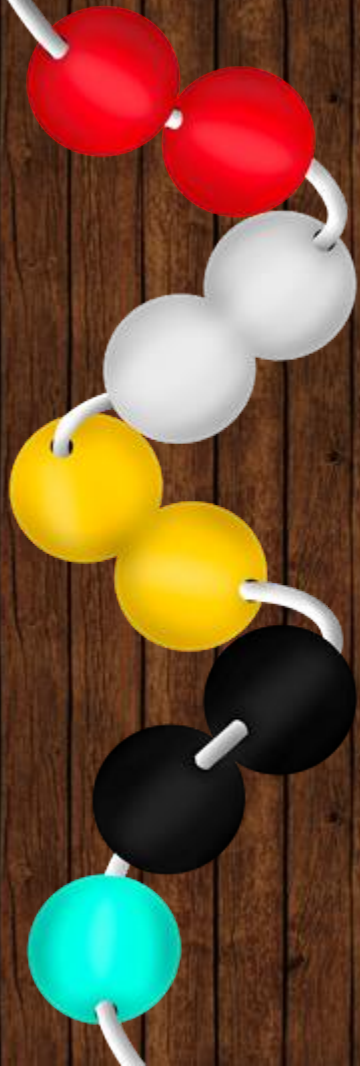




# **Decolonizing and Indigenizing Health Professional Education Programs (HPEPs) at UBC**

**Circles of Learning and Change**



**Welcoming  
Elder Doris Fox  
x<sup>w</sup>məθk<sup>w</sup>əy'əm  
(Musqueam)**

# Operational Team Members



Ashley Quinn,  
Assistant Professor,  
Social Work,  
Principal Investigator  
(Anishinaabe,  
Ojibway)



Cheryl Aman,  
Department of  
Occupational Science  
& Occupational  
Therapy, Project  
Coordinator



Madeline Elder,  
Project Assistant,  
Faculty of Science  
(Tsimshian)



Yael Mayer, PhD,  
Postdoctoral  
Research Fellow  
Faculty of Medicine,  
Project Coordinator



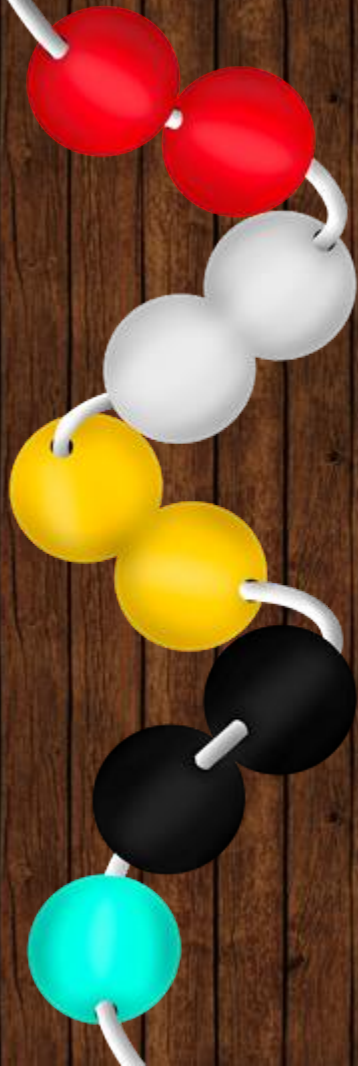
Courtney Smtih, Curriculum  
Manager UBC 23 24, Centre  
for Excellence in Indigenous  
Health – Principal  
Investigator



Tal Jarus, Professor,  
Department of  
Occupational Science &  
Occupational Therapy,  
Principal Investigator

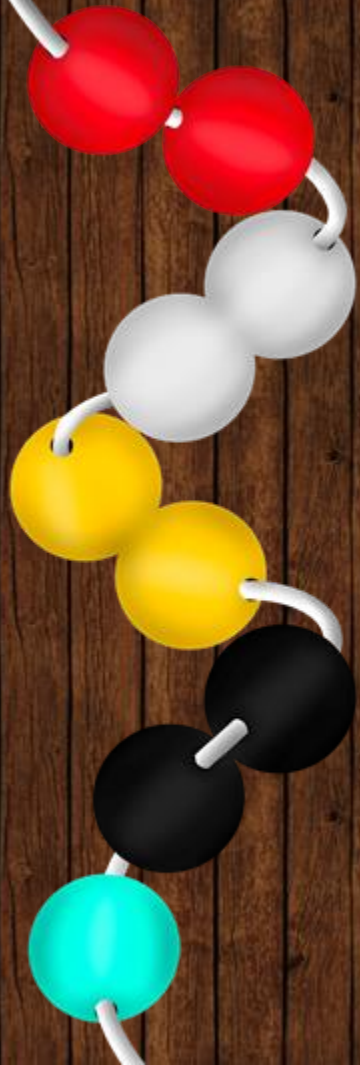


Hali McLennan,  
Project Assistant,  
School of Social  
Work (Cree-  
Metis)



# Co-Applicants of the Project Team

- ❖ Cheryl Holmes (Medicine, Division Head, Critical Care)
- ❖ Nadine R. Caron (Medicine, co-director, Centre for Excellence in Indigenous Health, Anishinaabe)
- ❖ James Andrew, (Medicine, Indigenous Learner Initiatives Manager, Lil'wat Nation)
- ❖ Allison Campbell (Midwifery, Associate Professor of Teaching, Undergraduate Program Lead)
- ❖ Simon Albon (Pharmacy, Faculty, Professor of Teaching)
- ❖ Helen Brown (Nursing, Associate Professor)
- ❖ Leeann Donnelly (Dentistry, Associate Professor)
- ❖ Donna Kurtz (Nursing Okanagan Campus, Associate Professor, Metis)
- ❖ Katie Lee Bunting, (Occupational Therapy, Assistant Professor of Teaching)
- ❖ Ashley Lessard (FNHA, Klahoos First Nation)
- ❖ Leah Walker (Executive Director at Kilala Lelum - Urban Indigenous Health and Healing Coop, Nlakapamux)





# Agenda

1. Opening by Elder Doris Fox of x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam)
2. Team Introduction
3. Agenda and Housekeeping
4. Project Introduction
5. Personal and Professional Positionality + Breakout Discussion
6. Break (8 mins)
7. Debrief the Breakout Discussion
8. Building a Common Language + Large Group Activity
9. Breakout Discussion
  - a. Decolonization and Indigenization in my Profession
  - b. Current Efforts and Future Directions
10. Break (8 mins)
11. Debrief and Large Group Discussion.
12. Reflection and Elder's Closing

# Housekeeping

## Zoom Logistics

- Microphone and Video Freedom
- “Raise Hand” and Chat Box
- Late Arrivals or Early Leavers
- Make sure your Zoom name includes the name you wish to be called. You may also include your pronouns and your faculty - Ex: Hali (SOWK, She/Her)

## Self-Care

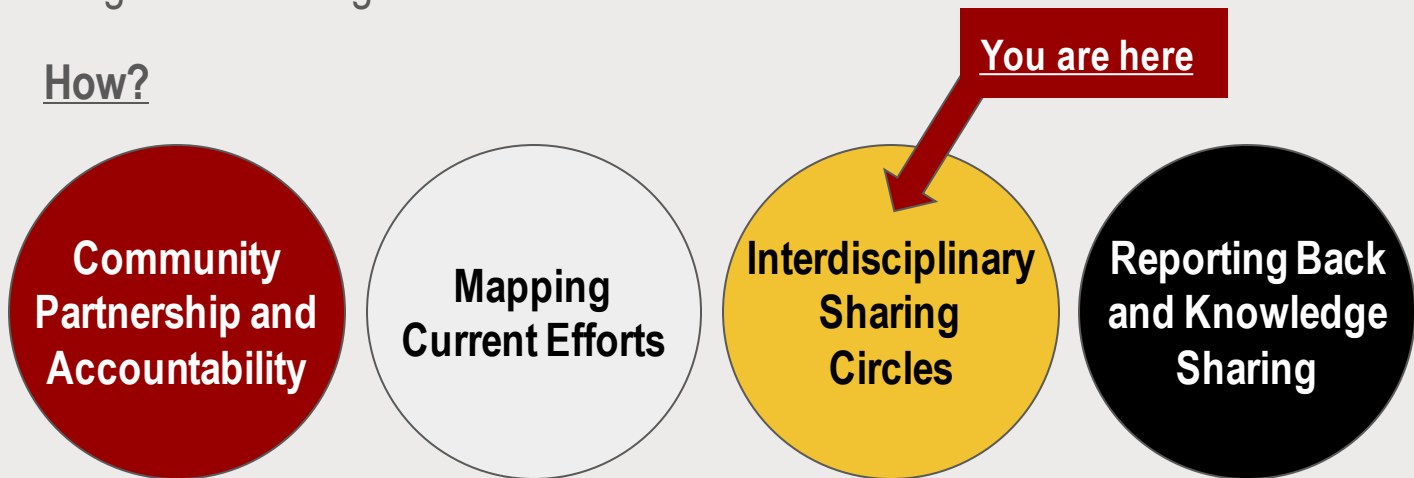
- Two 8-min breaks around 12:30 and 1:30
- Acknowledging the extra effort of Indigenous participants

# Overall Objective

## Objective:

To support **Health Professional Education Programs (HPEPs)** at UBC to address the Truth and Reconciliation Calls to Action and the UBC Indigenous Strategic Plan.

## How?



# Community Partnerships and Accountability

- Indigenous Health Leaders Advisory
- Knowledge Keepers and Elders Advisory
- Indigenous faculty, staff and students



xʷməθkʷəy̓əm  
(Musqueam, Vancouver)



Ləkʷəŋən (Esquimalt  
and Songhees, Victoria)



Syilx Okanagan Nation Alliance  
(Okanagan)



Lheidli T'enneh (Prince  
George)





## 2. Mapping Current Efforts

Environmental scan of current policies and practices related to decolonization and Indigenization in the 18 different Health and Professional Education Programs (HPEPs) at both UBC campuses.

1. Review of information on the program webpages.
2. Interviews with faculty/staff representatives in the program to capture the processes that are not described on the webpages.

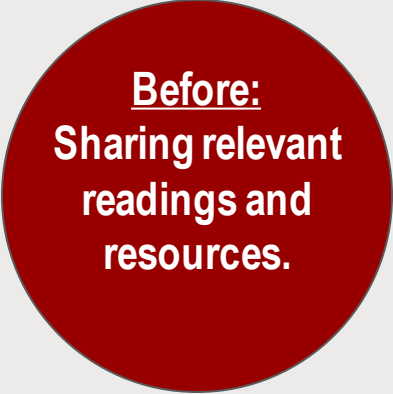
**Summer 2020 - Ongoing**

# 3. Interdisciplinary Sharing Circles

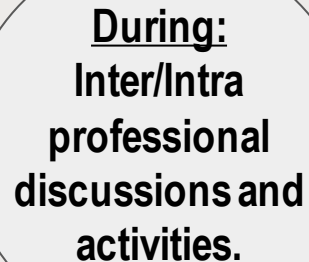
## Circles of Learning and Change

Goal: To provide a space for students, staff and faculty from the HPEPs to discuss and learn about decolonization and Indigenization. To promote a collaborative approach to addressing the Truth and Reconciliation Calls to Action and UBC's Indigenous Strategic Plan.

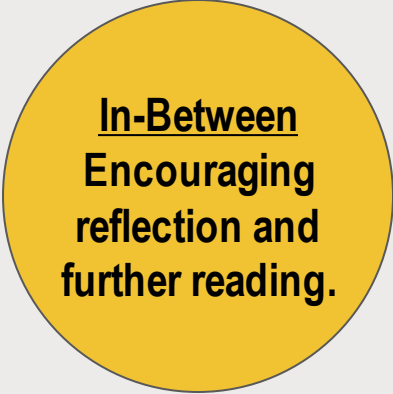
### How?



**Before:**  
Sharing relevant readings and resources.



**During:**  
Inter/Intra professional discussions and activities.



**In-Between**  
Encouraging reflection and further reading.



**After:**  
Action and evaluation.



# Circle Topics

Circle #1: Introductions; Where we are, and where we want to go.

Circle #2: Recruitment of Indigenous students, staff and faculty; Reaching out or initial steps of Indigenous community engagement.

- Goal #6 of the UBC Indigenous Strategic Plan

Circle #3: Support and retention of Indigenous students, staff, and faculty; building and maintaining relationships with Indigenous communities.

- Goal #8 of the UBC Indigenous Strategic Plan

Circle #4: Indigenous epistemology and research; Meaningful and appropriate integration of Indigenous content and knowledge.

Circle #5: Evaluation and reflection



# Circle #1

Introductions; Where we are,  
and where we want to be.

“Stop walking through the world looking for confirmation that you don't belong. You will always find it because you've made that your mission.... True belonging and self-worth are not goods; we don't negotiate their value with the world. The truth about who we are lives in our hearts. Our call to courage is to protect our wild heart against constant evaluation, especially our own. No one belongs here more than you.”

- Brené Brown, *Braving the Wilderness: The Quest for True Belonging and the Courage to Stand Alone*

# Positionality

“Positionality refers to the how differences in social position and power shape identities and access in society....all parts of our identities are shaped by socially constructed positions and memberships to which we belong” and which are “embedded in our society as a system....In acknowledging positionality, we also acknowledge intersecting social locations and complex power dynamics.”

- UBC Centre for Teaching and Learning (CTLT)

In our discussions we hope you will have a chance to reflect on your relationship to the lands that we now call Canada and your motivations for participating in these Circles. We will start by doing so ourselves.



PRE-READINGS



# Inter-Professional Breakout Room

Personal and Professional  
Positionality

**PRE-READINGS**

## 1. Introductions: (10 mins, 3 mins per participant)

Introduce yourself, including your name, your pronouns, your profession, you and your relationship to Canada, and your motivations for participating in the project.

## 2. Discussion Questions: (20 mins)

What role has your profession had in colonization and the ongoing oppression of Indigenous peoples?

- When and how did you learn about this?
- AND/OR What are the barriers to learning about this?

How can the education or health care systems support health professionals to learn about this topic?

Choose a reporter to share a one sentence key learning to the large group. Please try and remember your group number.



# Break [8 mins]



**8:00**

After the Break:

Reporters will share a one sentence key learning from the discussion.



# Building a Shared Language

The first step to working toward a shared goal, is understanding what exactly that goal is:

- What is decolonization?
- What is Indigenization?
- What do these two things look like in the context of HPEPs at UBC?

“If you can name it, you can catch it. If you can catch it,  
you can fight it.”

— Ambelin Kwaymullina and Ezekiel Kwaymullina





# Large Group Activity

Building a Common Language

Go to [www.menti.com](http://www.menti.com) on your phone or computer.

Enter the passcode: 92 01 77

When directed respond to the first questions:

- What does decolonization mean or look like?
- What does Indigenization mean or look like?



## **Intra-professional Breakout Room**

**Definitions and Are We  
Doing That?**

### **Decolonization and Indigenization in our Profession [30 mins]**

- What do decolonization and Indigenization mean and require in the context of education in your profession?
- What are the current policies or procedures in place in your program related to decolonization and Indigenization?
- What more could your program do to work towards decolonization and Indigenization?

Choose one person to report back key learnings to the large group. Please try and remember your group number.



# Break [8 min]



8:00

After the Break:

Please have a volunteer share one key learning from your breakout discussion.



# Closing

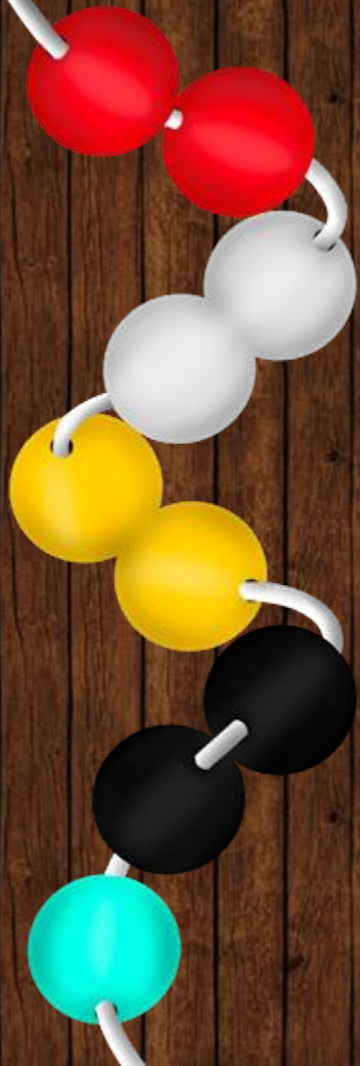
[Optional] Reflection Prompts:

- What is the most important thing I am taking from today's circle?  
What am I leaving behind?
- What value does an interdisciplinary approach to this work have?
- How can I create change in my profession, program or role?

Gathering feedback on the Circles - Survey

NEXT CIRCLE:

Thursday, February 18th 2021 from 11:30am-2:30pm



**Closing**

**Elder Doris Fox**

**x<sup>w</sup>məθk<sup>w</sup>əy'əm**

**(Musqueam)**