



Developing CUES in the School of Nursing

Challenges & Strategies

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Key Supports We Have in the SON:

- **Indigenous Cultural Safety Committee** - standing committee of our Faculty Caucus
 - Active and engaged **Indigenous Advisory Circle** of Elders, knowledge keepers, and Indigenous graduate students whose perspective and counsel inform our ICS work
- Since Oct 2021, Tania Dick, RN, MN-NP has been in the new role of **Indigenous Nursing Lead** (0.3 FTE) and has worked in close collaboration with our ICS Committee
- **Support from our SON Director** to fund the pilot offering of the Community Unlearning and Engagement Series (CUES)
 - This allowed for **collaboration with external facilitators** which we believe is crucial!
 - Given the sensitive and vulnerable nature of this work, we believe strongly that having expert, external facilitation attends to potential challenges presented by preexisting work relationships and power dynamics

What is CUES?

- Community Unlearning Engagement Series (CUES)
 - Developed by Alder & Co Creations (Erika Doehring & Liam Grigg) and IndigenEYEZ/kinSHIFT (Denise Lecoy and team members) in close collaboration with the SON Indigenous Cultural Safety Committee
- Pilot Program
 - Four, three-hour long workshops
 - Cohort of 12 participants (8 faculty; 3 staff; 1 work learn student participant)
 - Funded by School of Nursing's Director's office as a pilot
- Grew out of ongoing conversations at our ICS Committee & with the Indigenous Advisory Circle
 - Focus on relationship & community building

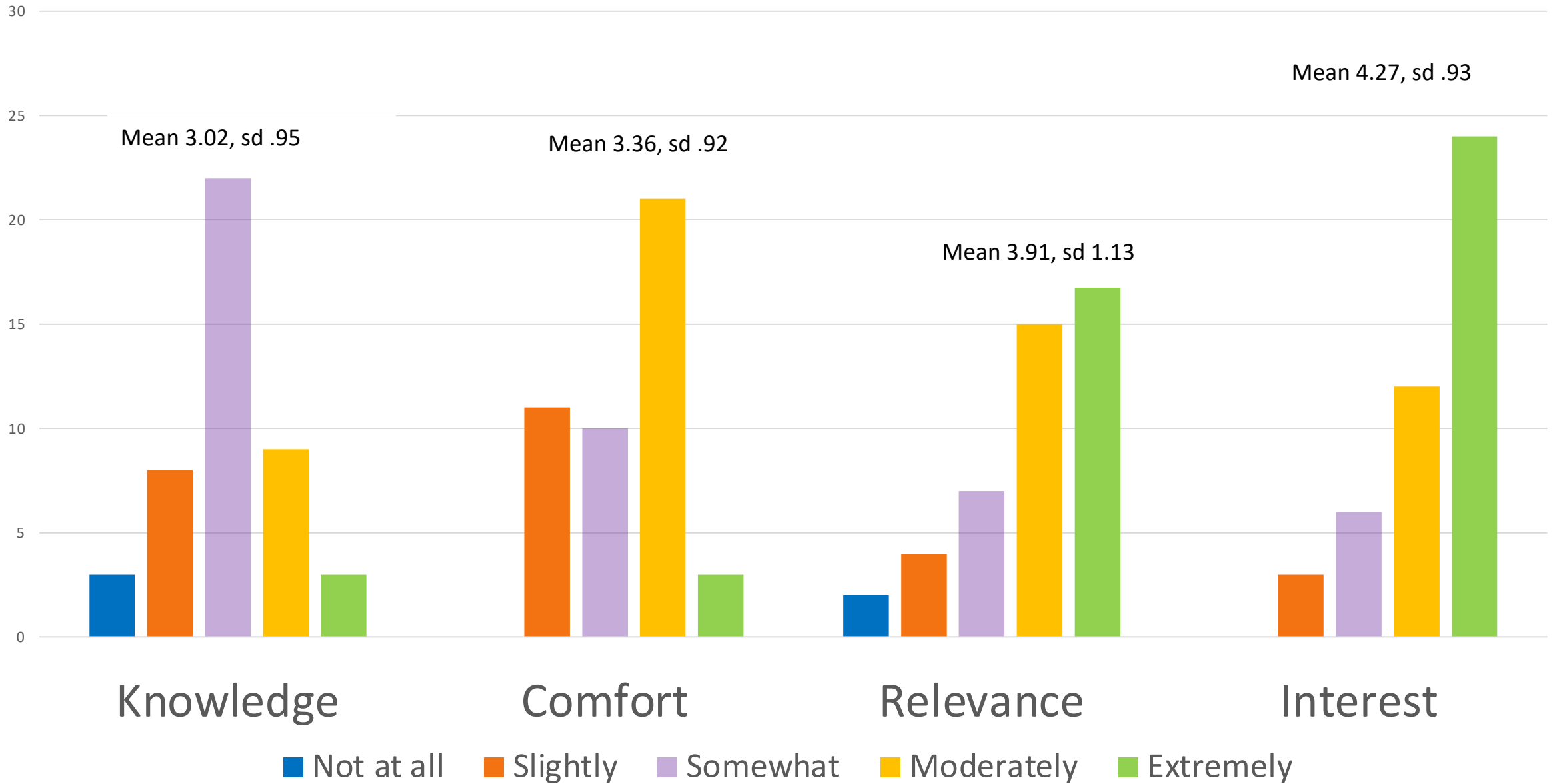
Indigenous Engagement Survey

(For Faculty & Staff)

1. How **knowledgeable** are you about Indigenous engagement?
2. How **comfortable** are you around Indigenous engagement?
3. How **relevant** is Indigenous engagement to the work you do in the School of Nursing?
4. How **interested** are you in learning about Indigenous people in Canada in the context of healthcare?
5. Excluding August and December, please select the months that you prefer to participate in Indigenous Cultural Safety activities
6. If the timing works for you, how likely is it that you would participate in Indigenous Cultural Safety learning in the School of Nursing?

Faculty and Staff Responses N=45

NOTE: Means out of 5



Challenges We've Faced So Far...

TIME!!!

- Getting people to commit to four, three-hour-long workshops can be challenging– and finding a mutually workable time is tough too!
- Particularly for staff whose schedules are often less flexible → advocate for staff to be able to use work hours for CUES

Inertia & Bandwidth

- Inertia to overcome (*“there is so much to learn, I don't know where to start”*)
- Limited bandwidth (*“my plate is full already, I can't take on anymore right now”*)

“Expert” Culture of Academia

- Being a beginner can be uncomfortable! Many folks feel so strongly that they “don't want to mess up” that they are hesitant to begin
- Because we're lucky enough to have people with deep experience and expertise in our school, the work can get shifted to them all of the time

Ongoing Funding – how will we continue to support this program?

Strategies We've Used...

- Survey of faculty and staff to gauge knowledge, comfort, and interest/perceived relevance
- *Recruitment* →
 - Presentation to Faculty Caucus and at Staff Meetings
 - Erika & Liam shared an overview of CUES & I shared a testimonial about our collaborative work and my own learning journey
 - Info Session over Zoom
 - Shared “What to Expect?” document
- Working with administration to ensure staff are able to attend during work hours
- Currently exploring ongoing funding strategies...



Next Steps & Goals...

- Evaluate the impact of the pilot session of CUES
- Ideally, offer CUES for all current faculty and staff – and think about more student integration (TAs, RAs, Work Learn Students, etc.)
- Future goals – yearly (or so) offering for all new employees in the School