Resources

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	L	p	ATC
Description	Lesson	page	About the Course

- *NNPBC: Wellness and Mental Health Supports for Nurses and Nurse Practitioners* — L1·4
- *BCNU: NBC Supplemental Mental Health Benefit* — L1·4
- *Canadian Pharmacists Associaton: 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