

# **Cultural Competence and Cultural Safety: A Knowledge Translation Symposium**

*Courtyard by Marriott Downtown Toronto Hotel*

Monday, March 19<sup>th</sup>, 2012 and

Tuesday, March 20<sup>th</sup>, 2012





Welcome  
Bienvenue



***Special thanks to the Aboriginal Health  
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Inuit Health Branch for funding this project,***

***and***



# **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