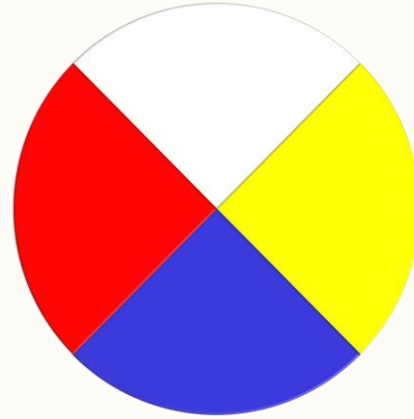




We Can't Give Away What We Don't Have: Community Engagement Through Indigenous Ways of Knowing





“All that we are is story. From the moment we are born to the time we continue on our spirit journey, we are involved in the creation of the story of our time here. It is what we arrive with. It is all we leave behind. We are not the things we accumulate. We are not the things we deem important. We are story. All of us. What comes to matter then is the creation of the best possible story we can while we’re here; you, me, us, together. When we can do that and we take the time to share those stories with each other, we get bigger inside, we see each other, we recognize our kinship – we change the world, one story at a time...”



Stollery Children's Hospital



- Is a 150 bed children's hospital that opened in October 2001
- The hospital is noted as a "centre for specialized pediatric services", as well as being the "referral centre for pediatric cardiac surgery in Western Canada and for organ transplants. The hospital contains a NICU, PICU and multiple other clinics geared towards children.
- 50% of patients come from rural and remote communities with 35% of those patients being First Nations, Metis or Inuit



Where are we going? Where we have been.

- ❖ Beginnings
- ❖ Culturally Appropriate Methodology
- ❖ Culturally Responsive Analysis
- ❖ Coming Full Circle



Awasisak
=
Children





How to *engage* before you Engage





Purpose:

A Vision Day to talk about what is the best care for children and their families at the Stollery





Let's Have a Plan!





Principles (Methodology)





Protocols (Method)



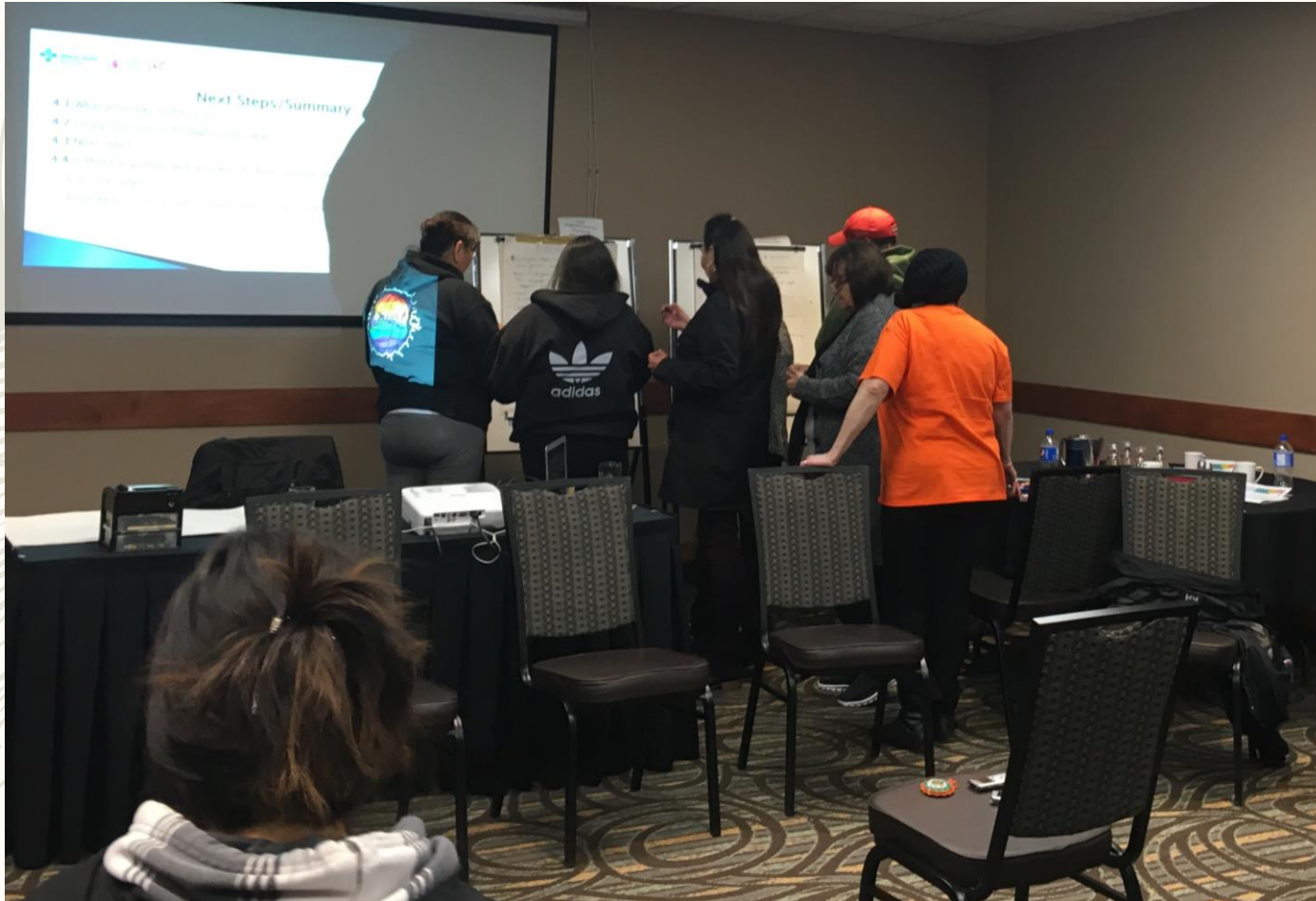


Get em' Talking

1. What worked well for you? What challenges have you experienced?
2. What can the Stollery do to provide better health services for our children and improve/enhance patient family experiences while in the hospital?
3. What does your ideal transition to/from hospital and community look like?



Rock the Vote



Culturally Responsive Analysis

Non-hierarchical

Real-time

Ongoing



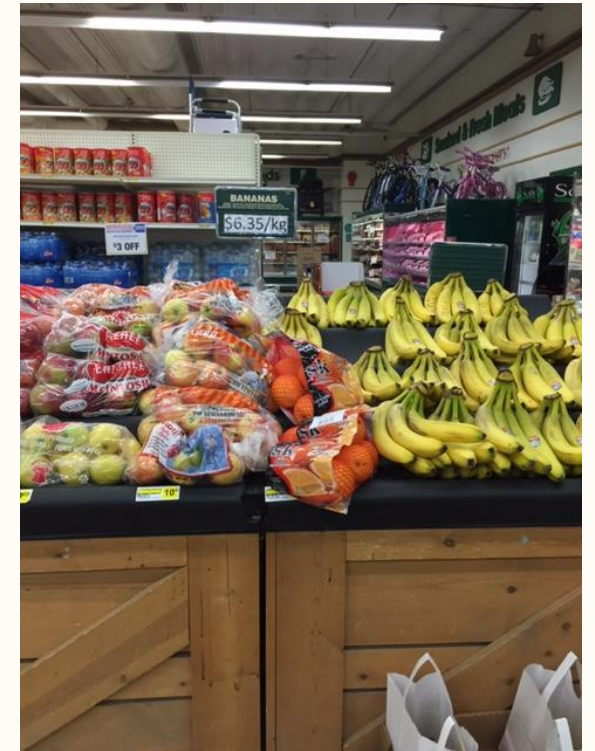


Continuing the Conversation

- Financial support for families (parking, food, transportation accommodations)
- Improve Discharge processes and communication
 - ↳ follow up.
- Communication and awareness
 - about resources (AHS, Awasit, communities);
 - ↳ leadership schools, Edmonton Referral participating in Talking Circles; pamphlets, posters, marketing & media.
- Advocacy for families, 2nd Escort.
 - ↳ improve patient complaint process
 - ↳ language barriers, translation services
 - ↳ in-hospital co-ordinator to support families
- Cultural Awareness across and within communities (eg. recognizing differences between communities), more cultural sensitivity in AHS (eg. mandatory training)
- Training for local providers (eg. HCLs, schools)
- ↳ Collaboration between Health Care Providers and school staff
- Stollery ^{staff} to visit communities
- ~~Process~~ to Simplify Access ~~Process~~
 - ↳ improve identification of Indigenous people.
- More mobile teams to visit communities
 - more providers & resources in communities

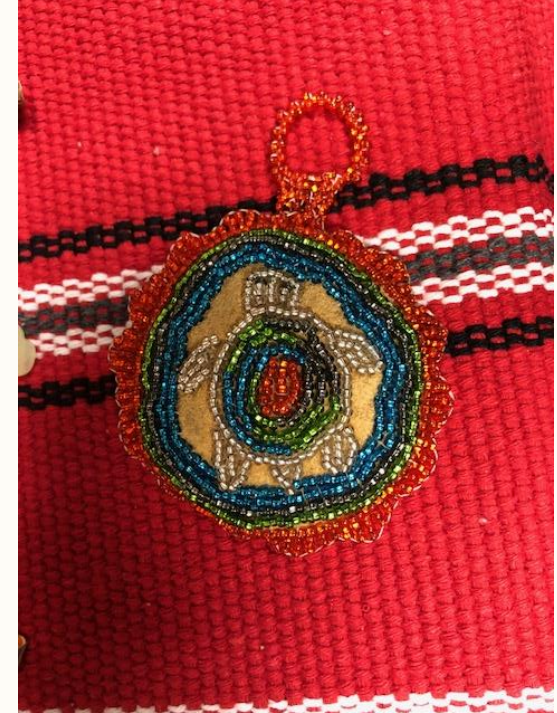
The Little Program that Could

1. Indigenous HCPs
2. Discharge planning
3. Housing
4. Indigenous Health Science Academy
5. Outreach Team



Acting on Priorities

4. Jordan's principle
5. Mental health
6. Supports
7. Cultural awareness and sensitivity
8. Indigenous diversity & support initiative



Indigenous Child and Family Engagement Coordinator - Algorithm

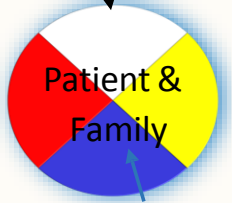


- Duties for Engagement**
- Cultural teachings sessions
 - Jordan's Principal Supporter
 - Collaborate with Art Gallery and artists
 - Supporting strong relationships with Stollery team
 - Volunteer Initiatives
 - Organize language interpretations
 - Smudging Ceremony
 - Drumming Ceremony
 - Hosting Weekly Tea and Bannock
 - Collaborating with Ronald McDonald House
 - Indigenous Youth Health Careers

- Core Responsibilities**
- Creating information packages
 - Service logs and documentation
 - Identify and share knowledge re: community and AHS resources and services with patient/families.
 - Provide cultural, spiritual support
 - Bridge builder i.e. familiarize families on function of western medical services and help staff understand the responses and reactions of Indigenous child and their family to those services

- Duties to Stollery's Indigenous population**
- Creating a culturally safe place
 - Hospital Tours
 - Accommodating/assisting families i.e. appointments, bus tickets, parking passes
 - Accessing off site services
 - Ronald MacDonald House
 - Accompanying families to feel safe in order to ask questions
 - Gaining Treaty/Metis card access

- Duties to Complement Healthcare Teams:**
- Bridge with SW access community resources i.e. Jordan's Principle, Air Canada Foundation, Ronald McDonald House, etc.
 - Facilitate linking family with SW
 - Consult SW by verbal, phone, email interactions with patients and families
 - Documenting interactions with families and emailing to their SW
 - Partnering with SW to see what can be done to support Indigenous families on their unit (Timing on seeing patient)



Room to Grow

1. Sharing experiences, hopes, visions and dreams
2. Looking to the future
3. Determining needs





Acknowledgements

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Hai Hai (Cree)

Marsi Chok (Dene)

Nitsiniiyi'taki (Blackfoot)

Isniyes (Nakota)

Thank You

Questions

1. Who are you?
2. How do you feel about what you have heard today?
3. What is one thing you will be doing differently going forward?

