Cultural Competence and Cultural Safety: A Knowledge Translation Symposium

Courtyard by Marriott Downtown Toronto Hotel
Monday, March 19th, 2012 and
Tuesday, March 20th, 2012
Welcome
Bienvenue
Special thanks to the Aboriginal Health Human Resource Initiative, First Nations and Inuit Health Branch for funding this project,

and

[Logos of Aboriginal Nurses Association of Canada, Assembly of First Nations, and Inuit Health Branch]
Learning from Previous Initiatives of Cultural Competence and Cultural Safety

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Cultural Safety in Nursing Education: An Integration Strategy for the Faculty of Nursing, University of Alberta

Global Nursing Office Brief, 2012
Questions Asked to Address

1. How is your faculty integrating or using the “Cultural Competence and Cultural Safety in Nursing Education: A Framework for First Nations, Inuit and Métis Nursing?"

2. What outcomes and lessons are being learned from the integration process and overall experiences?
Background

- 2009, the FON received financial support to begin an Aboriginal Nursing Initiative
- Key strategies of the initiative were defined to:
  - support faculty and students
  - promote Aboriginal nursing careers
  - impart Indigenous knowledge as all levels of undergraduate and graduate nursing education
- An Aboriginal Advisory Committee was formed
An Aboriginal Advisory Committee was formed by Lisa Bearskin-Bourque and Dr. Judy Mill to advise on:

1. Engaging communities
2. Building capacity
3. Curriculum development, and
4. Sustainability
Pilot Project

• 2010 - 2011, a team of 11 students, community members and faculty from the FON embarked on: “Embracing Indigenous Knowledge in Nursing”, in order to integrate the 2009 Framework for Cultural Competence and Cultural Safety in Nursing Education (A.N.A.C., CASN, CNA) into the BScN curriculum.
Proposed Activities

• A small subcommittee of the Aboriginal Nursing Advisory Committee developed an ongoing implementation plan.

• Two actions were identified to compliment and inform current undergraduate and graduate approaches:
1. Focus on faculty development and continuing educational learning opportunities.

2. Extend the pilot project to all four years of the undergraduate nursing program.
Ongoing activities (highlights)

- 2007-2009 Nursing “Champions” (students, community members and faculty) provided guest lectures

- Conference presentations, independent guided studies, and panel speakers delivered on topics related to cultural competency, cultural safety, teaching and learning.
• A Memorandum of Agreement with the Aboriginal Nurses Association of Canada (2010) was signed, instigated by Dean Anita Molzahn, Lisa Bearskin-Bourque (Aboriginal Nursing Coordinator), Dr. Brenda Cameron, and Dr. Judy Mill (Associate Dean, Global Health).
2010-2012 Maskwachees Cultural Safety community members involved in the Pilot Project continue to participate on the Aboriginal Advisory Committee

Guest lectures in various undergraduate and graduate courses (N191, N307, N491, N494, N495)
• Conference presentations targeting the Undergraduate Collaborative Program
• Aboriginal community projects within N191 course assignments
• Faculty research programs focused on aboriginal health and the development of cultural competency and cultural safety resources
- FON support (faculty and funding) of: a Residential School Symposium hosted by Blue Quills First Nations College (Dean/Associate Dean), and
- An event on Residential Schools hosted by the Healing Foundation
Summary – What Next?

We continue to focus on:

1. Building Collaborative Partnerships
2. Strengthening the FON Aboriginal Nursing Initiative
3. Attending to Faculty and Student Development
4. Integrating Cultural Safety into Curricula
5. Generating Sustainable Resources
Three Thoughts

1. This is a long-term relational and collaborative process within and across our communities, requiring engagement based on diverse social, cultural and political perspectives.

2. It is engagement that is multi-faceted, complex and sensitive, which requires substantial contributions and resources from multiple sources inside and outside the university.
3. It is not for the timid – it requires being humble and open to new things, with a drive to fully engage the collective in meaningful and significant work focused on a common purpose.
Invest in nursing faculty supply and nursing program infrastructure
Foster innovative initiatives to sustain an appropriately prepared nursing workforce
Invest in nursing research and knowledge translation

Nursing Students: The Future is Here