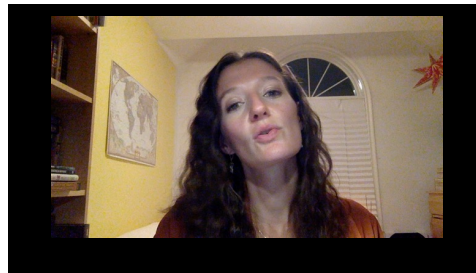
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Panel Discussion

5. Regarding the Healing Circle that started at Memorial last year, how did feedback from those involved shape that curriculum over time?




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Panel Discussion


5. Regarding the Healing Circle that started at Memorial last year, how did feedback from those involved shape that curriculum over time?



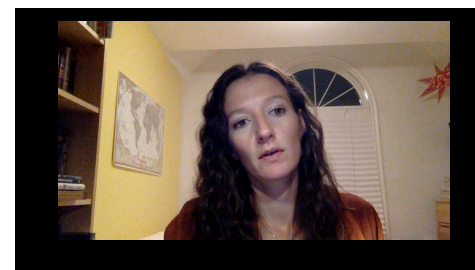
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Panel Discussion

6. Would you please describe what challenges and enablers you've encountered in your efforts to develop an inclusive Indigenous health curriculum? And how you dealt with them at the time?



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Panel Discussion

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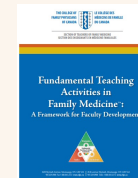


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Fundamental Teaching Activities (FTA) in Family Medicine

Walsh A., Antao V., Bethune C., Cameron S., Cavett T., Clavet D., Dove M. & Koppula S. (2015). *Fundamental Teaching Activities in Family Medicine: A Framework for Faculty Development*. Mississauga, ON: College of Family Physicians of Canada.

<https://www.cfpc.ca/en/education-professional-development/educational-frameworks-and-reference-guides/fundamental-teaching-activities-framework>



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Fundamental Teaching Activities

Learning Objective:

3. Apply principles from the Educational Leader domain of the FTA Framework to Indigenous community engagement

EDUCATIONAL LEADER	
TASKS	
Educational Programmer – Design and development of educational programming	Educational Administrator – Leadership roles in teaching sites and educational programs
ACTIVITIES	
<ul style="list-style-type: none"> Develops curriculum ★ Develops strategies for teachers working with learners experiencing progression challenges 	<ul style="list-style-type: none"> Evaluates programs Applies and develops standards ★ Engages stakeholders ★ Utilizes and develops resources ★

Walsh et al., 2015

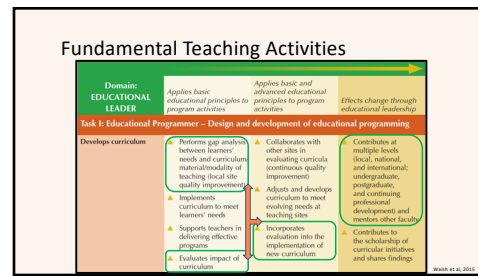
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Fundamental Teaching Activities

Domain: EDUCATIONAL LEADER	Applies basic educational principles to program activities	Applies basic and advanced educational principles to program activities	Directs change through educational leadership
Link II: Educational Administrator – Leadership roles in teaching sites and educational programs	Applies and develops content	Applies and develops content	Applies and develops content
Engage stakeholders	<ul style="list-style-type: none"> Implements CPEC, programs, and learning objectives, and policies 	<ul style="list-style-type: none"> Highly programmatic and learning objectives, and policies 	<ul style="list-style-type: none"> Contributes to the development of educational sites, policy, and standards and innovation work
Utilizes and develops resources	<ul style="list-style-type: none"> Familiarizes learners with expectations and standards 	<ul style="list-style-type: none"> Optimizes the program to align with standards and expectations 	<ul style="list-style-type: none"> Actively engages with stakeholders in advocating for family medicine programs
	<ul style="list-style-type: none"> Optimizes current resources to foster program development 	<ul style="list-style-type: none"> Identifies resources and develops strategies to reduce them 	<ul style="list-style-type: none"> Demonstrates innovative and vision in resource development such as funding and succession planning

Walsh et al., 2015

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- ### References
- Boone, Snow, Allison, Sturge Sparkes, Dawe (2022): *Community engagement by faculties of medicine: A scoping review of current practices and practical recommendations*, Medical Teacher, DOI: 10.1080/0142159X.2022.2035339
 - Physicians & Medical Learner Engagement Guidelines, Indigenous Physicians Association of Canada. Accessed Nov 8, 2023 online at <https://ipacanic.ca/general/engagement-guidelines/>
 - Walsh A., Antao V., Bethune C., Cameron S., Cavett T., Clavet D., Dove M. & Koppula S. (2015). *Fundamental Teaching Activities in Family Medicine: A Framework for Faculty Development*. Mississauga, ON: College of Family Physicians of Canada.

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