

# Resources

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## 1. Historical & Legal Considerations

### Historical Context & Impacts of Trauma

- *Indigenous Children and the Child Welfare System in Canada* — L3·2
- *Childhood racial discrimination and adult allostatic load: The role of Indigenous cultural continuity in allostatic resiliency* — L3·2
- *In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care* — L3·2
- *Indian Residential School History and Dialogue Centre* — L3·2
- *Statistics on Indigenous Peoples (Statistics Canada)* — L3·2
- *Providing Culturally Safe Care for Inuit* — L3·2
- *Dr. Clare Brant: Physiological Impacts of Trauma* — L3·4

### Practice Standards, Policies, & Guidelines

- *CPSBC: Cultural safety, cultural humility and anti-racism practice standard and accompanying resources* — L1·2
- *BCCNM: Cultural safety and humility* — L1·2
- *College of Pharmacists of British Columbia: Indigenous Cultural Safety, Cultural Humility and Anti-Racism* — L1·2
- *BC Guidelines: Primary Care Approaches to Addressing the Impacts of Trauma and Adverse Childhood Experiences (ACEs)* — L3·3

### Declarations & Reports to Advance Reconciliation

- *UNDRIP Legislation Enacted* — L3·7
- *Principles of Truth and Reconciliation: What We Have Learned* — L3·7
- *First Peoples, Second Class Treatment* — L3·7
- *Health Standards Organization's BC Cultural Safety and Humility Standard* — L3·7

## 2. Personal Support, Growth, & Skills Development

### Land Acknowledgments

- *How to do a land acknowledgement* — ATC·1
- *Native Land Digital* — ATC·1
- *FNHA Booklet* — ATC·1

### Self-Support

- *Doctors of BC: Physician Health Program* — L1·4

Acronym Description	L Lesson	p page	ATC About the Course
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- [NNPBC: Wellness and Mental Health Supports for Nurses and Nurse Practitioners](#) — L1·4
- [BCNU: NBC Supplemental Mental Health Benefit](#) — L1·4
- [Canadian Pharmacists Association: Wellness Toolkit](#) — L1·4

### Implicit Bias & What You Can Do to Interrupt It

- [Implicit bias in healthcare professionals: a systematic review](#) — L2·7
- [Implicit Bias: What Every Pediatrician Should Know About the Effect of Bias on Health and Future Directions](#) — L2·7
- [Non-conscious bias in medical decision making: what can be done to reduce it?](#) — L2·7
- [The Impact of Cognitive Stressors in the Emergency Department on Physician Implicit Racial Bias](#) — L2·7
- [Dana Hubler's list on White Privilege](#) — L2·7
- [Implicit Bias & Internal Family Systems](#) — L2·9
- [Dr. Resmaa Menakem](#) — L2·9
- [Transforming Dominant Culture](#) — L2·9
- [Finding a way forward together](#) — L2·9

### Skills Development

- [Moments That Matter: Mindful Practices to Support Providers](#) — L2·10
- [Compassionate Leadership](#) — L2·10
- [UBC CPD: Nawh'Whu'nus'en: We See in Two Worlds - Trauma-Sensitive Practice Curriculum](#) — L2·11
- [Dr. Shirzad Chamine's Positive Intelligence or PQ Coaching Method](#) — L2·11

## 3. In Your Practice

### Self & Collective Reflection in Practice

- [Unlearning clubs: creating environments of cultural safety, anti-racism, and trustworthiness in population and public health](#) — L2·6
- [Clinical Excellence Commission's Reflective practice Workbook](#) — L2·6
- [College of Physicians and Surgeons - The Importance of Cultural Humility](#) — L2·6

### Understanding & Working Effectively with Indigenous Peoples

- [Indigenous Corporate Training Inc. - 23 Tips on What Not to Say or Do When Working Effectively with Indigenous Peoples](#) — L2·3
- [naturalmedicines.com's Natural Medicine Interaction Checker](#) — L4·7
- [Bridging Cultures: Traditional & Modern Healing Medicines](#) — L4·7
- [Haida Gwaii: The Miracle of Nature - What does land based learning mean?](#) — L4·7
- [Haida Gwaii: Medicine Surrounds Us](#) — L4·7
- [Fort Nelson First Nation - Drumming: History & Healing](#) — L4·7
- [Fort Nelson First Nation: Tea as Medicine](#) — L4·7
- [Binche Whut'en - Trapline: Healing Through Tradition](#) — L4·7
- [Haida Gwaii: Traditional Sockeye Gillnet: a Community Creation](#) — L4·7
- [Lu'ma Health Centre Pharmacist](#) — L4·7

## Building Relationships & Safe Spaces

- *Fraser Health Indigenous Self-Identification Initiative* — L4·3
- *Plan Wellness (Plan W)* — L4·3
- *Creating a Safe Space for Indigenous Patients in Primary Care* — L4·5

## Trauma-Informed Care Practice Tips

- *San'yas: Core Indigenous Cultural Safety Training* — L4·6
- *San'yas: Bystander to Ally* — L4·6
- *Indigenous Cultural Safety (ICS) Learning Series* — L4·6
- *University of Alberta: Indigenous Canada* — L4·6
- *Cultural Safety and Humility Action Webinar Series through FNHA* — L4·6
- *Indigenous Cultural Safety Speaker Series - Learning Hub* — L4·6
- *BCCNM: Redressing Harm to Indigenous Peoples in the Health-care System* — L4·6
- *BCCNM's From Awareness to Action Learning Series (1-6)* — L4·6

## Reporting Acts of Racism

- *College of Physicians and Surgeons BC: General Complaints* — L5·7
- *College of Physicians and Surgeons BC: Discrimination Complaints* — L5·7
- *NNPBC Reporting Racism in Health Care* — L5·7
- *College of Pharmacists of BC Reporting* — L5·7

# 4. Historical & Legal Considerations

## Resources, Benefits, & Supports for Indigenous Patients

- *Building Cultural Safety and Providing CARE for First Nations Clients In Pharmacy Practice* — L4·8
- *FNHB Health Benefits Guide Summary* — L4·8
- *FNHA Benefits Guide* — L4·8
- *FNHA Quality Care and Safety Office* — L5·6