



TLEF Project – Final Report

Report Completion Date: (2024/05/09)

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	Engaging Indigenous communities in health professions educational programs at UBC		
Principal Investigator:	Tal Jarus		
Report Submitted By:	Tal Jarus		
Project Initiation Date:	Sept 2020	Project Completion Date:	2023/08/31
Project Type:	<input type="checkbox"/> Large Transformation <input checked="" type="checkbox"/> Small Innovation <input type="checkbox"/> UDL Fellows Program <input type="checkbox"/> Hybrid and Multi-access Course Redesign Project <input type="checkbox"/> Other: [please specify]		

1.2. Project Focus Areas – Please select all the areas that describe your project.

- Resource development (e.g., learning materials, media) communities)
- Infrastructure development (e.g., management tools, repositories, learning spaces)
- Pedagogies for student learning and/or engagement (e.g., active learning)
- Innovative assessments (e.g., two-stage exams, student peer-assessment)
- Teaching roles and training (e.g., teaching practice development, TA roles)
- Curriculum (e.g., program development/implementation, learning
- Student experience outside the classroom (e.g., wellbeing, social inclusion)
- Experiential and work-integrated learning (e.g., co-op, community service learning)
- Indigenous-focused curricula and ways of knowing
- Diversity and inclusion in teaching and learning contexts
- Open educational resources
- Other: [please specify]



1.3. Final Project Summary – *What did you do/change with this project? Explain how the project contributed toward the enhancement of teaching and learning for UBC students.*

Indigenous Peoples have been historically marginalized from, and remain under-represented in, healthcare professions. Increasing representation of Indigenous students, faculty, and staff in health professional education programs (HPEPs) requires that learning environments be culturally accessible, relevant, and safe for Indigenous Peoples. This TLEF project aimed to implement and evaluate a program designed to promote the understanding the meaning of decolonizing and Indigenizing HPEP and the barriers and facilitators for inclusion of Indigenous students, faculty, and staff in HPEPs at UBC. **Methods.** Two Five cohort-based, multi-disciplinary Sharing Circles were conducted once a month, with faculty, staff and students, exploring topics related to decolonizing and Indigenizing HPEP at UBC, with a focus on implementation strategies for change. The first cohort ran Dec 2021 to Apr 2022, and the second cohort ran Jan 2022 to May 2022. An Indigenous Advisory group contributed to and guided the Circles. The impact of the Circles was evaluated using pre- and post-surveys and reflective questions posed during the fifth Circle. Additionally, a community of practice (CoP) was established in Sept 2022 and met monthly to continue the work, and continue to meet till present. **Results.** Participants reflected on the context of change making, and themes emerged: 1. The need for a long-term commitment to create change, 2. Initiating actions for change, 3. Lack of external structures, resources and processes, and 4. Tensions on cohesion and commitment within programs. **Conclusion.** These results provide the basis for creating further programming and cross-department collaboration in HPEPs at UBC to decolonize and Indigenize the practices and procedures currently in place in the programs focusing on building safer and inclusive spaces for Indigenous Peoples in the health professions.

1.4. Team Members – *Please fill in the following table and include students, undergraduate and/or graduate, who participated in your project.*

The team included many faculty and staff, who contributed to different degrees. Below I listed the core team who carried the bulk of the work.

Name	Title/Affiliation	Responsibilities/Roles
Tal Jarus	Professor, OSOT Dept	Co-lead
Ashley Quinn	Assistant Prof, School of Social Work	Co-lead (until Sept 21)
Courtney Smith	UBC 23 24 Curriculum Manager, Centre for Indigenous Health, Faculty of Medicine	Co-lead (until June 21)
Yael Mayer	Postdoc fellow, OSOT	Supported development of content, facilitation of sessions, and evaluation of project
Hali McLennan	Bachelor's student, School of Social Work	Supported development of content and facilitation of sessions



Madeline Elder	Bachelor's student ,Faculty of Science	Supported development of content and facilitation of sessions
Cheryl Aman	Project assistant, OSOT Dept	Project assistant
Elder Doris Fox	x ^w məθk ^{wə} yəm (Musqueam, Vancouver)	Elder consultant to the project

1.5. Courses Reached – Please fill in the following table with **past** and **current** courses (e.g., HIST 101, 2017/2018) that have been reached by your project, including courses not included in your original proposal (you may adapt this section to the context of your project as necessary).

The project's reach is larger than specific courses. It had (and has) direct impacts on learning and teaching at most of the HPEP at UBC. The project increased the knowledge of students, faculty and staff regarding ways to further decolonize and Indigenize HPEP— thus improving cultural safety for Indigenous Peoples, fostering allyship relations, and enhancing the teaching and learning environment for all. Fifteen of 17 HPEP programs offered by eight faculties at UBC-V and UBC-O participated in the project. These programs consist of approximately 5,000 students, 300 faculty, 10,000 clinical faculty, and 300 staff. The sharing circles and the continuing CoP informed our understanding of the gaps in the HPEP's current practices, policies and curriculum as it relates to supporting Indigenous Peoples, which will allow us to address those gaps in all courses in those programs.

2. OUTPUTS AND/OR PRODUCTS

2.1. Please **list** project outputs and/or products (e.g., resources, infrastructure, new courses/programs). Indicate a URL, if applicable.

Output(s)/Product(s):	URL (if applicable):
Cohort based 5 sessions of sharing circles curriculum	https://inclusive-campus.osot.ubc.ca/circles-of-learning-and-change/
Community of Practice – group of faculty, staff and students from the 15 programs who participated in the SC and meet monthly.	https://inclusive-campus.osot.ubc.ca/decolonizing-health-professions/#latest-circle-event-resources
Knowledge Translation video	https://inclusive-campus.osot.ubc.ca/decolonizing-health-professions/

2.2. Item(s) Not Met – Please list intended project outputs and/or products that were not completed and the reason(s) for this.

Item(s) Not Met:	Reason:
NA	



3. PROJECT IMPACT

3.1. Project Impact Areas – *Please select all the areas where your project made an impact.*

- Student learning and knowledge
- Student engagement and attitudes
- Instructional team-satisfaction
- Teaching practices
- Student wellbeing, social inclusion
- Awareness and capacity around strategic areas (Indigenous, equity and diversity)
- Unit operations and processes
- Other: [please specify]

3.2. Please provide details on each of the impact areas you selected in 3.1. – *For example, explain in which ways your teaching practices changed; how student wellbeing was impacted; how students wellbeing benefited from your project, etc.*

The project increased the knowledge and awareness of students, faculty and staff regarding the history of colonization and ways to further decolonize and Indigenize HPEP—thus improving creating supportive context for Indigenous Peoples, fostering allyship relations, and enhancing the teaching and learning environment for all. A total of 120 faculty, staff and students from 15 of 17 HPEP programs offered by eight faculties at UBC-V and UBC-O participated in the project. These programs consist of approximately 5,000 students, 300 faculty, 10,000 clinical faculty, and 300 staff. The sharing circles and the continuing CoP informed our understanding of the gaps in the HPEP’s current practices, policies and curriculum as it relates to supporting Indigenous Peoples, which will allow us to address those gaps in all courses in those programs.

3.3. How do you know that the impacts listed in 3.1/3.2 occurred? – *Describe how you evaluated changes/impacts (e.g., collected survey data, conducted focus groups/interviews, learning analytics, etc.) and what was learned about your project from the evaluation. You are encouraged to include graphical representations of data and/or scenarios or quotes to represent and illustrate key themes.*

The impact of the Circles was evaluated using pre- and post-surveys and reflective questions posed during the fifth Circle. Surveys indicated 1. significant increase in the



understanding of participants on their role in decolonization and Indigenization of the HPEPs, and 2. significant increase in knowledge and confidence, on their skills to contribute meaningfully to their program in areas related to decolonization and Indigenization of the HPEPs. In the final evaluation session, participants reflected on the context of change making, and themes emerged: 1. The need for a long-term commitment to create change, 2. Initiating actions for change, 3. Lack of external structures, resources and processes, and 4. Tensions on cohesion and commitment within programs. Based on those results, the CoP was created – and the fact that the CoP is continuing to meet until present is another testimony to the impact of this project.

- 4. TEACHING PRACTICES** – *Please indicate if your teaching practices or those of others have changed as a result of your project. If so, in what ways. Do you see these changes as sustainable over time? Why or why not?*

Definitely, not just teaching practices. Everything I do as an educator and researcher has changed. The sharing circle project allowed for personal reflection and gaining skills and knowledge. Understanding the history of colonization, increasing knowledge on best practices gave me greater confidence to become involved in change-making; a greater desire and ability for collaborations; and a greater clarity of self-limitations and potential resources. The Circles allowed me to make changes in our programs. Examples include better collaboration with Indigenous communities and Indigenous clinicians and work with them on curriculum changes, increased relevant content, changes in departmental policies, changes in admission procedures, and more.

- 5. PROJECT SUSTAINMENT** – *Please describe the sustainment strategy for the project components. How will this be sustained and potentially expanded (e.g., over the next five years). What challenges do you foresee for project sustainment?*

In the past year I continued spearheading the project without funding but with the support of the REDI office. We are currently working on a transition process where the REDI office take the lead on the continuation of the CoP and the work developed in this project, thus ensure it's sustainability.



6. DISSEMINATION – Please provide a list of scholarly activities (e.g., publications, presentations, invited talks, etc.) in which you or anyone from your team have shared information regarding this project. Be sure to include author names, presentation title, date, and presentation forum (e.g., journal, conference name, event). These will be included on the TLEF scholarly output page.

Completed:

Conference presentations:

1. Hershler, L., Av-Shalom, I., Schaffrick, M., Aman, C., Mayer, Y., Doyle, H., Bryce, T., Lessard, A., Lai, V., Ditty, A., Lee Bunting, K., Jarus, T. Stories and Visual Time Capsules: Decolonizing knowledge translation of health education research. CCME, April, 2022
2. Schaffrick, M., Doyle, H., Elder Fox D., Quinn, A., Av-Shalom, I., Elder, M., McLennan, H., Aman, C., Mayer, Y., Jarus, T. Circles of Learning: Decolonizing and Indigenizing Health Professional Education Programs (HPEPs). Oral presentation, CCME, April, 2022
3. Katrina Moorthy, Hailey Church, Katie Lee Bunting, Tal Jarus. Advancing Indigenization and decolonization of healthcare programs through sharing circles Canadian Association of Occupational Therapy, June 2022 poster presentation, Whistler, Canada.
4. Fox, D., Turner, J., Lee Bunting, K., & Jarus, T. In conversation with x^wməθk^wəyəm Elder Doris Fox: Decolonizing and Indigenizing occupation. World Occupational Science Congress, August 2022, Vancouver, Canada.
5. Jarus, T., Bulk, L., Hershler, L., Mayer, Y., Fox, D., Turner, J. Sharing knowledge to create change for success – use of stories, theatre and Visual Time Capsules. The Nordic Network on Disability Research conference, Reykjavík, Iceland, May, 2023.

In progress:

Yael Mayer, Tal Jarus, Justin Turner, Doris Fox, Madeline Elder, Elisabeth Gross, Hali McLennan, Ashley Quinn, Miles Schaffrick, Courtney Smith. Decolonizing and Indigenizing health professional education programs: Exploring the impact of circles of learning and change. To be submitted to *Advances in Health Sciences Education*