

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



Learning from Previous Initiatives of Cultural Competence and Cultural Safety

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Langara College School of Nursing

Moving Toward Cultural Competence and
Cultural Safety within the Langara College
School of Nursing

March 2012

Langara.

THE COLLEGE OF HIGHER LEARNING.



Funding for these projects has been generously provided by the Aboriginal Health Human Resources Initiative and the Aboriginal Nurses Association of Canada

Thanks are extended to the members of the Langara College School of Nursing Aboriginal Advisory Committee, Associate Vice President Academic Linda Arnold, the Aboriginal Health Committee (Suki Grewal, Roberta Jokanovich, Barb Leigh, Wanda Pierson, Shannon Redmond, Sharon Ronadlson, Donna Rosentreter, Sharon Stunder, Michelle Su), and Aboriginal Health Educators, Michelle Su and Shannon Redmond.

The commitment of these individuals has contributed to the success of these projects.

Langara College

Langara College is situated on Traditional Musqueam Territory and near Squamish, and Burrard Territory



Project Objectives

- Develop a culturally appropriate BSN curriculum to enhance all student nurses understanding of culturally safe care
- Create educational materials for use in all instructional terms focused on specific elements of First Nations, Métis and Inuit individuals' health needs
- Foster a safe and supportive environment for First Nations, Métis and Inuit students
- Strengthen and solidify partnerships with the surrounding First Nations and Métis communities

Over the past two years the existing BSN curriculum and program was reviewed to determine where the curriculum could be strengthened.

Emphasis was placed on increasing Students and Faculty awareness, knowledge and understanding of the socio-historical context and meaning of First Nations, Métis, and Inuit peoples' past and present experiences.

Focus groups were conducted with students and faculty

And a systematic review of the curriculum was completed.

An external Advisory Committee was formed to assist us to identify where culturally appropriate information and resources could be added.

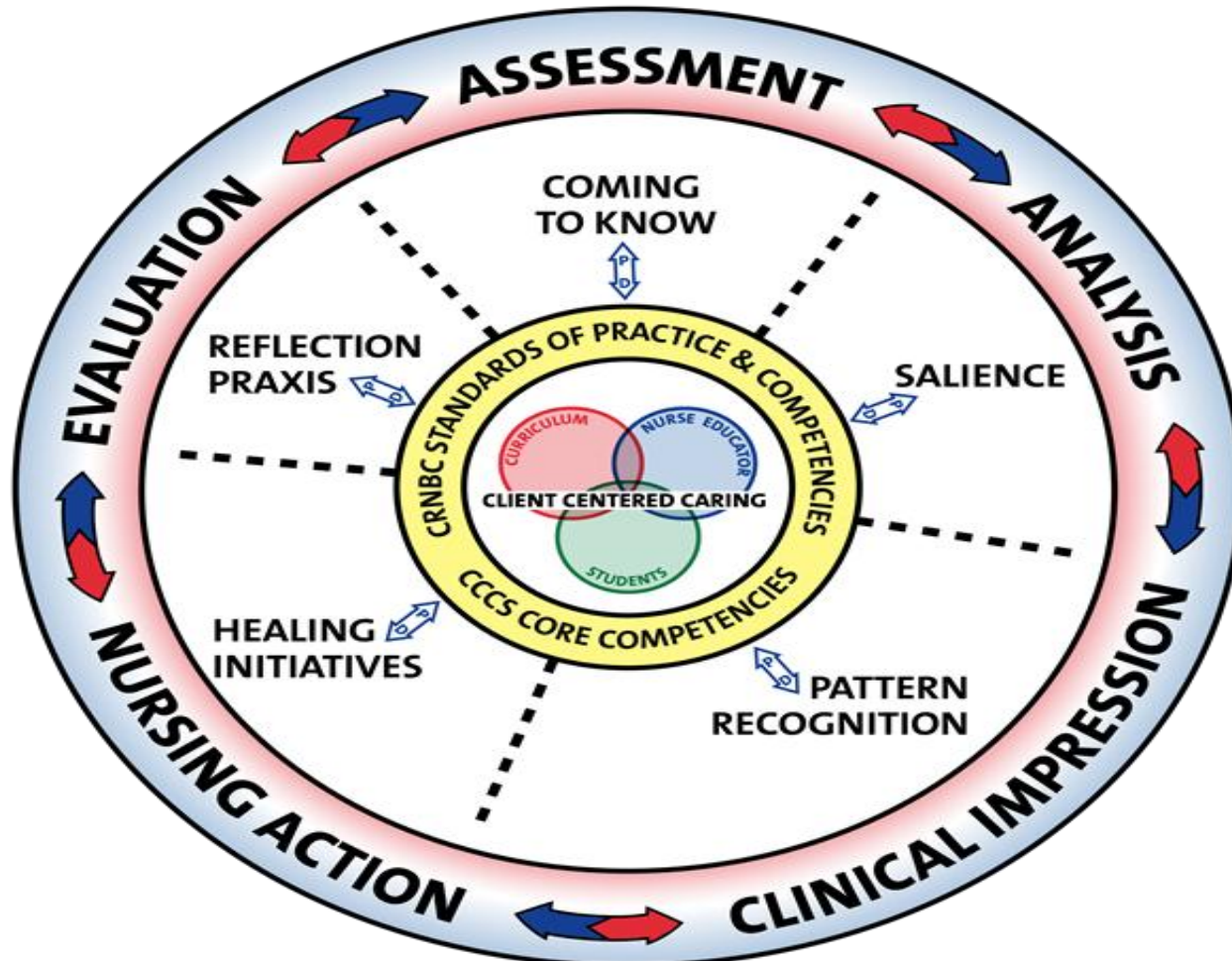
Members of the Advisory Committee have provided valuable feedback and insight related to content and pedagogical strategies.

Curriculum

Development of various instructional materials including:

- Integration of post-colonialism theory as a guiding philosophy for curriculum development
- A case story that reflects cultural safety and is used from Term 1 through Term 9
- Learning activities related to cultural safety
- An electronic repository of Aboriginal health and cultural safety resources for Faculty
- Integration of the Cultural Competency and Cultural Safety Framework developed by A.N.A.C. and CASN into the Decision Making Framework
 - Implementation of this framework is proceeding and an evaluation process is in the initial stages

DECISION-MAKING FRAMEWORK (DMF)



PD - Participatory Dialogue
 CCCS - Cultural Competence Cultural Safety
 CRNBC - College of Registered Nurses of British Columbia

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COMING TO KNOW:

The student with educator support within a culturally safe curriculum comes to know the client by learning of the client's lived experience of health and healing through in-depth, culturally safe, caring interactions.

STUDENT	NURSE EDUCATOR	CURRICULUM
<p>The student:</p> <ul style="list-style-type: none">•reflects on the client's involvement in planning care•considers whether the plan addresses the client's needs and expectations•reflects on ways of knowing used in planning the client's care•reflects on the client's short and long term goals; are they achievable, realistic and measurable?•considers whether nursing care was effective for the client•reflects on evidence informed practice and relevance•reflects on measurable outcomes of care•reflects on learning from the evaluation process•considers how this experience influences future practice	<p>The educator:</p> <ul style="list-style-type: none">•reviews the evaluation plan with the student to meet the client's short and long term goals•identifies with the student specific ways of working collaboratively with the client to evaluate the plan of care•identifies ways of knowing with the student and how he/she connect with nursing practice•discusses the plan with the student to evaluate the evidence informed practice and the relevance to client care•identifies specific ways to make care measurable with the student•reviews with the student how evaluation of nursing practice influences future nursing practice	<p>The curriculum:</p> <ul style="list-style-type: none">•includes concepts and content that allow the student to reflect in a culturally safe manner

SALIENCE – WHAT IS GOING ON HERE?

Salience refers to the deliberative process of identifying what is important in a situation, what stands out, what is most critical to attend to: and what has most relevance for the client and student. The client and the student, with educator support are able to mutually discover what is salient by praxis and engaging in critical dialogue, reflection and questioning. Students will apply different ways of knowing: e.g. empirical, personal, ethical and aesthetic to assist the client to discover what is salient.

STUDENT	NURSE EDUCATOR	CURRICULUM
<p>The student:</p> <ul style="list-style-type: none"> •asks questions designed to identify what is important in the situation and most relevant for the client •respects and assists the client to identify strengths •recognizes information needed by clients to build on strengths •identifies with the client the challenges in the situation. (e.g. Has a family member attended Residential School or is the client a new immigrant?) •asks what other resources would be useful for the client •determines knowledge gaps both of client and self (e.g. social or ethical issues, theories, symptoms, A&P, diagnostics, or treatments) •identifies challenges within the health care team or the organization that prevent culturally safe care 	<p>The educator:</p> <ul style="list-style-type: none"> •helps the student to identify what is important for the client •discusses a specific plan for care with the student, working in collaboration with client and family •Discusses student’s knowledge gaps. •provides examples of critical thinking to the student in order to ask the client the critical questions •helps the student to identify appropriate resources that the client feels would be helpful •identifies any power imbalances and assists the student to take measures to minimize inequities 	<p>The curriculum:</p> <ul style="list-style-type: none"> •includes concepts and content that supports students and educators to identify salience and to assist the student to apply various ways of knowing

PATTERN RECOGNITION

Pattern recognition builds on salience by discovering the patterns of health issues identified by the student and the client. This pattern discovery is achieved by critical analysis of knowledge gained through the previous phases.

STUDENT	NURSE EDUCATOR	CURRICULUM
<p>The student:</p> <ul style="list-style-type: none">•identifies with the client any patterns related to health issues•works with the client to identify possible solutions to decrease the health concern patterns•assists the client to identify and decrease any power imbalances that might affect care	<p>The educator:</p> <ul style="list-style-type: none">•reviews with the student about patterns related to the client's health issues•identifies with the student the possible solutions to decrease health concern patterns•assists the student to work with the client to identify and decrease any power imbalances that might affect care	<p>The curriculum:</p> <ul style="list-style-type: none">•includes concepts and content that inform and enable the student to engage with the client in a culturally safe manner

HEALING INITIATIVES

Healing initiatives arise from the student assisting the client to recognize and understand his/her potential for health and healing as well as specific health issues of concern. It includes the implementation of specific therapeutic, preventive and health promotion strategies. These strategies utilize interdisciplinary collaboration, multiple resources and services, and a harm reduction approach to reduce client vulnerability. Most importantly, healing initiatives need to result in the empowerment of clients to gain control, expertise and autonomy in decision making that influences their health and healing. Through the development of client centered caring, the student together with the client and educator will develop a prioritized and individualized plan of care.

STUDENT	NURSE EDUCATOR	CURRICULUM
<p>The student:</p> <ul style="list-style-type: none"> •identifies what are the client’s short and long term health goals •identifies resources and referrals/advocacy that the client would like to be involved in his/her care •identifies important elements of the discharge plan with client •discovers with the client the desired outcomes from the health initiatives •identifies with the client the possible barriers to the implementation of the health initiatives 	<p>The educator:</p> <ul style="list-style-type: none"> •reviews how to work collaboratively with clients to identify their short and long term health goals •identifies with student useful resources for client •reviews examples of the collaborative process with the student and client for planning discharge •discusses the standards of practice with the student and how they relate to client care •identifies examples of evidence based nursing practice with the student •provides guidance to the student in the collaborative development, implementation and evaluation of client care plans. •reviews evidence informed knowledge that is guiding nursing practice with the student. 	<p>The curriculum:</p> <ul style="list-style-type: none"> •includes concepts and content that inform and allow the student to engage with the client in health and healing initiatives in a culturally safe manner

REFLECTION/PRAxis

Praxis and critical reflection by the student are central to decision making for nursing practice. In a culturally safe framework, the client should also be given the opportunity to reflect and evaluate whether his or her health goals were achieved.

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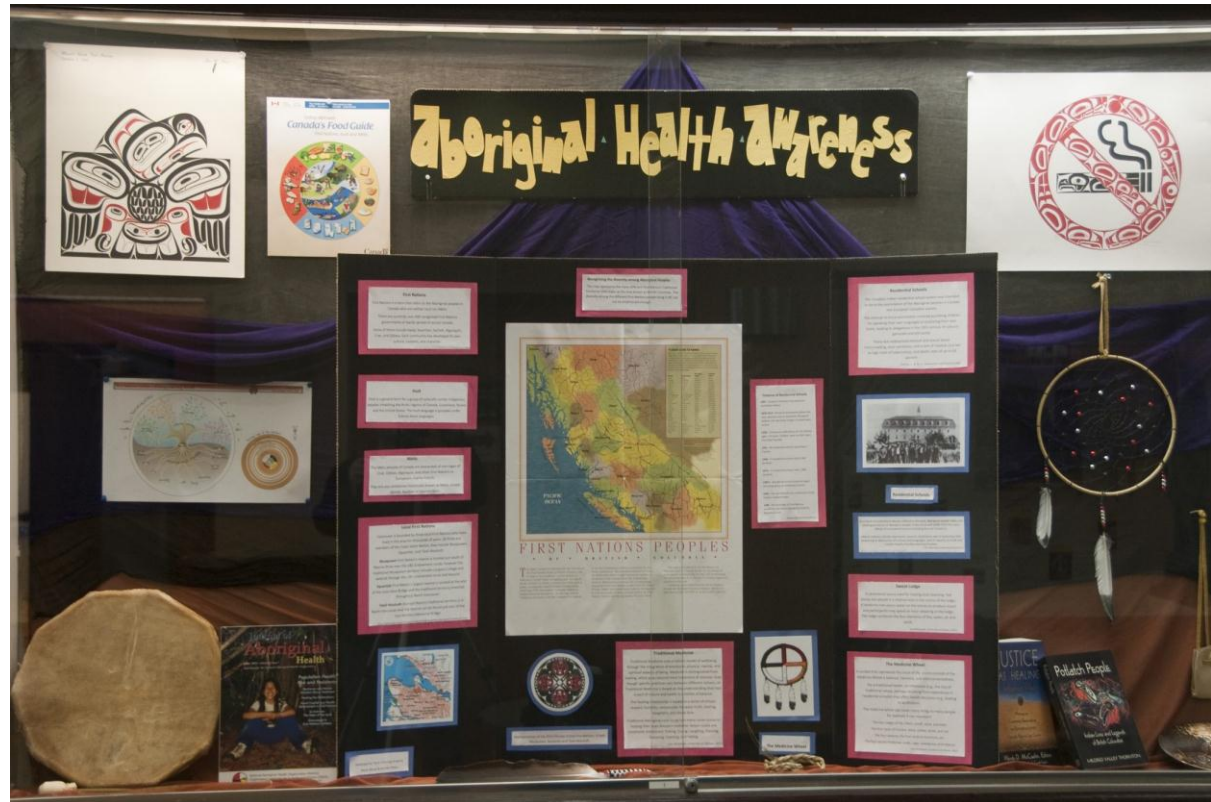
Practice Placements

- With the aid and support of our Advisory Committee we have been able to form partnerships with various agencies and provide students opportunities for active participation in activities with Band Nurses as well as with Aboriginal support programs in the community
 - Musqueam Band Nurse
 - Vancouver Native Health Society
 - Aboriginal Patient Navigator for Vancouver Coastal Health
 - Health Services and Langara College Aboriginal Services

Students

- Various student workshops and presentations have occurred
- Students have also completed a variety of projects including holding focus groups with Aboriginal students regarding barriers to accessing Student Health Services at Langara and developing lobby displays to bring forward the ideas of cultural safety and Aboriginal Health at the College

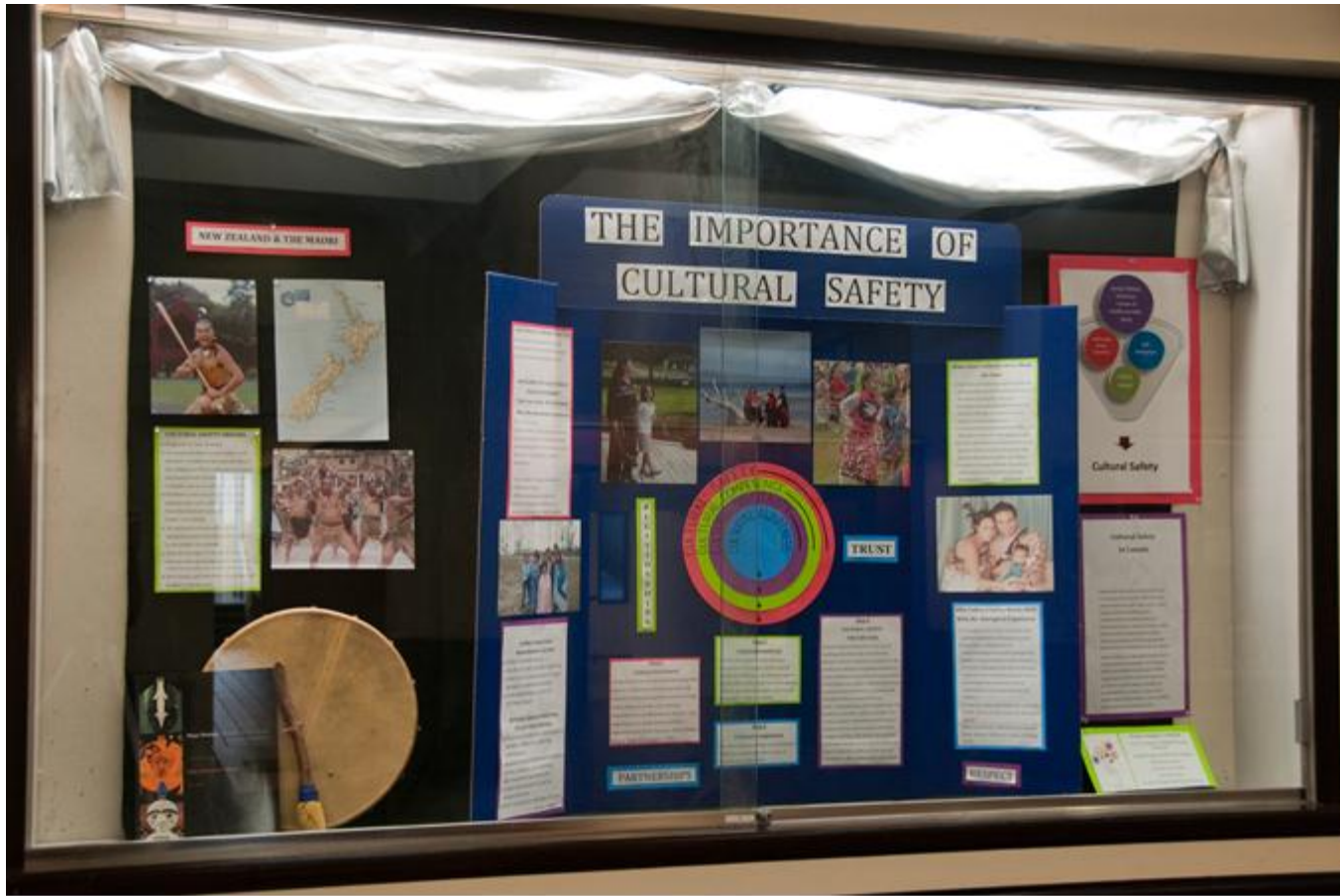
Aboriginal Health Display in Langara College Foyer



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



Cultural Safety Display in Langara College Foyer



Invest in nursing faculty supply and nursing program infrastructure
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Collaboration with Simon Fraser University Pre-Health Program

A presentation by Michelle Su was given to the Simon Fraser Aboriginal Pre-Health Program and as a follow-up the students were invited to Langara College School of Nursing. A small group of students spent an afternoon “experiencing the BSN program.”

A tour of the campus, the library, and nursing lab were provided. The students attended a Term 1 nursing class, and then the Aboriginal pre-health students met with some of the current Term 2 nursing students for discussion. Those in attendance found the event highly successful.

Faculty

- The School of Nursing Faculty remain committed to the work of incorporating cultural safety into the curriculum
- Faculty have attended a variety of workshops and participated in focus groups related to cultural safety

Current Directions

- Support student and faculty development of culturally safe knowledge and practice
- Implementation of the case story is beginning
- Learning activities are being refined and an implementation plan is being developed
- Evaluation of the DMF is beginning
- Strengthen and continue to develop relationships with the First Nations Aboriginal community. This is an integral part of creating a setting that values inclusivity. We acknowledge that community connections take time to establish relationships and build trust. These critical connections are vital in the success of this project work. Though forming some of these connections will take longer than the original time frame allotted to this project, we will continue to reach out to community members.

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