PBLP Tips for Facilitating the Indigenous Health Module in a Small Group Setting

The Foundation for Medical Practice Education

The FMPE is committed to promoting patient care that recognizes the diverse cultural, historical, political, and social contexts of First Nations, Inuit, and Métis populations, as articulated in the Truth and Reconciliation Commission of Canada Calls to Action. As part of this commitment, this module has been developed in collaboration with, and guided by, a dedicated group of Indigenous colleagues from the Indigenous Health Committee of the CFPC. They have directed the genesis, focus and specific content over the course of the module's 2-year development. The learning objectives and the cases are based, in part and with their permission, on the Indigenous Health Supplement to CanMEDS-FM and its associated case compendium.

This module covers significant content, including 4 cases. As a result, it is best completed over more than one session.

The introduction of the module contains the following discussion points. Consider opening the session with a discussion around these points prior to starting to the cases and return to these points throughout the module.

- Take a moment to reflect on how your own experiences, as well as your family, cultural, and ethnic background influence the care you provide to your patients.
- It is important to understand the difference between Indigenous and non-Indigenous experiences in this country. What is your understanding of how the health systems you work in (office, hospital, public health region, provincial and federal health systems) contribute to ongoing health disparities for Indigenous patients? How might you unknowingly contribute to maintaining health disparities for Indigenous patients?
- Do you have a way of identifying your indigenous patients? If so, consider sharing your rationale and strategy. If not, consider whether and/or how you might do this.
- Consider sharing what you/your patients are doing in personal, clinical, and community contexts to address racism, discrimination, inappropriate power differentials, and health disparities experienced by Indigenous patients.

The following are suggested additional guidance for the facilitator when working through the Indigenous Health module:

- The module begins with some recommended readings/viewings and issues for reflection. Encourage the group to engage with the recommended material prior to your session. Recognizing the challenges of time, you may consider:
  - Deciding as a group which resources to focus on
  - Assigning different articles/videos to different group members
  - Reviewing or viewing resources together as a group; others individually.
  - Breaking the material up: some can be reviewed in preparation for your session, some during a session, and some between sessions. As an example, you could view the parts of the video "The Unforgotten" most relevant to the cases chosen for discussion during a session.
- Similarly, you may decide as a group to consider the reflection questions individually, and/or discuss some or all of them together.
- Acknowledge there will likely be differing perspectives and levels of understanding among your group related to Indigenous health. Encourage group members to approach the cases and discussion with openness, curiosity and tolerance for uncertainty.
- Encourage discussion of different views. Do not force consensus. Use disagreement as an opportunity to learn and develop a growth mindset.
- Be aware there may be issues addressed by the module that could be uncomfortable or triggering for group members. If issues addressed by the module are difficult to discuss, encourage the group to reflect on why the topic is difficult.

For more guidance on facilitation, refer to the PBLP Facilitator Guide (available in the My Resources area of Members Online – https://members.fmpe.org/).