

Indigenous Health CanMEDS–Family Medicine Roles

Scholar



We seek additional knowledge

- In epidemiology, health, and social issues relevant to Indigenous populations
- Of historical, political, and social contexts of First Nations, Inuit, and Métis populations

We use varied knowledge sources

Use evidence-based literature and non-academic sources of knowledge, such as:

- Indigenous leaders, traditional healers, cultural resource persons, or knowledge keepers



Learn about Indigenous populations' **contexts, capacity, and resources** with cultural safety and humility.

Critically evaluate Indigenous health literature and epidemiology **using ethics and contextual perspectives.**

Gain an understanding of Indigenous cultures, history, multigenerational trauma, and the social determinants of health that **impact the health and social context of different communities.**

Learn about and use **trauma- and violence-informed approaches** and healing-centred engagement.

Consult Indigenous community and health organization reports and **historical, cultural, and contextual knowledge** of Indigenous community leaders.

As self-reflection and knowledge increases, we will enrich our experience caring for Indigenous peoples, eventually achieving culturally safe care.

Key and enabling competencies

- 1** We appreciate **cultural humility**
We recognize that **knowledge of Indigenous health** is needed to advance our competency and capacity to provide culturally safe care
- 2** We actively pursue and accrue **continuing education in Indigenous health** through learning and experiential activities
 - Understand that Indigenous-relevant knowledge **extends into cultural and social domains beyond academia**
 - Appreciate that the First Nations, Inuit, or Métis concept of health is different than mainstream society and is based on a holistic approach
 - Recognize Indigenous knowledge as **important, valid, valued, and justified**
 - Learn other means of gaining knowledge, such as storytelling, sharing, and oral history
- 3** We **guide peers, medical students, residents, and health care team members in their learning about Indigenous health and social issues**
Learning and teaching others (humility) are key Indigenous values and ethics to embrace
 - Appreciate deficits in knowledge as **opportunities to learn**
 - Conduct learning activities with an Indigenous lens, enabling knowledge gathering, learning, changing practice, and supporting cultural perspectives in care
- 4** We participate in patient education that is **amendable to the culture, language, community context, and capacity of the Indigenous patient and their family members**
 - Provide relevant resources to engage the patient and offer opportunities to answer questions to support their understanding
 - Use community resources, such as radio broadcasts or meetings on health topics
- 5** We contribute to generating knowledge that will **enable the capacity of the health care team and Indigenous community to achieve improved health**
 - Support, conduct, or incorporate Indigenous-relevant research if appropriate
 - Use recognized principles of research ethics, including OCAP® and the CIHR Tri-Council, and respect Indigenous ethics
 - Support **transparent and collaborative** research agreements