



SUMMER 2016 | 6 CREDITS

SPPH(IHHS) 408 Course Outline

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Locations: Lil'wat Nation (near Pemberton, BC) Cowichan Tribe (near Duncan, BC)
Bonaparte Band (near Cache Creek, BC) Seabird Island (near Agassiz, BC)

UBC Coordinator: Shawna Duncan (shawna.duncan@ubc.ca)

Dates: The orientation in Vancouver is May 30 & 31 while the
Community instruction & activities takes place from June 1 – 30, 2016.

COURSE FORMAT:

This course is an experiential community immersion program that combines clinical and academic learning components.

UBC and Community Instructors

Some of the community Instructors are Leah Walker (UBC), Carlyne Neufeld, Celeste Bobb, Heather Mc Donald Leanne Kelly, and Crystal Morris.

Length of Course: 4 weeks (May 30-June 30, 2016) including a two-day orientation on May 30-31 in Vancouver.

Delivery Mode: Presentations by community members, field trips, clinic visits, home visits, hands-on projects, workshops, cultural learning activities and participation in community events and ceremonies, as appropriate.

Course Timing and Location: Cowichan Tribes (near Duncan, BC), Seabird Island Band (near Agassiz, BC), Lil'wat Nation (near Pemberton, BC), Bonaparte Band (near Cache Creek, BC).

Time Commitment: Approximately 6 hours per day, Monday – Friday, with possibility of extracurricular activities outside of normal working hours.

Description/Rationale:

Interprofessional education (IPE) and collaborative patient-centered care (CPCP) have increasingly been recognized as an essential aspect of sustainable health care reform. However, very few opportunities for students to participate in interprofessional learning within an Indigenous community setting have been established. This course addresses this need by enabling health discipline students to gain direct experience working with Indigenous clients and

community members. By situating academic learning within an intensive four-week immersion program, this course offers students a truly unique and memorable learning experience.

Key objectives of this course are to (1) address the lack of education in Indigenous health across health professions by recognizing Indigenous communities as partners in health education and professional training and (2) promote students' understanding of the roles and responsibilities of other professions when working with Indigenous clients and communities. This course will enhance student learning at both the general and discipline-specific levels by utilizing a combination of community-based, immersion activities (enabling students to become more caring, reflective practitioners as a whole) and student-preceptor models of learning (thereby enabling students to become better technical practitioners of their discipline).

Relation to Other SPPH (IHHS) Offerings

This course provides an ideal complement to existing SPPH (IHHS) Indigenous health courses [namely LFS 340 and SPPH (IHHS) 404] by enriching students' academic knowledge with an opportunity to learn about and explore topics in Indigenous health within a real-life setting.

Course Specifics

The Indigenous community partners for this course are Cowichan Tribes (Ts'ewulthun Health Centre), Seabird Island Health Centre, Pqusnalhcw Health Centre (Lil'wat Nation), and Bonaparte Health Centre. These communities have been and will remain essential contributors to all aspects of course development, including curriculum design, course implementation, course delivery, and evaluation. This course is directed toward health professional students particularly in the areas of medicine, nursing, pharmacy, social work, rehabilitation sciences and dentistry at the undergraduate level. Graduate students and medical residents are also welcome to take this course. It takes place in May 30-June 30, 2016 with a maximum of 20 student placements (four per community).

Learning Objectives

1. **Reflect** on personal attitudes, beliefs and assumptions, gaining insight on how these can affect care in the context of Indigenous communities.
2. **Demonstrate understanding** of and **respect** for Indigenous perspectives on health and wellbeing.
3. **Explore** and **generate ideas** for how health professionals and university can modify practice to provide a positive impact on health and health professional-community relationships.
4. **Consider** the importance of interprofessional teamwork when working with communities.
5. **Gain understanding** of, **acknowledge** and **explore** the implications of specific processes of colonization and related social policies for the health of Indigenous peoples.
6. **Examine** and **identify** patterns of health and illness from multiple perspectives: epidemiology, interdisciplinary health, community and Indigenous knowledge.
7. **Identify** positive and negative factors influencing health and wellness in Indigenous communities.
8. **Explore** approaches to health services and practice that demonstrate an understanding of cultural safety.

9. **Demonstrate** respectful communication with Indigenous peoples.
10. **Develop** rapport, establish trust and effective listening skills; acknowledge differences and similarities in perceptions in recommending treatment and negotiating agreement.

Evaluation and Grading: (May vary by community)

- 25% Interprofessional team project
- 25% Individual project
- 50% Attendance/participation in community and in learning activities/Cultural safety

Course Outline

This experiential community-based course will include both clinical placements and seminars. The syllabus is intended as a **guide** to the learning objectives of the course while allowing enough flexibility to accommodate community/health specific needs. The course is intended to evolve in conjunction with participating community members and clinical preceptors who will develop lessons/activities based on the learning objectives listed above. The following are **sample activities** based on the course objectives.

Week 1 – Introduction to Interprofessional Teamwork and Exploring Community Life

Topic	Lessons/Activities
Interprofessional Practice: Roles and responsibility of health care professions	<ul style="list-style-type: none"> ▪▪ Interactive workshop to introduce students to each other, course instructors, and community members; learn about basic scope of each discipline; and pre-conceived ideas of health professions. <p><i>Sample activities:</i></p> <ul style="list-style-type: none"> ▪▪ Job shadow two different interprofessional students and their preceptors throughout the course. ▪▪ Attend regular interprofessional meetings within community.
Respecting Indigenous peoples	<ul style="list-style-type: none"> ▪▪ Introduction to principles of cross-cultural communication; learning to listen; identify cultural biases and assumptions. ▪▪ Familiarization with basic knowledge of local community, including: appropriate names for community members, language and geographic territory, sociodemographics, historical encounter with colonization and residential schools, basic government policies/legislation affecting community health service.

	<p><u>Sample activities:</u></p> <ul style="list-style-type: none"> ▪▪ Reflective journaling throughout the course. ▪▪ Reading and reacting to readings in seminar. ▪▪ Case study analyses. ▪▪ Cultural exploration assignment with the use of art, cultural activity, etc.
Community health status	<ul style="list-style-type: none"> ▪▪ Examine local health status from multiple perspectives, including epidemiology, interdisciplinary health, Indigenous perspectives on health and wellbeing, western medicine. ▪▪ Introduction to the health concerns within local community; familiarization with available local health services and support networks. <p><u>Sample activities:</u></p> <ul style="list-style-type: none"> ▪▪ Introduction to health centre; working one-on-one with preceptor in clinical setting; home visits. ▪▪ Write a proposal for a group project, i.e. interprofessional student team identifies community health need(s) and produces project to address this need. Students will give the project to the community at the end of the course.
Understanding Indigenous perspectives on health	<ul style="list-style-type: none"> ▪▪ Deconstructing generalizations of Indigenous patients; listening to the experiences of other health workers; learning about the impact of imposing personal cultural values compared to community values. ▪▪ Learning about traditional Indigenous plant and medical knowledge in relation to contemporary society and western medicine. <p><u>Sample activities:</u></p> <ul style="list-style-type: none"> ▪▪ Attendance at Elders' events; spending time with Elders; producing self-evaluations about what was learned, and how it resonated with your personal and professional views; involvement in regular talking circles; debriefing with other students in a safe way; discussion with preceptor around performance along with discussing thoughts and feelings of clients after clinical visits.

Week 2 – Understanding the Social and Political Determinants of Health

Topic	Lessons/Activities
Colonization and its effects on health	<ul style="list-style-type: none"> ▪▪ Using film, texts and guest speakers to provide perspective and a more comprehensive understanding of specific policies related to the health of Indigenous peoples; effects of residential schools; intergenerational influences and the impact on care, health and wellbeing. ▪▪ Students will examine their own perspectives and views of Indigenous peoples and reflect on the dominant political and ideological perspectives that shape views of Indigenous peoples and Indigenous “issues” in Canada. ▪▪ Examine the health transfer process and its impact on self-determination in First Nations communities. <p><i>Sample activities:</i></p> <ul style="list-style-type: none"> ▪▪ Readings from the Indian Act followed by seminar discussion; readings from Furniss, E. (1999) followed by seminar discussion; reflective journaling; case study analyses; involvement in clinical and home visits with a different health professional than your own program; discuss contemporary effects of colonialization on health with preceptor.
Health and wellness	<ul style="list-style-type: none"> ▪▪ Exploration of positive and negative factors influencing health and wellness in Indigenous communities; familiarization with the impact of government legislation on Indigenous health and wellbeing. <p><i>Sample activities:</i></p> <ul style="list-style-type: none"> ▪▪ Investigating on-reserve/off-reserve resources; reading fiction novel, Robinson, E. (2000); seminar discussion of readings from Smylie, J. (2001) SOGC ▪▪ Creating health promotion materials in collaboration with communities.
Social determinants of health	<p><i>Sample activities:</i></p> <ul style="list-style-type: none"> ▪▪ Within the student interprofessional team setting, students will reflect on the effects of colonization, residential schools and other historical events as they have seen and experienced within their own clinical visits. ▪▪ Case study analyses. Spending time with chronic disease patients during clinical appointments; community-based talks.

Week 3 – Community Strength and Healing

Topic	Lessons/Activities
Response to historical policies	<ul style="list-style-type: none"> ▪▪ Introduction to successful interventions and healing programs developed within the community; role of traditional healers in Indigenous communities. <p><u>Sample activities:</u></p> <ul style="list-style-type: none"> ▪▪ Work with group in seminar setting to list strengths of community and Indigenous healing programs available. ▪▪ Guest speaker from community members involved in local healing programs; traditional healer and other community-appropriate guest speakers; visit clinics specific to interventional healing programs.
Integration of western healing	<ul style="list-style-type: none"> ▪▪ Compare and contrast western and Indigenous traditional views of health and medicine. <p><u>Sample activities:</u></p> <ul style="list-style-type: none"> ▪▪ Investigate programs/hospital/clinics in Canada that offer both traditional Indigenous and western medicine.
Cultural activities	<ul style="list-style-type: none"> ▪▪ Students will be involved in a number of cultural activities as a means of introducing and exposing them to the strengths of the community. <p><u>Sample activities:</u></p> <ul style="list-style-type: none"> ▪▪ River walk; Great house; introduction to medicine wheel ▪▪ Walking on the land, berry picking, fishing, food and medicine gathering, etc.

Week 4 – Providing service

Topic	Lessons/Activities
Bringing it all together	<ul style="list-style-type: none"> ▪▪ Explore and generate ideas for how health professionals and institutions can modify practice to provide a positive impact on health and health professional-community relationships. ▪▪ What are effective ways to approach health services and practice while demonstrating an understanding of cultural safety? <p><u>Sample activities:</u></p> <ul style="list-style-type: none"> ▪▪ Visit and job shadow in other clinics, possibly outside of community, which provide specific services to Indigenous community members; involvement in talking

	activities and other health (both social and physical)-related community events.
How can you provide service?	<ul style="list-style-type: none"> ▪▪ Investigate developing rapport, establishing trust; recommending treatment and negotiating agreement; acknowledging differences and similarities in perception. <p><u>Sample activities:</u></p> <ul style="list-style-type: none"> ▪▪ Involvement in clinical activities; self-reflective discussion with preceptor with regards to self-awareness, cultural competency and cultural safety.
Other considerations as a health care professional	<ul style="list-style-type: none"> ▪▪ What are the issues and concerns that need to be addressed when collaborating with communities in research? ▪▪ Participatory action research and community driven research (principles of Ownership, Control, Access, and Possession). ▪▪ Other questions, activities or issues identified by interests and needs of community and students.

Required Readings:

The readings change from year to year. You will be given a list of required books as well as access to online readings (e.g., relevant research articles, policy documents, practical guidelines, etc.).