



Lakehead  
UNIVERSITY

Centre for  
Education and Research  
on Aging & Health



# INDIGENOUS PEOPLES' HEALTH & AGING





Lakehead University respectfully acknowledges its campuses are located on the traditional lands of Indigenous people. Lakehead Thunder Bay is located on the traditional lands of the Fort William First Nation, Signatory to the Robinson Superior Treaty of 1850. Lakehead University acknowledges the history that many nations hold in the areas around our campuses, and is committed to a relationship with First Nations, Métis, and Inuit based on the principles of mutual trust, respect, reciprocity, and collaboration in the spirit of reconciliation.

As a Centre we are committed to working towards reconciliation and decolonizing our work and have committed as a staff to educating ourselves in these areas both personally and professionally.

## Centre for Education and Research on Aging & Health

The Centre for Education and Research on Aging & Health (CERAH) at Lakehead University, strives to conduct high quality knowledge translation, rigorous research and education to advance health and social care promoting the health & wellbeing of people aging throughout the life cycle.

The research at CERAH is complemented by the development and delivery of continuing education for health care professionals and ongoing knowledge transfer through workshops, lectures, and conferences.

The Centre focuses on four key areas of research and education:



**Aging in Place**



**Indigenous Peoples' Health & Aging**



**Dementia & Seniors' Mental Health**



**Palliative Care**

# Indigenous Peoples' Health & Aging

The IPHA division reflects Lakehead University's strategic plan and enhances the pillars of academic excellence, social responsibility, local and global partnerships, and capacity development. The division promotes research excellence that is Indigenous-led and driven and based on Indigenous Knowledge, worldviews and guiding principles.

Led by Holly Prince, an Anishinaabekwe scholar and member of Opwaaganisiniing in Northwestern Ontario, and Ph.D. candidate in Educational Studies at Lakehead University, the IPHA division has two main goals:

1. To partner with Indigenous peoples to lead culturally relevant research and education, and
2. To create space to amplify Indigenous peoples' voices through knowledge translation and program development.

The IPHA division is a recognized national and international leader in health and community-based research and education with Indigenous communities. The division's success is attributed to strong, collaborative partnerships with Indigenous communities. Through culturally- and contextually-appropriate research and knowledge translation, we can respond to community needs through the development, implementation, and evaluation of curricula and resources.



# PREPARING FOR THE JOURNEY: CARING FOR INDIGENOUS PEOPLES WHO ARE SERIOUSLY ILL



**Goal:** Designed to support the provision of effective and culturally appropriate home care services that will assist individuals to remain in community to receive care.

Foundational to the IPHA educational suite of resources, this bedside manual provides teachings, strategies, practical guidance, and culturally-relevant supplemental resources on the following topics:

- The palliative approach to care
- Making your wishes known
- Developing a care plan
- Supporting the emotional, mental, spiritual, and physical wellness of the person and caregiver(s)
- Last days and hours of life in an expected death



## KEY AUDIENCE

The manual provides health and social care providers, family, and community members with practical guidance and support on caring for Indigenous people with serious illnesses holistically.



Free to download

# PALLIATIVE CARE FOR FRONTLINE WORKERS IN INDIGENOUS COMMUNITIES: TRAINING FOR HEALTH AND SOCIAL CARE PROVIDERS



**Goal:** Designed to provide an introduction to the palliative approach to care.

- EDUCATION DELIVERY**
- Delivered in a **workshop format** either in-person (15-hour workshop delivered over 2 days) or virtually in real-time (12-hour workshop via Zoom, delivered over 4 x 3-hour weekly sessions).
  - Delivered by an **interdisciplinary team of four facilitators** with clinical palliative care experience, including at least one registered nurse and one psychosocial care provider, along with a local Elder or Knowledge Carrier. In addition, a CERAH Knowledge Broker coordinates all aspects of education delivery including planning and evaluation.
  - Each workshop includes: 8 module presentations, a narrative case study, Elders' Teachings and Ceremonies, videos, small and large group discussions and activities, and supplemental resources.

## KEY AUDIENCE

Health and social care providers who care for Indigenous individuals with life-limiting illnesses.



Offered on cost-recovery basis



# WALKING ALONGSIDE INDIGENOUS PEOPLES WHO ARE SERIOUSLY ILL: EDUCATION FOR COMMUNITY CAREGIVERS



**Goal:** Designed in a train-the-trainer format with step-by-step instructions on how to use and deliver the content, this curriculum empowers health and social care providers with tools and resources for delivering community-based education to families and community members caring for people who are seriously ill.

With a national scope, this curriculum contains

**MORE THAN  
90  
RESOURCES**

Includes Slides with speaker's notes, handouts, activities, videos and more

## KEY AUDIENCE

- **Family or community caregivers** who have questions about caregiving or who would benefit from instruction on particular skills at the bedside, or the palliative approach to care, advance care planning, and/or how to make their wishes known
- **Health and social care providers** joining the team and/or that need some guidance in developing a care plan

Free to download



# DELIVERING CULTURALLY SAFE LEAP EDUCATION FOR INDIGENOUS COMMUNITIES: ENHANCED FACILITATOR TRAINING



**Goal:** Designed to support the delivery of culturally safe LEAP education for Indigenous Communities by acknowledging Indigenous ways of knowing, being, and doing.

## ENHANCEMENTS INCLUDE

Ceremony, Elders, Circle work  
Indigenous case studies and vignettes  
Pre-workshop community engagement and planning  
Knowledge Broker support  
NIHB formularies  
Supplementary content, local and Indigenous resources

## KEY AUDIENCE

Certified LEAP Facilitators  
Communities and/or organizations wishing to have individuals trained in LEAP education

Offered on cost-recovery basis



# Keys to Success

1. **Indigenous-led, designed, and implemented** educational initiatives. The division employs two full-time employees, including an Indigenous Division Lead and a non-Indigenous Knowledge Broker, and ten part-time staff, including a non-Indigenous Curriculum Developer and nine education facilitators and content experts, six of whom are Indigenous.
2. We have received **guidance from 57 Elders and Knowledge Carriers across Canada** throughout the resource development process. These individuals also act as active workshop facilitators.
3. **Recognizing the diversity of Indigenous communities' experiences, knowledge, and cultural teachings** regarding death and dying, this education is not grounded in any one community's particular traditions, values, and beliefs. Rather, our work situates care within the wholistic teaching concepts of the Indigenous Wellness Framework that recognize health and wellbeing as a balance of spiritual, emotional, mental, and physical wellness.
4. A **culturally relevant community engagement protocol** is used in the workshop planning phase before delivering workshops.
5. Our workshop delivery **process is flexible and tailored** to meet the needs of the community.
6. **Evaluation is multi-faceted** and embedded in the tools and resources. The content and education delivery is evaluated by the participants and the education team following each workshop, as well as on an annual basis. It is evaluated to ensure it meets community needs and that it is based on best practices.
7. We have **established strong collaborative relationships** throughout the process, including partnerships with:

- Canadian Virtual Hospice
- First Nations Health Authority
- Indigenous Services Canada
- Maamwesying North Shore Community Health Services
- SE Health
- St. Joseph's Care Group – Regional Palliative Care Program
- Thunder Bay Regional Health Sciences





*"I think a big part is talking to them, the families, and educating them ahead of time what to expect as well, because it can be scary, frightening for families especially when we see them dying you know, or in pain or struggling and, just providing that knowledge and support ahead of time instead of in the moment when they're stressed, or anxious about what's going on, and just preparing them gradually before it gets to that point is very important."*

*Improving End of Life Care in First Nations Communities Research Team, Lakehead University. (2015). Developing Palliative Care Programs in First Nations Communities: A Workbook, Version 1, Retrieved from <https://eolfn.lakeheadu.ca>*

## What people are saying...

*"Presenters were amazing, very knowledgeable and relatable. Grateful for a First Nation workshop presented by First Nations people. Thanks for your empathy and compassion in caring for First Nations people. I would highly recommend this workshop." - LEAP for Indigenous Communities Participant*

*"I understand the palliative approach to care more fully – what the needs are (especially considering cultural pieces – beyond the Western ways)." - Walking Alongside Indigenous Peoples who are Seriously Ill webinar*

*"I've learned more in this workshop than I have in 10 years of practice. The Preparing for the Journey manual is very informative." - Palliative Care for Frontline Workers in Indigenous Communities workshop participant*

*"I found that this education helped connect to the emotional and spiritual side of the palliative journey. It was healing to share and express our experiences with each other. The resources supplied will be extremely helpful."  
- Palliative Care for Frontline Workers in Indigenous Communities workshop participant*

*"The entire workshop was extremely valuable. I most enjoyed sharing experiences and learning different teachings from Elder Dorothy." - Palliative Care for Frontline Workers in Indigenous Communities workshop participant*





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