



Pre-Clerkship Foundations Curriculum: Indigenous Health





Land Acknowledgement

We wish to acknowledge this sacred land on which the University of Toronto operates. It has been a site of human activity for 15,000 years. This land is the territory of the Huron-Wendat and Petun First Nations, the Seneca, and most recently, the Mississaugas of the New Credit. The territory was the subject of the Dish With One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, Toronto is still home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work in the community, on this territory.

Revised by the Elders Circle (Council of Aboriginal Initiatives) on November 6, 2014


**YEAR 1 (MANDATORY)
TORONTO PATIENT-
CENTRED INTEGRATED
CURRICULUM**

Cultural Safety and Equity Lecture: Week 2

This lecture, under the leader theme of the curriculum, discusses key concepts to equity and cultural safety, as well as the key features to providing culturally safe care. It also gives the opportunity for students to recognize their own assumptions and privileges while providing examples of how health care providers can address power imbalances.

**Food Security Content in Lifestyle Medicine Week:
Week 8**

During Lifestyle Medicine week, there is content which touches on Indigenous health for students to gain an increased awareness of high-risk populations and food access/security. This specific content is taught through pre-week learning readings on food insecurity, a lecture on medical nutrition therapy, a CBL case regarding metabolic syndromes, and a culinary medicine activity where students take cooking classes, go through a grocery store tour, and conduct a budgeting exercise.

 <http://emodules.med.utoronto.ca/MD2T1/08/FoodInsecurity.pdf>

**Cultural Safety and Anti-Oppression Workshop:
Week 9**

This workshop, under the leader theme of the curriculum, allows students to partake in a small-group session where they learn about equity and equality, while looking at diverse populations locally and internationally. There is also an opportunity for students to understand the concepts of privilege and reflexivity, and the relationships between power, justice, culture, racism and privilege.


Then, students can take these concepts and see how they interact with the social determinants of health of Indigenous Peoples.

Health Equity, Race, and Medicine Lecture: Week 24

This lecture provides students with the ability to recognize useful approaches to address inequities for patients and populations, and understand health equity using a population health lens. Although this lecture is not specific to Indigenous health, it discusses systemic racism as a social determinant of health, how there are specific Canadian guidelines for hypertension and diabetes for Indigenous Peoples, what the rates of discrimination are among Indigenous Peoples, and how health care providers need more training (i.e. cultural safety training).

**Social Determinants of Health Content in
Endocrinology Week: Week 26**

During Endocrinology week, social determinants of health are brought up in the context of Indigenous health. Specifically, a First Nations man with diabetes is the focus for the CBL case, as well as a self-learning module discussing endocrinology considerations for Indigenous patients with diabetes.

 <http://emodules.med.utoronto.ca/MD2T1/26/IndigenousDM.pdf>

INTEGRATED CLINICAL EXPERIENCE (ICE)

Clinical Skills (CS)

Building the Therapeutic Alliance: The Next Step, “Change Talk”, and Improving Cultural Competency: Week 11

This CS session helps students understand how many Indigenous paradigms of being and knowing differ from Western biomedicine, and to recognize the importance of cultural safety training. It also teaches students special considerations when interviewing Indigenous patients that takes into account the effects of trauma and colonization, as well more practical considerations, such as geographic location and drug coverage.

Health In Community (HC)

Health Systems and Community Lecture: Week 3

This lecture discusses how social determinants of health affect the health status in different populations, including Indigenous Peoples. This lecture also provides the opportunity for students to reflect on unique roles of government, social agencies, and other groups (i.e. traditional healers) in providing services to specific populations.

Introduction to the Social Determinants of Health – Tutorial #1: Week 5

This tutorial allows students to further discuss in small groups how social determinants of health affect the health of different populations, including Indigenous Peoples. Students are also asked to select a media piece to discuss in tutorial, which highlights a story where a community or person was impacted by a social determinant of health.

Enriching Educational Experiences (EEE)

While students are asked to have a minimum of 24 hours spent with a practitioner in Year 1, at least one half day must be spent with a practitioner working with a designated population. Specifically, disabled, Indigenous Peoples, immigrants/refugees, LGBTQ (Lesbian/Gay/Bisexual/Transsexual/Queer, rural, inner city poor/the addicted and the homeless, end-of-life patients, or through the Medical Psychiatry Alliance (MPA)). Students are then asked to do a pre- and post-reflection for this experience.

Cultural Safety Portfolio: Week 25

This is a portfolio session building off the Cultural Safety and Anti-Oppression Workshop done in the Fall. During the session, students are asked to think about what they describe as *culture*, and to describe an experience they had involving a person representing high-risk populations. After the session, students write a reflection based on their discussions and thoughts on the topic.

HEALTH SCIENCE RESEARCH (HSR)

Theme: Introduction to
HSR and Research

Theme: Research Ethics
and Integrity

Introduction to Research Lecture: Week 13

While this lecture discusses broadly about research paradigms, epistemologies, theories, methodologies, and methods, there is a discussion about Indigenous qualitative methodologies.

Tri-Council Policy Statement (TCPS)-2 Module: Week 30-32

Students are to complete the TCPS 2 Tutorial Course on Research Ethics (CORE) during week 30 to 32; Module 9 within this course is called "Research Involving First Nations, Inuit, and Métis Peoples of Canada". The objectives to be met within this aspect of the module include: to understand that there are diverse perspective on research involving First Nations, Inuit and Métis communities; to interpret the ethics framework in the context of First Nations, Inuit and Métis communities; and to recognize and respect the cultural norms, governance structures and needs of different Indigenous communities involved in research.

<http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/chapter9-chapitre9/>

Research with Indigenous Communities Webinar: Week 30-32

This webinar allows students to understand the guiding principles of research in Indigenous communities, the western versus Indigenous research paradigm, as well as a TCPS2 overview with examples of specific projects that demonstrate the TCPS principles in practice.

https://www.youtube.com/watch?v=oVVQ9qnaUJU&feature=youtu.be&ab_channel=UTelearning



ETHICS

Truth Telling Seminar: Week 28

During this small group session, students discuss various ethical cases and consider how to create culturally safe spaces for truth-telling within health care. It includes a scenario where a young First Nations woman is afraid to proceed with an obstetrical intervention due to her mother being subjected to forced sterilization following a caesarian section.

YEAR 2 (MANDATORY)

INTEGRATED CLINICAL EXPERIENCE (ICE)

Enriching Educational Experiences (EEE)

While students are asked to have a minimum of 24–hours spent with a practitioner in Year 2, at least one half day must be spent with a practitioner working with a designated population. Specifically, disabled, Indigenous Peoples, immigrant/refugee, LGBTQ (Lesbian/Gay/Bisexual/ Transsexual/Queer, rural, inner city poor/ the addicted and the homeless, end-of-life patients, or through the Medical Psychiatry Alliance (MPA)). Students are then asked to do a pre- and post-reflection for this experience.

PORTFOLIO

Communicating with Marginalized Population

Portfolio: Week 44

During this portfolio session students are asked to discuss their experiences of working with individuals from diverse populations (i.e. Indigenous Peoples), and how this has influenced students' ideas around advocacy, communication, and their emerging identity as a physician.

TORONTO PATIENT-CENTRED INTEGRATED CURRICULUM


Indigenous Concepts of Gender Self-Learning Module: Week 54

During Gynecology and Sex and Gender Based Medicine Week, students learn from a self-learning module on Indigenous concepts related to gender. This module includes readings, pictures, and descriptions regarding Two spirit people.

 [http://emodules.med.utoronto.ca/UME/54/
IndigenousConceptsGender.pdf](http://emodules.med.utoronto.ca/UME/54/IndigenousConceptsGender.pdf)

Indigenous Cultural Concepts and Practices Around Birth Self-Learning Module: Week 56

During Obstetrics Week, students go through a self-learning module that explores several Indigenous cultural concepts related to obstetrics. This includes a reading titled “Traditional First Nations Birthing Practices: Interviews With Elders in Northwestern Ontario”, to think about the importance of midwifery in First Nations communities, what labour and delivery looks like in a First Nations community, the role of older women in the care of younger pregnant women, and the importance of the placenta and umbilical cord. Also, students watch a video that examines the role of Indigenous midwives in the care of Indigenous women during pregnancy, birth, and post-pregnancy. The video also helps students learn the important concept of providing care within one's own cultural community.

 [http://emodules.med.utoronto.ca/UME/55/
IndigenousConceptsPregnancyBirth.pdf](http://emodules.med.utoronto.ca/UME/55/IndigenousConceptsPregnancyBirth.pdf)

TORONTO PATIENT-CENTRED INTEGRATED CURRICULUM

Blanket Exercise Workshop: Week 58

During Child Week, students participate in a Blanket Exercise run by KAIROS as a way experientially understand the role of generational trauma on children and how intergenerational trauma impacts Indigenous Peoples and families. The Blanket Exercise is a workshop that explores the nation-to-nation relationship between Indigenous and non-Indigenous Peoples in Canada. Blankets arranged on the floor represent land, and participants are asked to step into the roles of First Nations, Inuit, and Métis peoples.

Introduction to Adolescence Lecture: Week 59

This lecture, during Adolescent Week, touches on primary care presentations of adolescent issues. This lecture provides students with the ability to recognize the issues of diverse groups in adolescence, in order to advocate on their behalf.

Integrated Summary and Application Lecture:

Week 61

During Palliative Care Week, students are provided with a summary lecture at the end of the week, which discusses psycho-social concepts. This includes Indigenous views and cultural practices around palliative care and death.

Indigenous Health Content during Intersectionality and Equity Week: Week 63

During Intersectionality and Equity Week, students learn from a variety of content related to Indigenous health.

Specifically, students learn the relationships between health equity and the social determinants of health for Indigenous Peoples, they learn a strengths-based approach to the care of Indigenous Peoples, and learn how to apply principles of trauma informed care to clinical scenarios involving diverse populations. This content is taught through a pre-week learning module, a CBL Case, lectures, and the following self-learning modules:

Pre-week Module

This module includes readings on how to be an Ally in a health care setting, and a reading of the “First Peoples, Second Class Treatment” report from the Wellesley Institute to recognize the unique role that racism and colonialism play in the health and well-being of Indigenous peoples in Canada. This module also has a video explaining race as a social construct, and students are asked to review the lecture from first year on Health Equity, Race and Medicine.

 <http://emodules.med.utoronto.ca/UME/63/PWP63.pdf>

CBL Case

This CBL case allows students to understand the effects of racism in health care, using the case of Brian Sinclair.

Lectures:

The lectures titled “Intersectionality and Equity in Health Care” and “A Strengths-based Approach to the Care of Indigenous Peoples” are provided by the two Co-Leads of Indigenous Health Education at the University of Toronto. Through these lectures, students

understand how privilege, racism, stereotyping, unconscious bias, and intersectionality impact the health of a patient. Students also learn the concepts of trauma-informed care and cultural safety, as well as how to recognize and address the potential power imbalances between patients, physicians, families, and communities. Furthermore, along with learning about the legal status and rights of Indigenous Peoples through these lectures, students recognize the increased incidence of complex chronic disease amongst Indigenous patients, how this is related to social determinants of health, and understanding the role of protective determinants of health for Indigenous Peoples. Moreover, there is a lecture under the leader theme of the curriculum, on “Diversity and Advocacy”. This lecture allows students to develop an awareness that knowledge of scientific evidence can make health professionals effective advocates. They also learn to develop skills in identifying and using a five-step advocacy approach, and to recognize that this advocacy plan is consistent with the CanMEDS Health Advocate role.


Self-Learning Modules

Students complete two self-learning modules through the Aboriginal Relationships and Cultural Competency Courses from Cancer Care Ontario’s E-Learning. These modules are the “Indigenous Knowledge and Traditional Health” and “Aboriginal Community Health Services” courses. These courses allow students to explore the concept of cultural safety, to outline steps to practice cultural safety

as a physician, and to make our institutions more culturally safe. They also help describe to students the protective determinants of health for Indigenous Peoples, including traditional knowledges and self-determination.

 <https://elearning.cancercare.on.ca/>

Students also complete a self-learning module on cancer and Indigenous Peoples. This module is a video with Dr. Jason Pennington (Regional Aboriginal Cancer Care Lead) and Kathy MacLeod-Beaver (Aboriginal Navigator), to describe the unique needs of an Indigenous patient regarding cancer care and cancer prevention.

 https://www.youtube.com/watch?v=LXLC_TmBjzg&feature=youtu.be&ab_channel=UTelearning

The opportunities provided to students annually, have (annual) beside the title. In regards to the other opportunities, The Faculty of Medicine offers similar events to students every year.

**YEARS 1+2
(ALL ELECTIVE
OPPORTUNITIES
OFFERED THROUGH
FACULTY OF MEDICINE)**

**Global Health Portfolios
(Year Round)**

**Officers of Indigenous Health - Junior Officer and
Senior Officer Local (Annual)**

Officers of Indigenous Health are responsible for organizing and running activities related to Indigenous Health throughout the school year. These activities may include: coordinating the elective series, organizing invited speaker lectures or cultural activities. In 2017, they helped run a letter writing campaign after the CFMS National Day of Action on Indigenous Mental Wellness, as well as provided information to medical students about this day of action through social media (infographics, etc.).

Officers of Global Health Advocacy (Annual)

Alongside the Officers of Indigenous Health, the Officers of Global Health Advocacy helped run a letter writing campaign after the CFMS National Day of Action on Indigenous Mental Wellness. Both of the officers of Global Health Advocacy attended this day of action.

**Web Conversation on System Racism: Brian Sinclairs
Story: September 18th, 2017**

A web conversation entitled "Systemic Racism: Brian Sinclair's Story", led by Dr. Mary Jane MacCallum (Professor in the Dept. of History at the University of Winnipeg) and Dr. Sherene Razack (Well-renowned critical race and gender studies scholar).

**Indigenous Elder Drop-in Program: Started
September 20th, 2017**

Traditional Ojibwe Kokomis/Teacher, Jacqui Lavalley and Elder Cat Criger welcome all students, staff, faculty and

community members to drop in for cultural teachings, conversation and student support.

**Medicine Unbundled: Journey into Indigenous Health:
October 31st, 2017**

In this session, Author Gary Geddes, engaged in conversations about his journey across Canada interviewing Indigenous Elders who shared their experiences of segregated health care and mistreatment in health care facilities. Gary Geddes is a past recipient of the Lieutenant Governor's Award for Literary Excellence, and has authored several works of fiction and non-fiction. His most recent book, *Medicine Unbundled*, tells the stories of survivors who describe the strong links between residential schools and health care institutions.

**Faculty of Medicine Sesquicentennial
Interdisciplinary and Interprofessional Symposium
"(Im)Material Culture: Health History Collections in A
Digital Era": November 10th-11th, 2017**

Invited speakers represented a broad range of collections relating to health and the body. These included biobanks, anatomical collections, and anthropological collections, as well as collections of medical technology. (IM)MATERIAL CULTURE focuses particularly on broadening perspectives on health as represented through material culture. It explored 'the invisible' within collections (i.e. the material culture of groups who were not considered relevant to include) or misappropriated, with speakers and panelists who represented populations historically excluded from Health History collections.

**YEARS 1+2
(ALL ELECTIVE
OPPORTUNITIES
OFFERED THROUGH
FACULTY OF MEDICINE)**

**Global Health Portfolios
(Year Round)**

This symposium was drawn upon perspectives and methodologies from a variety of disciplines including Indigenous Studies, Disability Studies, Sexual and Diversity Studies, Black Canadian Studies, and Mental Health Studies, which speak to the importance of diversity-enhancing and ethical collection policies. High school students from the Faculty of Medicine's Summer Mentorship Program, who were exploring the material culture of health through individual research projects on local objects, presented their projects.

**Dr. Marguerite (Peggy) Hill Lecture on Indigenous
Health: November 23rd, 2017 (Annual)**

This lecture, titled "Towards a Trauma Informed Understanding of Reconciliation", was done by Ry Moran in 2017, who is a member of the Métis Nation of Manitoba and the first Director of the National Centre for Truth and Reconciliation (NCTR). On the TRC's behalf, he facilitated the gathering of nearly 7,000 video/audio-recorded statements of former residential school students and others affected by the residential school system. He was also responsible for gathering the documentary history of the residential school system from more than 20 government departments and nearly 100 church archives—millions of records in all.

**2018 Day of Action for CFMS: Indigenous Mental
Wellness: February 10-12th 2018**

In 2018, the Day of Action for CFMS had the topic of Indigenous Mental Wellness. Four students from the MD program at the University of Toronto represented the Toronto Faculty of Medicine, where they met with

medical students across Canada and Parliamentarians to propose positive health systems change in Indigenous mental health.

Indigenous Health Elective (Annual): February-April

This 10- week Seminar Series runs during the winter semester, generally from February to April. This is the only formal student-run Indigenous health extracurricular activity in the MD program. Over ten weeks, it covers topics such as historical trauma transmission, image-based storytelling, and cultural safety.



2018 Elective Format

Theme	Session Theme	Speaker
Colonization and History	Blanket Exercise	<i>Dawn Maracle</i>
	Impacts of colonization: Lived experience, residential schools	<i>Elder Evelyn Wolfe</i>
	Current state of affairs + Health disparities	<i>Dr. Janet Smylie</i>
Resilience and Self-care	Resilience/Self-care	<i>Elder Cat Criger</i>
Traditional Medicines and Healing Practices	Maternity care (session at Seventh Generation Midwives Toronto)	<i>Sara Wolfe (Midwife)</i>
	Sweat lodge, sacred fire, medicinal garden (session at CAMH)	<i>Elder Cynthia White (Traditional Healer)</i>
Resilience and Self-care	Resilience/Self-care	<i>Elder Cat Criger</i>
	Anishnawbe Health Toronto (AHT): Traditional Medicines	<i>Elder James Carpenter</i>
Reflection	Riverwood Conservancy & Feast, Enabling gardens, reflection on the elective (Session at Riverwood Conservancy Mississauga)	<i>Elder Cat Criger and Jane New</i>

**YEARS 1+2
(ALLELECTIVE
OPPORTUNITIES
OFFERED THROUGH
FACULTY OF MEDICINE)**

**Global Health Portfolios
(Year Round)**

Global Health Longitudinal Lectures: March 29th, 2018

This lecture led by Dr. Hazel Lynn on Global Health at Home. Dr. Lynn focused on health inequities of First Nations, Northern, and rural populations. Dr. Lynn and her husband worked in Nigeria for six years; practicing general rural medicine, teaching nursing, midwifery, health technicians and supervising the rural physician teaching program. In 2003, she became full Medical Officer of Health for Grey Bruce and under this role has spearheaded numerous successful public health projects such as making Grey and Bruce Counties smoke-free.

**Cinema Medica: Indigenous Health Film Screening +
Discussion: April 10th, 2018**

Screening and discussion of “The People of the Kattawapiskak River”, a documentary by celebrated Mohawk filmmaker Alanis Obomsawin. This documentary exposes the housing crisis faced by 1,700 Cree in a James Bay coastal community. It chronicles the story of how racism and neglect led Attawapiskat’s band chief, Theresa Spence, to ask the Canadian Red Cross for disaster relief. This film is a critical reminder of the role of social determinants of health such as housing for community wellness, and of how strong Indigenous leaders are advocating for change. The use of film as a transformative teaching tool in health care education also resonates with Indigenous pedagogies that are grounded in culture, experience and the wisdom of our ancestors, and foregrounds strengths-based models of change for Indigenous Peoples.

**Indigenous Health Conference – Walking Together:
May 24th-26th, 2018**

An interdisciplinary conference designed to help health care providers understand how Indigenous ways of knowing, with respect to health and well-being, can be utilized in health care approaches for Indigenous Peoples.

**The Summer Mentorship Program: Month of July
(Annual)**

The Summer Mentorship Program (SMP) gives high school students of Indigenous or African ancestry a chance to explore health sciences at the University of Toronto over four weeks in July. This program recruits medical student volunteers and mentors, which includes tasks such as helping run the clinical skills workshop.

For more information on what the Office of Indigenous Medical Education at the University of Toronto does to further Indigenous Medical Education, visit:

<http://md.utoronto.ca/office-indigenous-medical-education>

For an introductory guide for medical students on Indigenous Health in Ontario, visit:

<http://medicine.utoronto.ca/sites/default/files/IndigenousHealthinOntario-compressed.pdf>

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