



Stepping Stones: Resources for Indigenous Health, Wellness, and Reconciliation

WEBSITE RESOURCES

BE WHAT THE WORLD NEEDS

May 30, 2023



UNIVERSITY OF SASKATCHEWAN
Health Sciences
HEALTHSCIENCES.USASK.CA

Introduction

The website resources provided below are part of the *Stepping Stones: Resources for Indigenous Health, Wellness, and Reconciliation* resource webpage hosted by the University of Saskatchewan (USask) Health Sciences. The learning opportunities referenced there and in this document have been provided for people seeking to develop or enhance their understanding of — and approaches to — health and wellness through an Indigenous lens.

Curated and annotated by a USask development team, these resources foster compassionate and respectful interactions through increased awareness, deeper understanding, and thoughtful consideration. It is the development team's understanding that community members, Elders, and Knowledge Keepers have contributed to the experiences, resources, and courses that form the various resource lists or that those responsible for developing these materials did so with community involvement.

Follow the stepping stones to Indigenous health and wellness that resonate with you and self-direct your unique journey towards more appropriate, equitable, inclusive, and caring interactions.

Additional resources and more information

To learn more — or to access additional resource lists from this archive focussed on videos and webinars, readings, activities, courses, and instructor resources — visit the *Stepping Stones: Resources for Indigenous Health, Wellness, and Reconciliation* webpage located at <https://healthsciences.usask.ca/education-and-research/stepping-stones-resources-for-indigenous-health-wellness-and-reconciliation.php>.

Learning opportunity guide

Descriptions of how the resources provided in this document have been categorized to reflect learning opportunities associated with Attitudes (A), Skills (S), and/or Knowledge (K) are provided below.

Attitudes

These *Stepping Stones* resources explore:

- traditional cultural practices, beliefs, and Indigenous health models, as well as seeing ***One Health*** as *our* health **(A1)**;
- accepting your 50 per cent in all relationships **(A2)**;
- the diversity and individuality of communities in order to better support unique community needs **(A3)**;
- the value, integrity, authenticity, and emotional commitment related to your professional role **(A4)**; and

- how cultural humility, cultural safety, and cultural training can enhance your practice to deliver appropriate and responsive care **(A5)**.

Skills

These *Stepping Stones* resources provide opportunities to practice and further develop:

- self-awareness through ongoing and guided reflecting **(S1)**;
- cultural humility **(S2)**;
- relationship-building skills **(S3)**; and
- being a resilient collaborator and partner in care **(S4)**.

Knowledge

These *Stepping Stones* resources provide:

- a positive and “wholistic” approach to care which respects traditional cultural practices, beliefs, and Indigenous health models **(K1)**;
- strategies to promote health and wellness in Indigenous communities, such as community-based programs **(K2)**;
- strategies to maintain positive mental health while working in and with communities **(K3)**;
- a growing toolkit to support cultural responsiveness, anti-oppressive, and anti-racist care in professional settings **(K4)**;
- the recognition that social determinants impact health outcomes and disparities **(K5)**; and
- an awareness of the intersection of Western science and Indigenous knowledge **(K6)**.

Website resources list

The websites listed below are organized from shortest to longest time investment.

Title, link, and associated learning opportunities	Resource annotation	Details	Notes
<p><u>Beyond 94: Truth and Reconciliation in Canada</u> A (1, 3, 5) S (4) K (1, 2, 3, 5)</p>	<ul style="list-style-type: none"> Developed in 2018, this website monitors the progress on the Truth and Reconciliation Commission’s 94 Calls to Action. Tracks and categorizes all Calls to Action as “not started”; “in progress - projects proposed”; “in progress - projects underway”; and “complete.” Provides sections on child welfare, education, language and culture, health, justice, and reconciliation. Includes community stories behind the Calls to Action and videos from residential school survivors sharing their experiences. 	<p>Developer: CBC News</p>	
<p><u>Indigenous Saskatchewan Encyclopedia</u></p>	<ul style="list-style-type: none"> An online encyclopedia developed by the Canadian 	<p>Host: University of Saskatchewan</p>	

<p>A (1, 3) K (1, 4)</p>	<p>Plains Research Centre, University of Regina Press.</p> <ul style="list-style-type: none"> Provides resources documenting Saskatchewan's Indigenous Peoples' histories, significant individuals, and events. 		
<p><u>Indigenous Health Learning Resources</u></p> <p>A (1, 3, 4, 5) * S (1, 2, 3, 4) * K (1, 2, 3, 4, 5, 6) * * May vary based on the resource explored</p>	<ul style="list-style-type: none"> Provides lists of resources to explore. 	<p>Provider: NOSM (Northern Ontario School of Medicine) Audience: General</p>	
<p><u>kā-wīci-pimohtēmāt Professional Practice Group - Online Course List</u></p> <p>A (1, 2, 3, 4, 5) * S (1, 2, 3, 4) * K (1, 2, 3, 4, 5, 6) * * May vary based on the resource explored</p>	<ul style="list-style-type: none"> Provides lists of resources to explore. 	<p>Provider: College of Registered Nurses of Saskatchewan Audience: General</p>	
<p><u>Indigenous Medical Education Resources</u></p> <p>A (1, 3, 4, 5) * S (1, 2, 3, 4) * K (1, 2, 3, 4, 5, 6) *</p>	<ul style="list-style-type: none"> Provides lists of resources to explore. 	<p>Provider: NOSM (Northern Ontario School of Medicine) Audience: General</p>	

<p>* May vary based on the resource explored</p>			
<p>https://portal.usask.ca/</p> <p>A (1, 3, 4, 5) S (3, 4) K (1, 2, 3, 4, 5, 6)</p>	<ul style="list-style-type: none"> • An online search engine from the University of Saskatchewan Library that allows you to browse by subject. • Includes articles related to spirituality, health and well-being, culture and society, Indigenous knowledge, education, history, law, governance, business and economic development, science and technology, media and communications, arts and literature, and research tools. 	<p>Developer: University of Saskatchewan</p>	
<p><u>First Nations Perspective on Health and Wellness</u></p> <p>A (1, 3, 5)</p>	<ul style="list-style-type: none"> • This website aims to create a shared understanding of the holistic vision of wellness with a focus on British Columbia. • Includes resources on the history of Indigenous Peoples, cultural safety and humility, and how to enhance wellness. 	<p>Developer: First Nations Health Authority (FNHA)</p>	

<p><u>Report on Recommendations for Trauma-informed and Culturally Safe Emergency Care 2020</u></p> <p>A (1, 3, 5) S (1, 2, 3, 4) K (1, 2, 3, 4, 5, 6)</p>	<ul style="list-style-type: none"> • Secondary title: Paddling Together Toward Culturally Safe Emergency Care for Nuuchahnuih Elders. 	<p>Developer: First Nations Health Authority (FNHA) and Island Health</p>	
<p><u>Guide to Anishinaabemowin Resources</u></p> <p>A (1, 3) * S (3) * * May vary based on the resource explored</p>	<ul style="list-style-type: none"> • Provides lists of resources to explore. 	<p>Provider: Shingwauk Kinooomaage Gamig (The Centre of Excellence in Anishinaabe Education)</p> <p>Audience: General</p>	
<p><u>https://native-land.ca/</u></p> <p>A (3)</p>	<ul style="list-style-type: none"> • Native Land can be downloaded as an app on your phone or accessed at the website provided. • It identifies the geographical locations of various Indigenous nations to learn about their territories, languages, and treaties. 	<p>Developer: Native Land Digital</p>	