

We, Caroline Foster-Boucher, Colleen Maykut, Sydney Bremner (Faculty of Nursing), and Jody Nelson (Library) represent a group of faculty, students, and alumni from Edmonton, Canada, who have been charged by our Faculty of Nursing to forge a path forward in addressing Canada's Truth and Reconciliation Commission's Calls to Action. We were honoured with a Cree name in an Indigenous ceremony: *maskwa iyinikwew wâwkamik*, or Bear Healing Lodge (BHL).

- We are seeking ways to:
- Decolonize pedagogies and practice
 - Respectfully incorporate Indigenous knowledges
 - Support one another in anti-oppressive work

We are also creating space for decolonizing discourse where Indigenous Scholars, Knowledge Keepers and white settlers engage in understanding and dismantling the dominant narratives in both nursing education and in post-secondary education systems.

Our collective approach in pursuit of transformative nursing education for reconciliation aligns with the UN Sustainable Development Goals: Quality education; Peace, Justice, and Strong Institutions.

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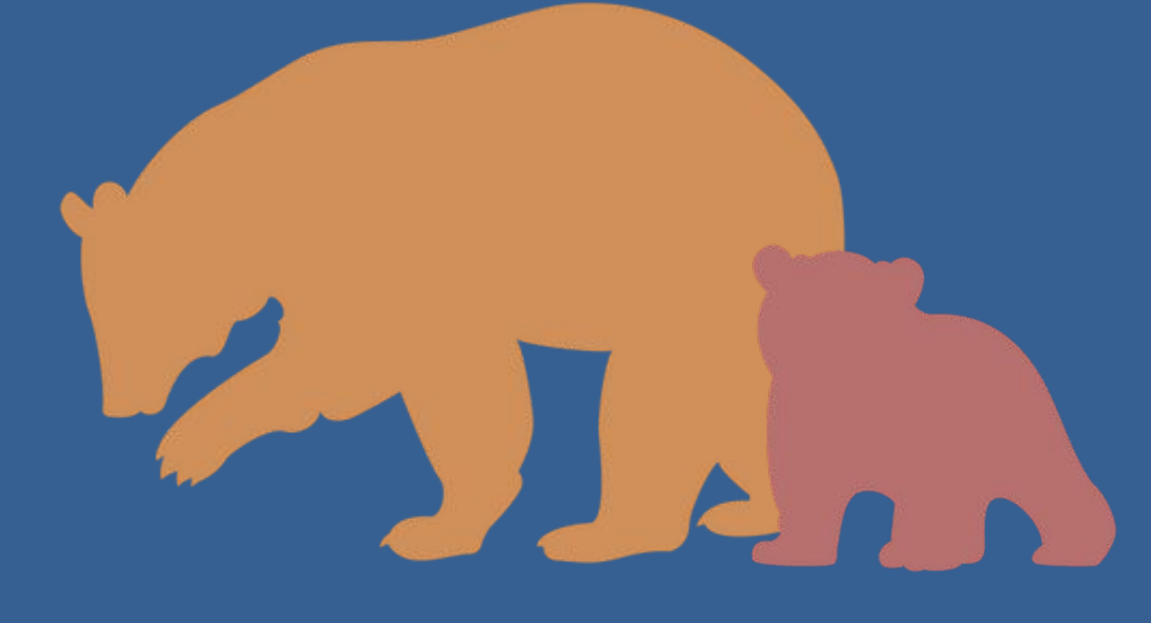
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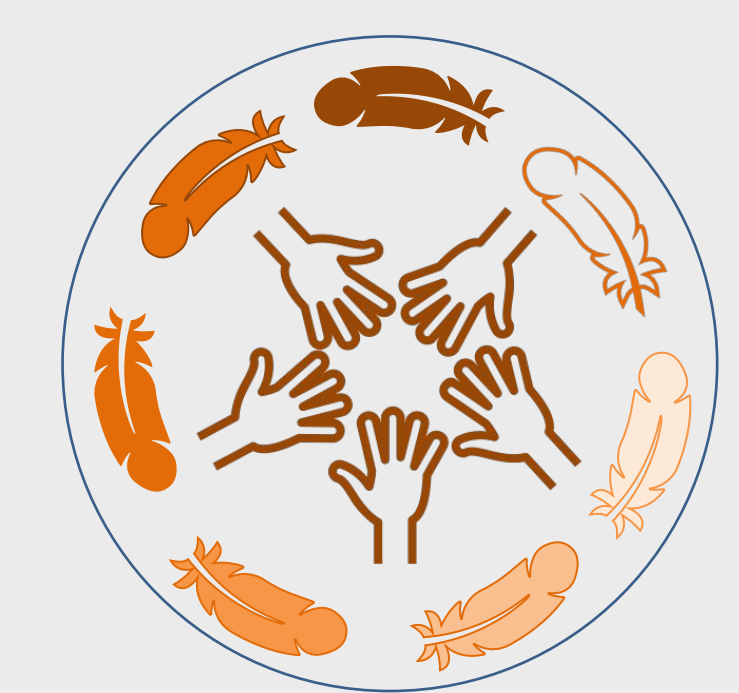
Collective Consciousness

Wading into the discomfort of systemic discrimination



By wading into **collective discomfort** as learners, we **fundamentally shift** our ideology for **disruptive change** as a movement to foster **anti-racism** and promote **equity** in healthcare.

We dedicate this work to our late Knowledge Keeper, teacher and mentor, **Roxanne Tootoosis**



Canada's Truth and Reconciliation Commission (TRC)
Mandated to document the truth of the 150 year-long operation and legacy of Indian residential schools, a system to colonize Indigenous peoples in Canada, the TRC found that Indigenous health issues are a direct result of government policies, including the schools. The 2015 final report included 94 Calls to Action.

Call to Action 24 calls upon medical and nursing schools to:

- **Require** - A course addressing Indigenous health, history of residential schools, Indigenous rights, Treaties, and the United Nations Declaration of the Rights of Indigenous Peoples
- **Incorporate** - Indigenous teachings and healing practices
- **Mandate** - Skills-based education in intercultural competency, human rights and anti-racism.

UN Sustainable Development Goals
These 17 goals provide the framework for analyzing institutional structure as a call for action to foster peace and prosperity for all individuals and the planet. Utilizing the UN's UNDRIP resolutions to inform curricular design promotes an anti-racist approach to reconciliation for collaborative healing and relationships.

UN Calls to Action (2017) to inform nursing education curriculum:

- **Goal #4** - Quality Education: Educate students on historical trauma of Indigenous Peoples and health consequences
- **Goal #10** - Reduced inequalities: Examine unconscious bias, power, privilege and oppression to understand inequities in health experienced by Indigenous peoples
- **Goal #16** - Peace, Justice and Strong Institutions: Collaborate with Indigenous groups for a just and inclusive nursing profession

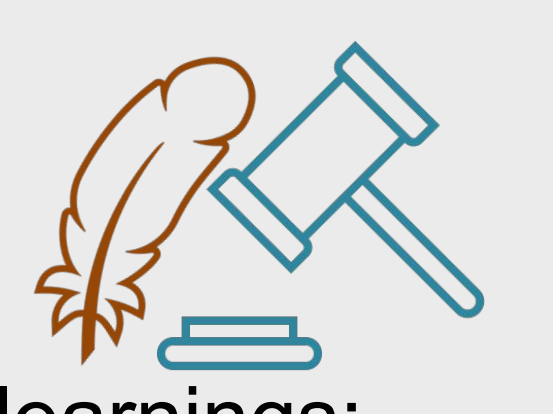
Collective Discomfort
In journeying through learning about the Canadian history of colonization of Indigenous peoples, BHL members experienced an unexpected rollercoaster of intense emotions including anger, guilt, anxiety, and sadness. Members recognized that a continuing sense of discomfort and unsettlement was indicative of their shifting understandings of Indigenous people's experiences and worldviews. It was recognized that the group needed to work together to support and challenge each other in this necessary and continued state of discomfort, and that discomfort signaled vital changes happening in their thoughts and attitudes.



Fundamental Shift
Collective consciousness learnings:

- Examine one's own beliefs, values, and attitudes
- Establish a sense of belonging as a collective
- Create a shared identity and purpose for transformative potential

Collective Consciousness is a concept which refers to shared beliefs, or understandings or attitudes that are held by a social group or a society. People have a sense of belonging and formulate their identity partially through collective consciousness. These shared understandings help people to work together for a common purpose. Research has shown that learning a skill can be easier and faster to learn if those learning it see that others have already learnt it (Kenney, 2008).



Disruptive Change
Learnings for equity and anti-racism:

- Wade into discomfort as an interactive process
- Unlearn to relearn as collective engagement
- Consciousness activism as a shared purpose for anti-racism

Learning and pivoting to meet the needs of the professional development for faculty and staff is an iterative process. This team has discovered the transformative potential of collective learning in moving towards systemic change



As a team seeking ways to decolonize pedagogies and practice, we are collectively engaged in the learning necessary to confront and unsettle our own thinking. In doing this difficult yet vital work together, we hold one another accountable and support each other; we are developing a collective, anti-oppressive consciousness as we solidify our commitment to this ongoing work.