

Listen with Us:

What Does Meaningful and Respectful Engagement Look Like with Indigenous Peoples in Healthcare Settings?

A Toolkit for Healthcare Teams & Individuals Working in Healthcare



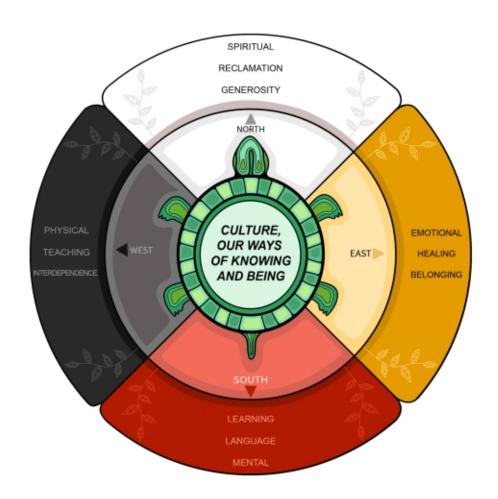
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March 2025

The Indigenous Primary Health Care Council (IPHCC) is an Indigenous governed, culture-based, and Indigenous-informed organization. Its key mandate is to support the advancement and evolution of Indigenous primary health care services throughout Ontario. It works with 25 Indigenous primary health care organizations (IPHCOs) across Ontario including Aboriginal Health Access Centres (AHACs), Indigenous Interprofessional Primary Care Teams (IPCTs), Indigenous Community Health Centres (ICHCs) and Indigenous Family Health Teams (IFHTs) to address the physical, spiritual, emotional, and mental wellbeing of First Nations, Inuit, and Métis (FNIM) peoples and communities being served.

The Touchstone Values of the IPHCC are:

- We honour Indigenous knowledge systems
- We promote Indigenous Health in Indigenous Hands
- We respect that Culture is Treatment
- We create respectful relationships
- We endorse community-based approaches to healing and wellbeing
- We value and support staff throughout our network
- We are open to learn from each other
- We establish and promote safe spaces and
- We laugh together



The IPHCC promotes high quality care provision through the Model of Wholistic Health and Wellbeing. This model is rooted in a population needs based approach to health care planning and delivery for the Indigenous population. It incorporates physical, mental, emotional, and spiritual elements of wellbeing and it is the belief that all elements must operate in harmony.

At the IPHCC we understand that culture is treatment and culture is healing and our model of care solidly implants a strong self-identity so that self-determination is fostered, and positive health outcomes are advanced. This model of care promotes and celebrates the diversity in our peoples so that all voices are elevated and the power to oversee our destiny lies with our communities.

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Introduction

This booklet and the video of the same name - Listen With Us: What does meaningful and respectful engagement look like with Indigenous Peoples in healthcare settings? – is an interactive toolkit for healthcare teams and individuals working in healthcare settings. The purpose of this toolkit is to facilitate critical conversations, actionable reflections and meaningful change in healthcare outcomes with/for Indigenous peoples.

This toolkit is also an example of *Anishinaabe Mino'Ayaawin – People in Good Health*; which is the IPHCC's approach to Indigenous Cultural Safety (ICS). This approach is a comprehensive vision of ICS that encompasses online training courses, customized workshops, change management support, and the development of tools and resources.

Anishinaabe Mino'Ayaawin – People in Good Health strives to:

- Integrate cultural awareness, sensitivity, competency, humility and safety to transform healthcare systems.
- Prepare healthcare professionals with essential skills and knowledge to create compassionate environments.
- Account for social and historical contexts shaping healthcare experiences.
- Address structural and interpersonal power imbalances, and,
- Aims to dismantle anti-Indigenous racism through transformative, decolonizing, and Indigenous-informed strategies.

Our website iphcc.ca/cultural-safety-training offers a more detailed look at our approach in action.



HOW TO USE THIS BOOKLET

This resource is divided into four distinct sections that dig deeper into the question "What does meaningful and respectful engagement look like with Indigenous peoples in healthcare settings?" These sections are: Understanding the Historical and Current Context, Supporting Culturally Safe and Appropriate Care, Access and Equity, and Ongoing Learning and Reconciliation.

Each section is organized accordingly:

<u>a guiding query</u>, <u>four responses</u> to that query, ways of <u>furthering our understanding</u> (domains with activities) and concluding with individual/collective <u>reflections</u>.

The team (and individual) activities (also called strategies) offer:

- multiple entry points for active learning that connect the professional and personal in a strengths-based manner, and,
- honouring of Indigenous voices by centring experiences, stories and diverse knowledge systems as the foundation.

The reflection segment always provides an opportunity to consolidate learning in a meaningful and actionable way.

Note. These activities (strategies) are designed to be flexible and can be respectfully modified for consideration of time, space and availability of resources.



A. UNDERSTANDING THE HISTORICAL AND CURRENT CONTEXT

Read the guiding query. Review the four responses that provide context to that query. Think deeper into **why** fear/mistrust, negative experiences, intergenerational trauma and loss of traditional practices continues to have effects on Indigenous health outcomes and experiences.



Guiding Query

How have historical injustices and trauma impacted Indigenous peoples' trust in healthcare systems?

Fear and Mistrust

Residential schools, Indian Day Schools, forced relocation, and systemic discrimination have created a legacy of fear and mistrust.

Many Indigenous people associate healthcare systems with institutions that resulted in historical and very current abuses, leading to reluctance to seek care or trust medical advice.

Negative Experiences

Indigenous peoples often experience racism and discrimination within healthcare settings. This can include being dismissed or ignored, receiving inadequate care, and facing cultural insensitivity. These negative experiences reinforce mistrust and can prevent Indigenous people from seeking necessary care.

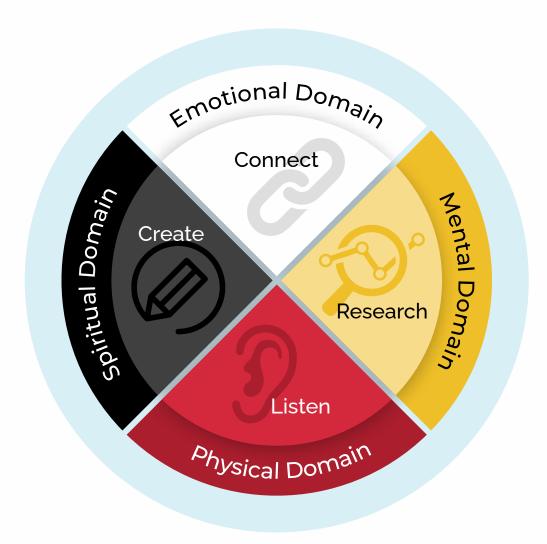
Four Responses

Loss of Traditional Practices

Historical and current policies aimed to suppress Indigenous cultures and traditional healing practices. This disruption has led to a loss of knowledge and connection to traditional ways of healing, creating a disconnect between Indigenous peoples and Western healthcare systems.

3 Intergenerational Trauma

The trauma experienced by past generations continues to impact Indigenous peoples today. This trauma can manifest in a variety of complex ways such as substance use, chronic diseases, and mental health challenges, thus further complicating relationships with healthcare systems.



FURTHERING OUR UNDERSTANDING **DOMAINS**

- **Step 1.** View the companion video of the same name Listen With Us: What does meaningful and respectful engagement look like with Indigenous Peoples in healthcare settings?
- Step 2. Carefully review the <u>strategies</u> in the <u>domains</u>. Assess the time, space and resources you will require or have available. You will need to adapt the <u>strategies</u> with these aspects in mind.
- Step 3. Select a <u>domain</u> to begin (or continue) this learning journey (i.e. <u>emotional/connect</u>, <u>mental/research</u>, <u>physical/listen</u>, <u>spiritual/create</u>). Read the instructions and follow.
- **Step 4.** Repeat steps 2 and 3 for the other three remaining domains.
- **Step 5.** Now, review your completed work in all the <u>domains</u> and consolidate your learning at <u>reflections</u>.

A. Emotional Domain - Connect

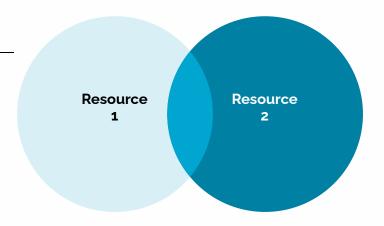
LEARNING GOALS

- 1. We (I) will actively and reflectively view the video called Listen With Us: What does meaningful and respectful engagement look like with Indigenous Peoples in healthcare settings?
- 2. We (I) will select one of the <u>Additional Resources</u> at the end of this document to investigate further.
- 3. We (I) will share how one of these <u>Additional</u> <u>Resources</u> can further inform our collective work with/for Indigenous peoples.

RESOURCES

- 1. Video Listen With Us: What does meaningful and respectful engagement look like with Indigenous Peoples in healthcare settings?
- 2. Devices (laptop, PC, other) and access to internet
- 3. Platform/Space for Discussion (online, in-person, other).

Venn Diagram – How these two IPHCC Additional Resources can respectfully inform my work with Indigenous peoples?



STRATEGIES - INDIVIDUAL (I)

- 1. Review the visual organizer called *Venn Diagram How the IPHCC's Additional Resources can respectfully inform my work with Indigenous peoples?*
- 2. The goal is to explore the <u>Additional Resources</u> and select two (2) to further investigate.
- 3. Recreate or copy the Venn diagram and complete the tasks.
- 4. Reflect on the similarity of the resources and how this knowledge informs your collective practice with Indigenous peoples in health.
- 5. Share your insights with a trusted individual or a preferred method (ex. journal, prayer, meditation, walk, other).

- 1. Divide the larger group into smaller teams.
- 2. Have each team review each of the <u>Additional</u> Resources (links at the end of this document).
- 3. Select one of these resources for further investigation. Explore this resource.
- 4. Come back together as a large group and share your insights on that resource.
- 5. Take time to reflect on all the teams sharing of the <u>Additional Resources</u>.
- 6. Now, as a group centre your discussions on how these <u>Additional Resources</u> can inform your collective practice with Indigenous peoples in health. Share.



- 1. We (I) have actively viewed the video.
- 2. We (I) have investigated the Additional Resources.
- 3. We (I) have shared how these resources respectfully informs our practice.

A. Mental Domain - Research

LEARNING GOALS

- 1. We (I) will actively and reflectively view the video called *Listen With Us: What does meaningful and respectful engagement look like with Indigenous Peoples in healthcare settings?*
- 2. We (I) will research one of the <u>Four Responses</u> further.
- 3. We (I) will share how the research informs our collective work with/for Indigenous peoples.

RESOURCES

- 1. Video Listen With Us: What does meaningful and respectful engagement look like with Indigenous Peoples in healthcare settings?
- 2. Devices (laptop, PC, other) and access to internet
- 3. Platform/Space for Discussion (online, in-person, other).

Table – Four Responses & Resources

Four Responses	Resource
Fear/Mistrust (ex. forced relocation)	
Negative Experiences (ex. racism)	
Intergenerational Trauma (ex. chronic disease)	
Loss of Traditional Practices	
(ex. historical policies	

STRATEGIES - INDIVIDUAL (I)

- 1. Review the visual organizer called *Table Four Responses & Resources*.
- 2. The goal is to find one resource for each and concisely describe (ex. title, year, author/s, publisher, location/access to resource, purpose of resource, your insights into resource).
- 3. Recreate or copy the table and complete the research.
- 4. Reflect on how this knowledge informs your collective practice with Indigenous peoples in health.
- 5. Share your insights with a trusted individual or a preferred method (ex. journal, prayer, meditation, walk, other).

- 1. Divide the larger group into smaller teams.
- 2. Have each team research one of the aspects (ex. forced relocation, racism, chronic disease, historical policies) found in the <u>Four Responses</u> Fear/Mistrust, Negative Experiences, Intergenerational Trauma or Loss of Traditional Practices (these are directly after the <u>Guiding Query</u>).
- 3. Come back together as a large group and share your research results.
- 4. Take time to reflect on all the research presented.
- 5. Now, as a group centre these reflections and offer feedback on how this knowledge informs your collective practice with Indigenous peoples in health. Share.



- 1. We (I) have actively viewed the video.
- 2. We (I) have conducted research in our area.
- 3. We (I) have offered feedback on how this knowledge informs our practice.

A. Physical Domain - Listen

LEARNING GOALS

- 1. We (I) will actively and reflectively view the video called Listen With Us: What does meaningful and respectful engagement look like with Indigenous Peoples in healthcare settings?
- 2. We (I) will listen to the knowledge keepers' experiences/stories by utilizing a listening/viewing focus.
- 3. We (I) will share our insights into improving health outcomes.

RESOURCES

- 1. Video Listen With Us: What does meaningful and respectful engagement look like with Indigenous Peoples in healthcare settings?
- 2. Devices (laptop, PC, other) and access to internet
- 3. Platform/Space for Discussion (online, in-person, other).

STRATEGIES - INDIVIDUAL (I)

- 1. Review the visual organizer called Web Listening to the Knowledge Keepers.
- 2. The goal is to answer the questions about fear/mistrust, negative experiences, intergenerational trauma and loss of traditional practices by listening/viewing the video. You can place your responses (text, symbols, other) around the question you are answering or referring to.
- 3. Recreate or copy the web and complete the tasks.
- 4. Reflect on how this knowledge informs your collective practice with Indigenous peoples in health and can impact health outcomes.
- 5. Debrief and share your insights with a trusted individual or a preferred method (ex. journal, prayer, meditation, walk, other).

- 1. Divide the larger group into smaller teams.
- 2. Advise each team that we will be listening to and watching the video (*Listen With Us*) for a specific purpose.
- 3. Ask each team to actively listen to the voices of the knowledge keepers by selecting and utilizing one of these advance organizers (i. to iv.).
 - i. Fear/Mistrust -Did the knowledge keepers share experiences/stories about fear/mistrust?
 - ii. Negative Experiences Did the knowledge keepers share experiences/stories about negative experiences?
 - iii. Intergenerational Trauma Did the knowledge keepers share experiences/stories about intergenerational trauma?
 - iv. Loss of Traditional Practices Did the knowledge keepers share experiences/stories about loss of traditional practices?
- 4. In your small teams debrief in a safe manner by discussing your listening experience and reflecting on how this information informs collective health practices (ex. health outcomes for Indigenous peoples).
- 5. Now, come back together as a large group and share your team's insights.



- 1. We (I) have actively listened to the video by utilizing an advance organizer.
- 2. We (I) have debriefed.
- 3. We (I) have shared our insights into collective health practices.



A. Spiritual Domain - Create

LEARNING GOALS

- 1. We (I) will actively and reflectively view the video called Listen With Us: What does meaningful and respectful engagement look like with Indigenous Peoples in healthcare settings?
- 2. We (I) will explore an IPHCC's members' website and discuss our new learning.
- 3. We (I) will create a poem on these insights and share.

RESOURCES

- 1. Video Listen With Us: What does meaningful and respectful engagement look like with Indigenous Peoples in healthcare settings?
- 2. Devices (laptop, PC, other) and access to internet
- 3. Platform/Space for Discussion (online, in-person, other).

Poem – Reflections & Insights, IPHCC MEMBER

Example of an Acro	stic Poem	Your Acrostic Poem	
Acrostic Poem: I is for Indigenous le P is for Primary Hea H is for Healing C is for Culture C is for Community			
M is for Membership E is for Evolution M is for Mushkiki B is for Bringing in N E is for Elders R is for Respect and	1edicines		

STRATEGIES - INDIVIDUAL (I)

- 1. Review the visual organizer called *Poem Reflections & Insights, IPHCC Member.*
- 2. The goal is to go to https://iphcc.ca/members-directory and select a members site to explore (ex. vision, programs, events, resources, contact info, board, videos, other) and use your insights/reflections to create an acrostic poem.
- 3. Recreate or copy the poem template and complete.
- 4. Reflect on how this knowledge informs your collective practice with Indigenous peoples in health.
- 5. Share your insights with a trusted individual or a preferred method (ex. journal, prayer, meditation, walk, other).

- 1. Divide the larger group into smaller teams.
- 2. Have each team go to https://iphcc.ca/members-directory and select one members site to explore (ex. vision, programs, events, resources, contact info, board, other).
- 3. Come back together as a large group and share your insights on what you learned about the IPHCC members.
- 4. Go back to your small teams and create an A-to-Z poem (ex. A is for Anishnawbe Mushkiki, B is for Braids of Sweetgrass, C is for Culture is Healing, D is for De dwa da dehs nye>s, E is for Elders and so on to the letter Z) of your insights and reflections.
- 5. Now, come back together as a large group and share your team's poem.



- 1. We (I) have actively viewed the video.
- 2. We (I) have explored an IPHCC's members' site.
- 3. We (I) have created a poem and shared insights into collective practice.



B. SUPPORTING CULTURALLY SAFE AND APPROPRIATE CARE

Read the guiding query. Review the four responses that provide context to that query. Think deeper into **why** active listening/non-judgemental communication, cultural humility/sensitivity, incorporating traditional practices and advocacy/allyship are critical to Indigenous healthcare outcomes/experiences.



Guiding Query

How can healthcare providers ensure that Indigenous patients feel heard, respected, and understood?

Active Listening and Non-Judgemental Communication

This means truly listening to patients' concerns and perspectives without interrupting or making assumptions. Providers should use open-ended questions, pay attention to non-verbal cues, and avoid using unnecessary medical jargon. They should also create a safe space where patients feel comfortable sharing their experiences and beliefs without fear of judgement.

2 Cultural Humility and Sensitivity

Healthcare providers should approach each patient with humility, recognizing that they may not fully understand the patient's cultural background or experiences. They should be willing to learn from their patients, ask respectful questions about their traditions and beliefs, and acknowledge the impact of historical trauma on their health and well-being.

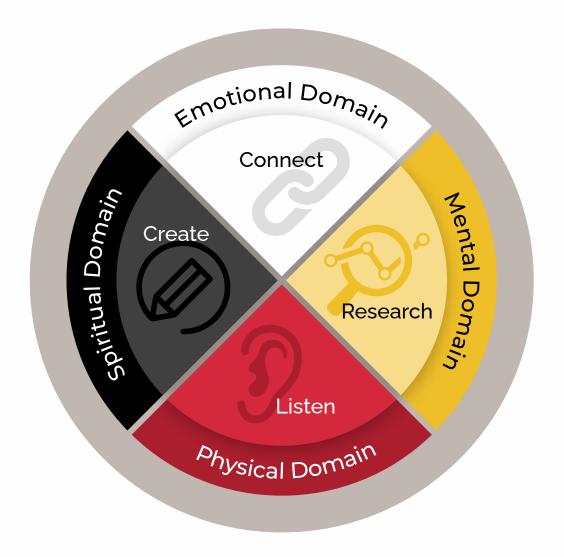
Four Responses

Advocacy and Allyship

Healthcare providers should advocate for their Indigenous patients by addressing systemic barriers and working to improve health equity. This could involve educating colleagues about Indigenous health issues, supporting culturally safe initiatives within their workplace, and speaking out against discrimination or bias in the healthcare system.

Incorporating Traditional Practices

When requested by the patient, healthcare providers should be open to incorporating traditional Indigenous healing practices into the patient care plans. This includes working with traditional healers, incorporating ceremonies or traditions, and respecting the role of family and community in the healing process.



FURTHERING OUR UNDERSTANDING **DOMAINS**

- **Step 1.** View the companion video of the same name Listen With Us: What does meaningful and respectful engagement look like with Indigenous Peoples in healthcare settings?
- Step 2. Carefully review the <u>strategies</u> in the <u>domains</u>. Assess the time, space and resources you will require or have available. You will need to adapt the <u>strategies</u> with these aspects in mind.
- Step 3. Select a <u>domain</u> to begin (or continue) this learning journey (i.e. <u>emotional/connect</u>, <u>mental/research</u>, <u>physical/listen</u>, <u>spiritual/create</u>). Read the instructions and follow.
- **Step 4.** Repeat steps 2 and 3 for the other three remaining domains.
- **Step 5.** Now, review your completed work in all the <u>domains</u> and consolidate your learning at <u>reflections</u>.

B. Emotional Domain - Connect

LEARNING GOALS

- 1. We (I) will actively and reflectively view the video called *Listen With Us: What does meaningful and respectful engagement look like with Indigenous Peoples in healthcare settings?*
- 2. We (I) will select one of the resources at the IPHCC website to investigate further.
- 3. We (I) will share how one of these resources can further inform our collective work with/for Indigenous peoples.

RESOURCES

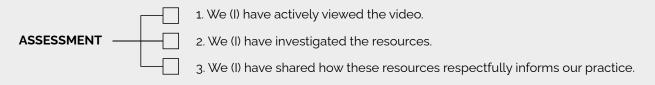
- 1. Video Listen With Us: What does meaningful and respectful engagement look like with Indigenous Peoples in healthcare settings?
- 2. Devices (laptop, PC, other) and access to internet
- 3. Platform/Space for Discussion (online, in-person, other).



STRATEGIES - INDIVIDUAL (I)

- 1. Review the visual organizer called *Figure What are Indigenous peoples saying?*
- 2. The goal is to explore the resources at https://iphcc.ca/resources (IPHCC website). Select one (1) to further investigate by using the figure to organize/record your insights.
- 3. Recreate or copy the Figure and complete the tasks.
- 4. Reflect on how this self-selected resource can inform your practice and engagement with Indigenous peoples.
- 5. Share your insights with a trusted individual or a preferred method (ex. journal, prayer, meditation, walk, other).

- 1. Divide the larger group into smaller teams.
- 2. Have each team go to https://iphcc.ca/resources and select a resource to further investigate.
- 3. Ask each team to explore this resource and think about *What are Indigenous Peoples saying in it and to us?*
- 4. Come back together as a large group and share your insights on that resource.
- 5. Take time to reflect on all the teams sharing of the <u>resources</u>.
- 6. Now, as a group centre your discussions on how these resources inform your collective practice with Indigenous peoples in health. Share.



B. Mental Domain - Research

LEARNING GOALS

- 1. We (I) will actively and reflectively view the video called *Listen With Us: What does meaningful and respectful engagement look like with Indigenous Peoples in healthcare settings?*
- 2. We (I) will research one of the <u>Four Responses</u> with a guiding focus.
- 3. We (I) will share how the research informs our collective work with/for Indigenous peoples.

RESOURCES

- 1. Video Listen With Us: What does meaningful and respectful engagement look like with Indigenous Peoples in healthcare settings?
- 2. Devices (laptop, PC, other) and access to internet
- 3. Platform/Space for Discussion (online, in-person, other).

STRATEGIES - INDIVIDUAL (I)

- 1. Review the visual organizer called *Table Four Responses & Research Focus*.
- 2. The goal is to find one resource for each and concisely describe (ex. title, year, author/s, publisher, location/access to resource, purpose of resource, your insights into resource, other).
- 3. Recreate or copy the table and complete the research.
- 4. Reflect on how this knowledge informs your collective practice with Indigenous peoples in health.
- 5. Share your insights with a trusted individual or a preferred method (ex. journal, prayer, meditation, walk, other).

Four Responses	Resource Focus	Your Findings
cultural humility/ sensitivity	Find a resource on cultural humility or cultural sensitivity and Indigenous peoples.	
allyship/advocacy	Find a resource on allyship and advocacy and indigenous peoples.	
active listening/ non-judgemental communication	Find a resource on active listening and non- judgemental communication.	
incorporating traditional practices	Find a resource on the importance of Indigenous traditional practices, culture, language or worldview.	

- 1. Divide the larger group into smaller teams.
- 2. Have each team select one of the <u>Four Responses</u> to research further active listening/non-judgemental communication, cultural humility/sensitivity, incorporating traditional practices or advocacy /allyship (these are directly after the <u>Guiding Query</u>).
- 3. Give each team these prompts to conduct their research i. Find a resource that explores or directly

- speaks to the response. ii. Summarize your findings and discuss as a team how this resource informs collective health practices with Indigenous peoples.
- 4. Come back together as a large group and share your research results.
- 5. Take time to reflect on all the research presented.
- 6. Now, as a group centre these reflections and offer feedback on how this knowledge informs your work with Indigenous peoples in health. Share.



- 1. We (I) have actively viewed the video.
- 2. We (I) have conducted research in our area.
- 3. We (I) have offered feedback on how this knowledge informs our practice.



B. Physical Domain - Listen

LEARNING GOALS

- 1. We (I) will actively and reflectively view the video called Listen With Us: What does meaningful and respectful engagement look like with Indigenous Peoples in healthcare settings?
- 2. We (I) will listen to the knowledge keepers' experiences/stories by utilizing a respectful focus.
- 3. We (I) will share our insights into improving health outcomes.

RESOURCES

- 1. Video Listen With Us: What does meaningful and respectful engagement look like with Indigenous Peoples in healthcare settings?
- 2. Devices (laptop, PC, other) and access to internet
- 3. Platform/Space for Discussion (online, in-person, other).

STRATEGIES - INDIVIDUAL (I)

- 1. Review the visual organizer called *Timeline Learning from the Knowledge Keepers.*
- 2. The goal is to view the video and identify four (4) scenes/spots/places in it that impacted you (ex. the words of a knowledge keeper spoke to you or offered advice about health practices).
- 3. Recreate or copy the Timeline and complete the tasks.
- 4. Reflect on how this knowledge informs your collective practice with Indigenous peoples in health and can lead to improved health outcomes.
- 5. Debrief and share your insights with a trusted individual or a preferred method (ex. journal, prayer, meditation, walk, other).

- 1. Divide the larger group into smaller teams.
- 2. Advise each team that we will be listening to and watching the video (*Listen With Us*) for a specific purpose.
- 3. Ask the teams to have their members actively listen to the voices of the knowledge keepers and identify one impactful moment in the video (ex. What words of a knowledge keeper spoke to you or offered advice about health practices?)
- 4. In your small teams debrief in a safe manner by discussing your listening experience and reflecting on how this information informs collective health practices and improved health outcomes.
- 5. Now, come back together as a large group and share your team's insights.



- 1. We (I) have actively listened to the video by utilizing a respectful focus.
- 2. We (I) have debriefed.
- 3. We (I) have shared our team insights into collective health practices.



B. Spiritual Domain - Create

LEARNING GOALS

- 1. We (I) will actively and reflectively view the video called Listen With Us: What does meaningful and respectful engagement look like with Indigenous Peoples in healthcare settings?
- 2. We (I) will reflect on the terms feeling heard, respected and understood in healthcare.
- 3. We (I) will share our thoughts and represent these insights.

RESOURCES

- 1. Video Listen With Us: What does meaningful and respectful engagement look like with Indigenous Peoples in healthcare settings?
- 2. Devices (laptop, PC, other) and access to internet
- 3. Platform/Space for Discussion (online, in-person, other).

Word Cloud Process:

- 1. Reflect on the question.
- 2. Record your thoughts, insights and ideas in a word document.
- 3. Go to a free online Word Cloud generator.
- 4. Create your Word Cloud using the information from your word document.

Word Cloud - Feeling Heard, Respected & Understood

Example of a Word Cloud:

feel understood
Indigenous patients
ensure respected
healthcare heard
providers

STRATEGIES - INDIVIDUAL (I)

- 1. Review the visual organizer called *Word Cloud Feeling Heard, Respected and Understood.*
- 2. The goal is to take some time to reflect on the question How can healthcare providers ensure that Indigenous patients feel heard, respected and understood? and represent your learning in a Word Cloud format.
- 3. Follow the Word Cloud Process instructions.
- 4. Reflect on how this knowledge informs your collective practice with Indigenous peoples in health.
- 5. Share your insights with a trusted individual or a preferred method (ex. journal, prayer, meditation, walk, other).

- 1. Divide the larger group into smaller teams.
- 2. Have each team reflect on the question How can healthcare providers ensure that Indigenous patients feel heard, respected and understood? Discuss.
- 3. Come back together as a large group and share your insights.
- 4. In your small teams, create a collective Word Cloud of your thoughts and reflections. Note. Search for 'free word cloud generator' on the internet for preferred choices.
- 5. Now, come back together as a large group and share your team's Word Cloud.



- 1. We (I) have actively viewed the video.
- 2. We (I) have reflected on the question of feeling heard, respected and understood.
- 3. We (I) have created a Word Cloud and shared insights into collective practice.



C. ACCESS AND EQUITY

Read the guiding query. Review the four responses that provide context to that query. Think deeper into **why** relationships/reciprocity, culturally safe spaces, education/training and collaboration/co-creation are critical to Indigenous healthcare outcomes/experiences.



Guiding Query

How can traditional healing practices and Indigenous knowledge systems be incorporated into healthcare settings in a respectful and collaborative way?

Relationships and Reciprocity

Healthcare providers and institutions must engage in genuine relationships with Indigenous communities. This means actively listening to Elders, knowledge keepers, and community members to understand their perspectives on health, healing, and traditional practices.

2 Culturally Safe Spaces

Create spaces where Indigenous patients feel safe and comfortable discussing and receiving traditional healing practices. This involves having dedicated areas for ceremonies, access to traditional medicines, and ensuring privacy for sharing cultural knowledge.

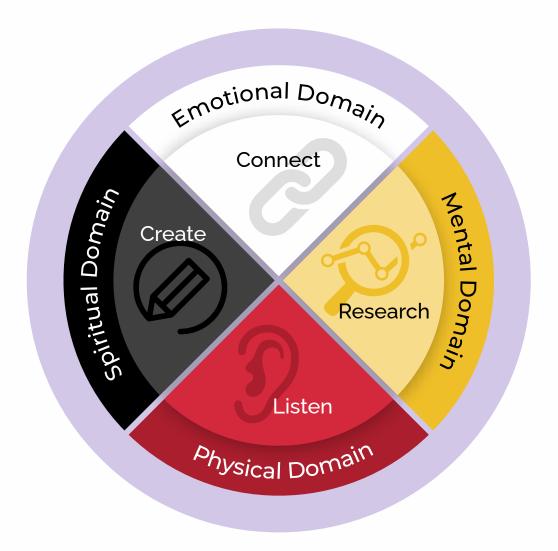
Four Responses

Collaboration and Co-creation

Develop healthcare programs and services as led by Indigenous communities. This ensures that traditional knowledge is incorporated in a way that respects cultural protocols and meets the needs of Indigenous patients. This includes having Elders or traditional healers as part of the healthcare team.

3 Education and Training

Healthcare professionals should receive education and training on Indigenous health perspectives, traditional healing practices, and the historical context of Indigenous health. This will help them provide culturally competent care and understand the value of integrating different approaches to healing.



FURTHERING OUR UNDERSTANDING **DOMAINS**

- **Step 1.** View the companion video of the same name Listen With Us: What does meaningful and respectful engagement look like with Indigenous Peoples in healthcare settings?
- Step 2. Carefully review the <u>strategies</u> in the <u>domains</u>. Assess the time, space and resources you will require or have available. You will need to adapt the <u>strategies</u> with these aspects in mind.
- Step 3. Select a <u>domain</u> to begin (or continue) this learning journey (i.e. <u>emotional/connect</u>, <u>mental/research</u>, <u>physical/listen</u>, <u>spiritual/create</u>). Read the instructions and follow.
- **Step 4.** Repeat steps 2 and 3 for the other three remaining domains.
- **Step 5.** Now, review your completed work in all the <u>domains</u> and consolidate your learning at <u>reflections</u>.



C. Emotional Domain - Connect

LEARNING GOALS

- 1. We (I) will actively and reflectively view the video called Listen With Us: What does meaningful and respectful engagement look like with Indigenous Peoples in healthcare settings?
- 2. We (I) will centre our thoughts on the <u>four</u> <u>responses</u> and use our own vocabulary to share.
- 3. We (I) will make connections between these thoughts and health outcomes for/with Indigenous peoples.

RESOURCES

- 1. Video Listen With Us: What does meaningful and respectful engagement look like with Indigenous Peoples in healthcare settings?
- 2. Devices (laptop, PC, other) and access to internet
- 3. Platform/Space for Discussion (online, in-person, other).

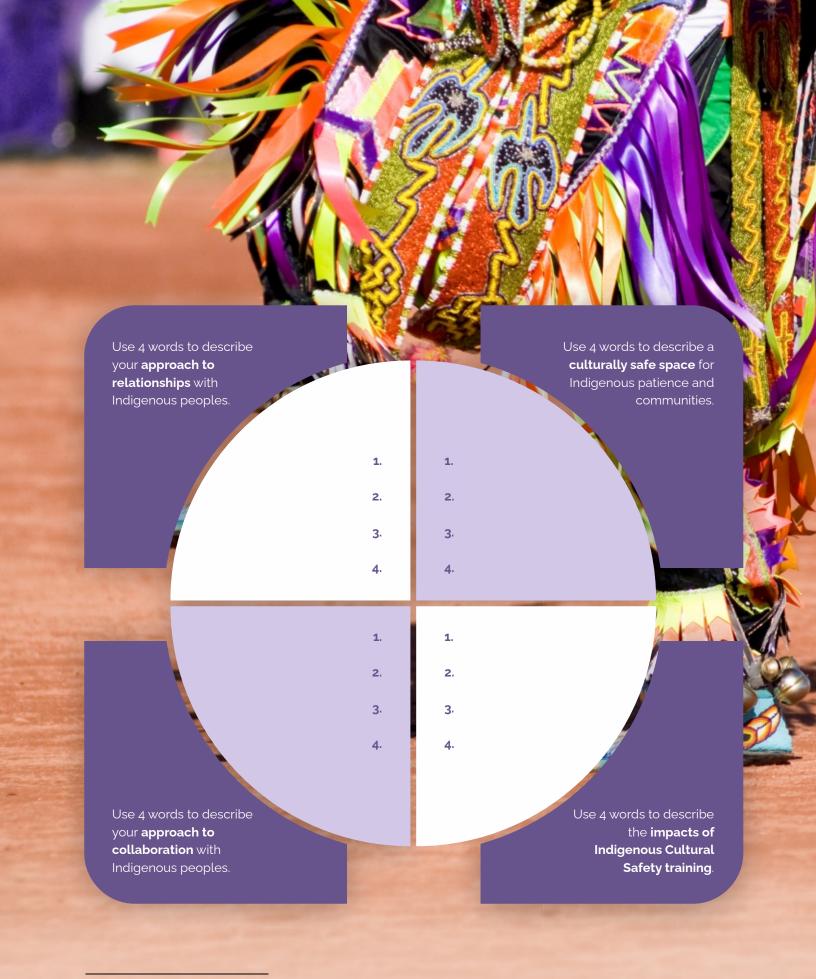
STRATEGIES - INDIVIDUAL (I)

- 1. Review the visual organizer called *Model Four Words and Four Responses*.
- 2. The goal is to read the prompts on the model, think about it and then record your own responses onto the model.
- 3. Recreate or copy the model and complete the tasks.
- 4. Reflect on how this knowledge informs your collective practice with Indigenous peoples in health (especially health outcomes).
- 5. Share your insights with a trusted individual or a preferred method (ex. journal, prayer, meditation, walk, other).

- 1. Divide the larger group into smaller teams.
- 2. Have each team answer the following questions in a format of choice (web, summary, point form, other):
 - i. What four teachings/values are the foundation for your relationships with Indigenous peoples?
 - ii. Identify four words that describe your approach to collaboration with Indigenous peoples.
 - iii. What are four potential impacts of Indigenous Cultural Safety training?
 - iv. Describe a culturally safe space for Indigenous peoples in four ways.
- 3. Take time to reflect on all the teams sharing.
- 4. Now, as a group centre your discussions on how these discussions can inform your collective practice with Indigenous peoples in health.



- 1. We (I) have actively viewed the video.
- 2. We (I) have shared our words/thoughts on aspects of the four responses.
- 3. We (I) have shared how this process respectfully informs our practice.



C. Mental Domain - Research

LEARNING GOALS

- 1. We (I) will actively and reflectively view the video called *Listen With Us: What does meaningful and respectful engagement look like with Indigenous Peoples in healthcare settings?*
- 2. We (I) will respond to core questions by conducting research.
- 3. We (I) will share how the research informs our collective work with/for Indigenous peoples.

RESOURCES

- 1. Video Listen With Us: What does meaningful and respectful engagement look like with Indigenous Peoples in healthcare settings?
- 2. Devices (laptop, PC, other) and access to internet
- 3. Platform/Space for Discussion (online, in-person, other).

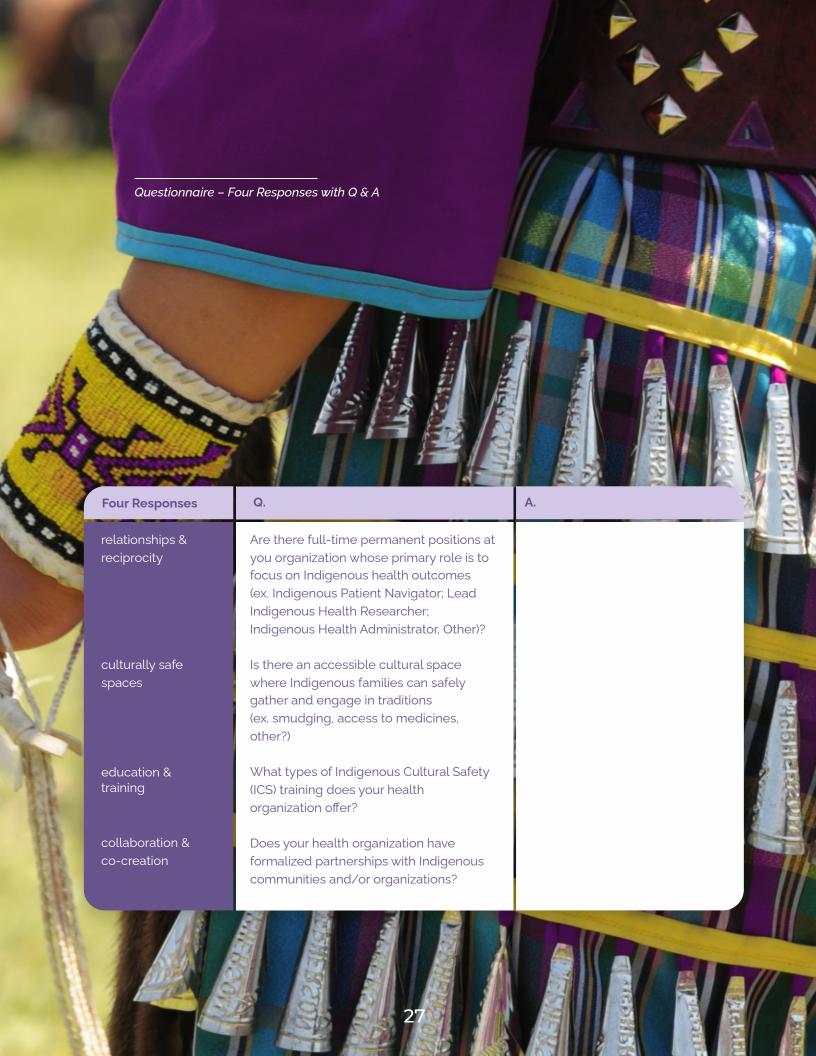
STRATEGIES - INDIVIDUAL (I)

- 1. Review the visual organizer called *Questionnaire Four Responses with Q & A.*
- 2. The goal is to reflect on the <u>four responses</u>, review the questions (Q), do the research for each question, and answer (A) these with some detail.
- 3. Recreate or copy the questionnaire and complete the research.
- 4. Reflect on how this knowledge informs your collective practice with Indigenous peoples in health.
- 5. Share your insights with a trusted individual or a preferred method (ex. journal, prayer, meditation, walk, other).

- 1. Divide the larger group into smaller teams.
- 2. Have each team research one of these questions:
 - i. Are there full-time permanent positions at your organization whose primary role is to focus on Indigenous health outcomes (ex. Indigenous Patient Navigator; Lead Indigenous Health Researcher; Indigenous Health Administrator, Other)?
 - ii. Is there an accessible cultural space where Indigenous families can safely gather and engage in traditions (ex. smudging, access to medicines, other)?
 - iii. What types of Indigenous Cultural Safety (ICS) training does your health organization offer?
 - iv. Does your health organization have formalized partnerships with Indigenous communities and/or organizations?
- 3. Come back together as a large group and share your research results.
- 4. Take time to reflect on all the research presented.
- 5. Now, as a group centre these reflections and offer feedback on how this knowledge informs your collective practice with Indigenous peoples in health (your role in improving health outcomes).



- 1. We (I) have actively viewed the video.
- 2. We (I) have conducted research utilizing specific questions to centre the work.
- 3. We (I) have offered feedback on how this knowledge informs our practice.





C. Physical Domain - Listen

LEARNING GOALS

- 1. We (I) will actively and reflectively view the video called Listen With Us: What does meaningful and respectful engagement look like with Indigenous Peoples in healthcare settings?
- 2. We (I) will listen to the knowledge keepers' experiences/stories by utilizing a listening/viewing focus.
- 3. We (I) will share our insights into improving health outcomes.

RESOURCES

- 1. Video Listen With Us: What does meaningful and respectful engagement look like with Indigenous Peoples in healthcare settings?
- 2. Devices (laptop, PC, other) and access to internet
- 3. Platform/Space for Discussion (online, in-person, other).

STRATEGIES - INDIVIDUAL (I)

- 1. Review the visual organizer called *Figure Relationships and Reciprocity.*
- 2. The goal is to reflect on the response/focus (relationships/reciprocity) and answer the questions after or during actively viewing the video.
- 3. Recreate or copy the figure and complete the tasks.
- 4. Reflect on how this knowledge informs your collective practice with Indigenous peoples in health.
- 5. Debrief and share your insights with a trusted individual or a preferred method (ex. journal, prayer, meditation, walk, other).

STRATEGIES - TEAM (WE)

- 1. Divide the larger group into smaller teams.
- 2. Advise each team that we will be listening to and watching the video (*Listen With Us*) for a specific purpose.
- 3. Ask each team to actively listen to the voices of the knowledge keepers by focusing on these questions Do the Knowledge Keepers in the video talk about relationships/reciprocity? Do they share an experience or model this in some way?
- 4. In your small teams debrief in a safe manner by discussing your listening experience and reflecting on how this information informs collective health practices (your role in improving health outcomes).
- 5. Now, come back together as a large group and share your team's insights.



1. We (I) have actively listened to the video by utilizing a focus/response.

2. We (I) have debriefed.

3. We (I) have shared our team insights into collective health practices.

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C. Spiritual Domain - Create

LEARNING GOALS

- 1. We (I) will actively and reflectively view the video called Listen With Us: What does meaningful and respectful engagement look like with Indigenous Peoples in healthcare settings?
- 2. We (I) will think about and share our understanding/experiences with the <u>four responses</u> (relationships/reciprocity, culturally safe spaces, education/training and collaboration/co-creation).
- 3. We (I) will write a letter on these insights.

RESOURCES

- 1. Video Listen With Us: What does meaningful and respectful engagement look like with Indigenous Peoples in healthcare settings?
- 2. Devices (laptop, PC, other) and access to internet
- 3. Platform/Space for Discussion (online, in-person, other).

STRATEGIES - INDIVIDUAL (I)

- 1. Review the visual organizer called Letter To My...
- 2. The goal is to select an audience and one of the <u>four responses</u> (relationships/reciprocity, culturally safe spaces, education/training and collaboration/co-creation) and write a letter.
- 3. This letter focuses on your understanding and experiences (personal and/or professional) with one of these <u>four responses</u> so far.
- 4. Recreate or copy the letter template and complete.
- 5. Reflect on how this knowledge informs your collective practice with Indigenous peoples in health.
- 6. Share your insights with a trusted individual or a preferred method (ex. journal, prayer, meditation, walk, other).

Letter	- 7	-o l	M١	,
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Title of Letter:

Select the audience you are writing to (pick one):

- i. Colleagues/The Profession
- ii. Yourself at a Certain Point in Your Career
- iii. Indigenous Partners
- iv. Indigenous Patients

Select the focus you are writing about (pick one):

- i. relationships/reciprocity
- ii. culturally safe spaces
- iii. education/training
- iv. collaboration/co-creation

Your Letter:

- 1. Divide the larger group into smaller teams.
- 2. Have each team select two (2) of the four (4) responses (focus): i. relationships/reciprocity ii. culturally safe spaces iii. education/training iv. collaboration/co-creation.
- 3. In these small teams discuss your understanding and experiences (professional/personal) with this response (focus).
- 4. Come back together as a large group and share your insights on what you learned.
- 5. In your small teams, write a letter to an audience of your choice on these insights.
- 6. Now, come back together as a large group and share these letters.



- 1. We (I) have actively viewed the video.
- 2. We (I) have shared our insights & experiences (connecting four responses) in this activity.
- 3. We (I) have written a letter.



D. ONGOING LEARNING AND RECONCILIATION

Read the guiding query. Review the four responses that provide context to that query. Think deeper into **why** cultural sensitivity, acknowledging past wrongs, equitable access and partnership/collaboration are critical to Indigenous healthcare outcomes/experiences.



Guiding Query

How can healthcare settings contribute to the process of reconciliation with Indigenous peoples?

Cultural Sensitivity

Healthcare workers can learn about Indigenous cultures and traditions to provide respectful and understanding care. This might include things like incorporating traditional healing practices, smudging ceremonies, or creating/supporting spaces for family members to be involved in care.

Acknowledge Past Wrongs

Healthcare settings can acknowledge the harm caused by past and current policies and practices, such as residential schools and forced sterilization. This can be done through public statements, education for staff, and apologies to Indigenous patients and communities.

Four Responses

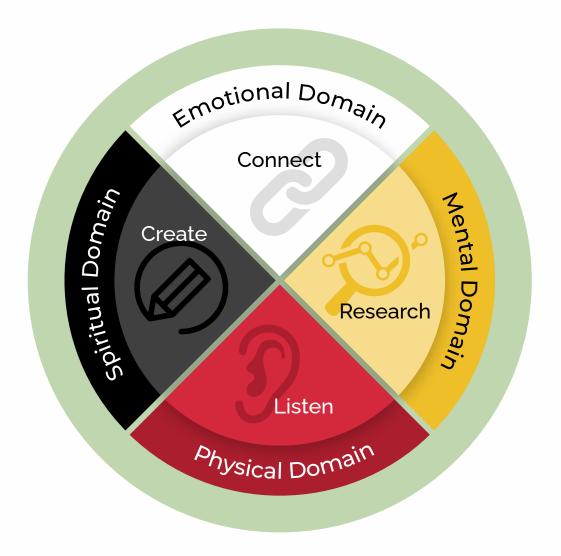
Partnership and Collaboration

Work with Indigenous communities to design and deliver healthcare services. This ensures that services are culturally appropriate and meet the needs of the community. It also helps to build trust, respect and co-learning between healthcare providers and Indigenous peoples.

7 Equitable Access

Ensure Indigenous peoples have fair and equal access to healthcare services.

This means reducing barriers like location, method of delivery, cost, and discrimination. It also means providing culturally relevant services that meet the unique needs of Indigenous peoples.



FURTHERING OUR UNDERSTANDING **DOMAINS**

- **Step 1.** View the companion video of the same name Listen With Us: What does meaningful and respectful engagement look like with Indigenous Peoples in healthcare settings?
- Step 2. Carefully review the <u>strategies</u> in the <u>domains</u>. Assess the time, space and resources you will require or have available. You will need to adapt the <u>strategies</u> with these aspects in mind.
- Step 3. Select a <u>domain</u> to begin (or continue) this learning journey (i.e. <u>emotional/connect</u>, <u>mental/research</u>, <u>physical/listen</u>, <u>spiritual/create</u>). Read the instructions and follow.
- **Step 4.** Repeat steps 2 and 3 for the other three remaining domains.
- **Step 5.** Now, review your completed work in all the <u>domains</u> and consolidate your learning at <u>reflections</u>.

D. Emotional Domain - Connect

LEARNING GOALS

- 1. We (I) will actively and reflectively view the video called *Listen With Us: What does meaningful and respectful engagement look like with Indigenous Peoples in healthcare settings?*
- 2. We (I) will explore the importance of committing to action in our work with/for Indigenous peoples.
- 3. We (I) will share why these conversations are important for our collective work with Indigenous peoples.

RESOURCES

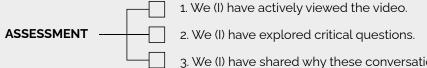
- 1. Video Listen With Us: What does meaningful and respectful engagement look like with Indigenous Peoples in healthcare settings?
- 2. Devices (laptop, PC, other) and access to internet
- 3. Platform/Space for Discussion (online, in-person, other).

STRATEGIES - INDIVIDUAL (I)

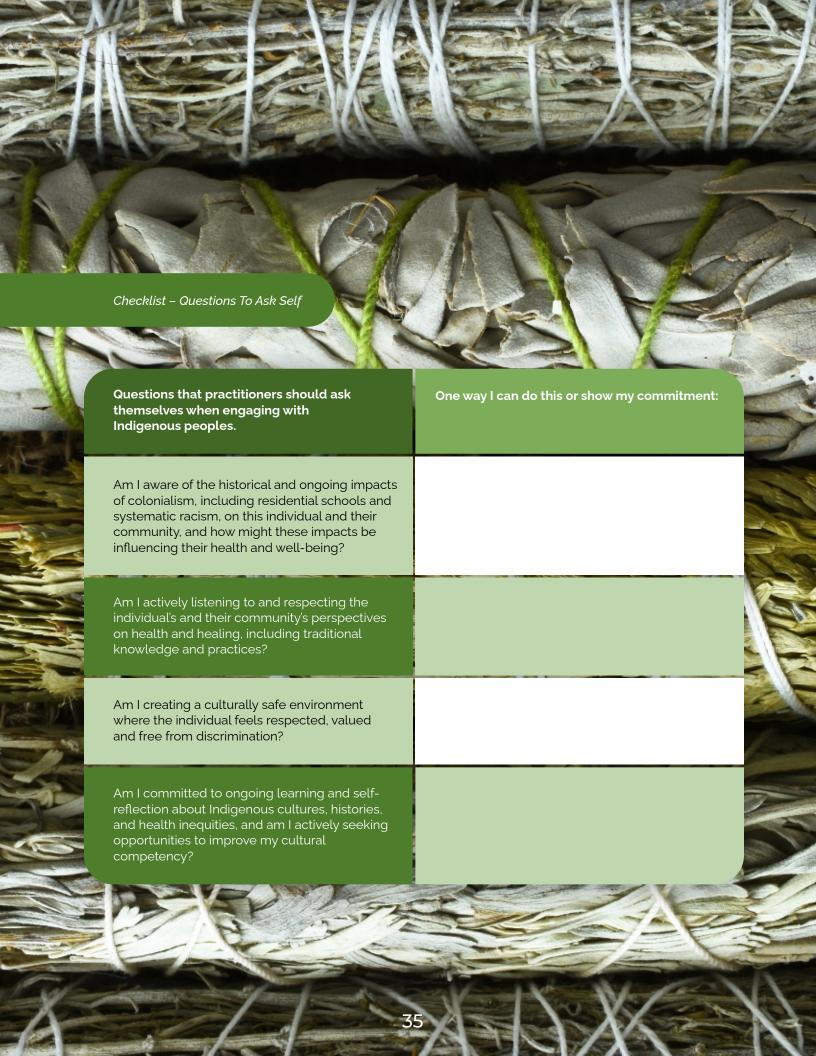
- 1. Review the visual organizer called *Checklist Questions To Ask Self.*
- 2. The goal is to think critically about the questions and provide one (1) way or strategy to show commitment to ongoing learning/reconciliation.
- 3. Recreate or copy the checklist and complete the tasks.
- 4. Reflect on why this knowledge informs your collective practice with Indigenous peoples in health.
- 5. Share your insights with a trusted individual or a preferred method (ex. journal, prayer, meditation, walk, other).

STRATEGIES - TEAM (WE)

- 1. Divide the larger group into smaller teams.
- 2. Have the teams explore each of these questions by centring the health practitioner/Indigenous patient experience:
 - i. Are we aware of the historical and ongoing impacts of colonialism, including residential schools and systemic racism, on this individual and their community, and how might these impacts be influencing their health & well-being?
 - ii. Are we actively listening to and respecting the individual's and their community's perspectives on health and healing, including traditional knowledge and practices?
 - iii. Are we creating a culturally safe environment where the individual feels respected, valued, and free from discrimination?
 - iv. Are we committed to ongoing learning and self-reflection about Indigenous cultures, histories, and health inequities, and are we actively seeking opportunities to improve our practice?
- 3. Come back together as a large group and share your insights.
- 4. Take time to reflect on all the teams sharing.
- 5. Now, as a group centre your discussions on why these conversations are important for our collective work with Indigenous peoples.



3. We (I) have shared why these conversations are important for our collective work with Indigenous peoples.



D. Mental Domain - Research

LEARNING GOALS

- 1. We (I) will actively and reflectively view the video called *Listen With Us: What does meaningful and respectful engagement look like with Indigenous Peoples in healthcare settings?*
- 2. We (I) will explore the Four Responses further with guiding tasks.
- 3. We (I) will share how the research informs our collective work with/for Indigenous peoples.

RESOURCES

- 1. Video Listen With Us: What does meaningful and respectful engagement look like with Indigenous Peoples in healthcare settings?
- 2. Devices (laptop, PC, other) and access to internet
- 3. Platform/Space for Discussion (online, in-person, other).

STRATEGIES - INDIVIDUAL (I)

- 1. Review the visual organizer called *Table Q and A > Four Responses*.
- 2. The goal is to think about the responses, read the tasks and complete them.
- 3. Recreate or copy the table and complete the research.
- 4. Reflect on how this knowledge informs your collective practice with Indigenous peoples in health.
- 5. Share your insights with a trusted individual or a preferred method (ex. journal, prayer, meditation, walk, other).

- 1. Divide the larger group into smaller teams.
- 2. Have each team complete one of these tasks (research):
 - i. Which Indigenous treaty territory are you living in? Or working in?
 - ii. Find a resource on forced sterilization and Indigenous women.
 - iii. Is there an Indigenous Patient Navigator at your hospital that you are connected to or receive care at?
 - iv. Find an example of partnership between healthcare providers and Indigenous peoples.
- 3. Come back together as a large group and share your research results.
- 4. Take time to reflect on all the research presented.
- 5. Now, as a group centre these reflections and offer strategies on how this knowledge informs your collective practice with Indigenous peoples in health.



- 1. We (I) have actively viewed the video.
- 2. We (I) have conducted research in our area.
- 3. We (I) have offered feedback on how this knowledge informs our practice.

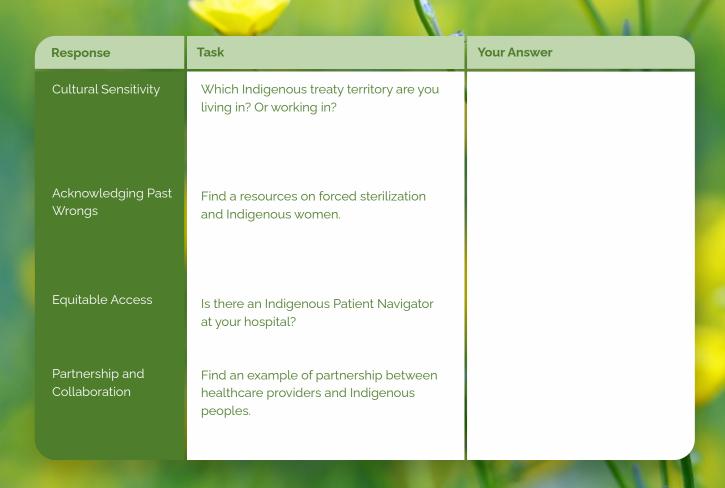


Table – Q and A > Four Responses



D. Physical Domain - Listen

LEARNING GOALS

- 1. We (I) will actively and reflectively view the video called Listen With Us: What does meaningful and respectful engagement look like with Indigenous Peoples in healthcare settings?
- 2. We (I) will listen to the knowledge keepers' experiences/stories by utilizing a focus.
- 3. We (I) will share insights into collective practices with/for Indigenous peoples in health.

RESOURCES

- 1. Video Listen With Us: What does meaningful and respectful engagement look like with Indigenous Peoples in healthcare settings?
- 2. Devices (laptop, PC, other) and access to internet
- 3. Platform/Space for Discussion (online, in-person, other).

STRATEGIES - INDIVIDUAL (I)

- 1. Review the visual organizer called *Figure My Four* Questions for the Knowledge Keepers.
- 2. The goal is to listen to the voices of the knowledge keepers and create four (4) questions that you would ask them if you could. Two (2) of these questions have to be directly related to the video and the other two (2) are open.
- 3. Recreate or copy the figure and complete the tasks. Think about why you selected these particular questions.
- 4. Reflect on how this knowledge informs your collective practice with Indigenous peoples in health.
- 5. Debrief and share your insights with a trusted individual or a preferred method (ex. journal, prayer, meditation, walk, other).

STRATEGIES - TEAM (WE)

- 1. Divide the larger group into smaller teams.
- 2. Advise each team that we will be listening to and watching the video (Listen With Us) for a specific purpose.
- 3. Ask each team to actively listen to the voices of the knowledge keepers by thinking about questions that they would ask them and offering reasons why.
- 4. In your small teams debrief in a safe manner by discussing your listening experience and reflecting on how this information informs collective health practices.
- 5. Now, come back together as a large group and share your team's insights.

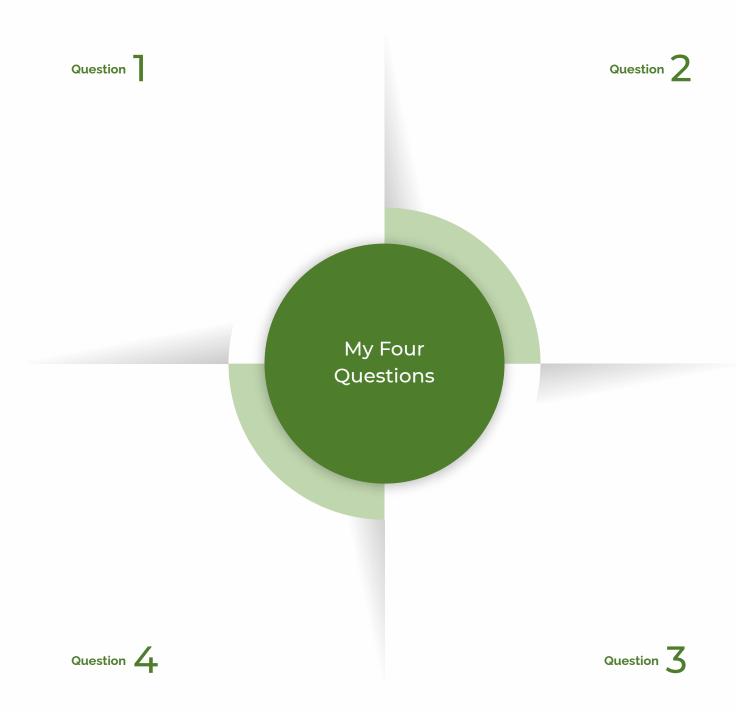
ASSESSMENT

1. We (I) have actively listened to the video by utilizing a focus.

2. We (I) have debriefed.

3. We (I) have shared our team insights into collective health practices.

Figure - My Four Questions for the Knowledge Keepers



D. Spiritual Domain - Create

LEARNING GOALS

- 1. We (I) will actively and reflectively view the video called *Listen With Us: What does meaningful and respectful engagement look like with Indigenous Peoples in healthcare settings?*
- 2. We (I) will locate a resource on reconciliation with Indigenous peoples in health.
- 3. We (I) will create an infographic on these insights and share.

Infographic – Reconciliation Resource in Health

- **Step 1.** Find a resource on reconciliation with Indigenous peoples in health. Review that resource carefully.
- **Step 2.** Now, identify seven (7) insights, facts, data or other information that is of interest from that resource.
- **Step 3.** Create an infographic that includes those seven (7) insights et al.

Sample infographic source: iphcc.ca/post_resources/indigenous-anti-racism-infographics

RESOURCES

- 1. Video Listen With Us: What does meaningful and respectful engagement look like with Indigenous Peoples in healthcare settings?
- 2. Devices (laptop, PC, other) and access to internet
- 3. Platform/Space for Discussion (online, in-person, other).



Sample infographic

STRATEGIES - INDIVIDUAL (I)

- 1. Review the visual organizer called *Infographic Reconciliation Resource in Health*.
- 2. The goal is to find a resource on reconciliation with Indigenous peoples in health and create an infographic.
- 3. Follow the steps and create your infographic.
- 4. Reflect on how this knowledge informs your collective practice with Indigenous peoples in health.
- 5. Share your insights with a trusted individual or a preferred method (ex. journal, prayer, meditation, walk, other).

STRATEGIES - TEAM (WE)

- 1. Divide the larger group into smaller teams.
- 2. Have each team locate a resource on reconciliation with Indigenous peoples in health.
- 3. Each team member is to review that resource and share their critical takeaways.
- 4. Now, create a team infographic on that resource.
- 5. Come back together as a large group, share your infographics and impacts for practice with/for Indigenous peoples.

ASSESSMENT ____

We (I) have actively viewed the video.

2. We (I) have explored a reconciliation resource.

3. We (I) have created an infographic and shared insights into collective practice.



Conclusion

Thank you for joining us and digging deeper into the question - What Does Meaningful And Respectful Engagement Look Like With Indigenous Peoples In Healthcare Settings? Your experience in cultural humility is appreciated and the IPHCC encourages you to share your learning with others (ex. your organization or with us at the IPHCC). Please feel free to use this Grid - Post Learning and My Journey to document your concluding thoughts.



Post Learning and My Journey	Emotional Domain Connect	Mental Domain Research	Physical Domain Listen	Spiritual Domain Create
Understanding the Historical and Current Context				
Supporting Culturally Safe and Appropriate Care				
Access and Equity				
Ongoing Learning and Reconciliation				

Additional Resources

Indigenous Anti-Racism Infographics

https://iphcc.ca/post_resources/indigenous-anti-racism-infographics

two posters that demonstrate what Indigenous anti-racism is and isn't

Culturally Appropriate Language Guide

https://iphcc.ca/post_resources/culturally-appropriate-language-guide

practical guide on how to utilize inclusive language in healthcare

How to Develop a Meaningful Land Acknowledgement

https://iphcc.ca/post_resources/how-to-develop-a-meaning-full-land-acknowledgement-en-fr

• understanding and creating meaningful land acknowledgements infographic

NE IIKAANIGAANA 'All Our Relations' Toolkit

https://iphcc.ca/post_resources/ne-iikaanigaana-toolkit

meaningful ideas that move healthcare towards addressing implicit bias

Respectful Engagement In Indigenous Cultural And Ceremonial Events

https://iphcc.ca/post_resources/respectful-engagement-in-indigenous-cultural-and-ceremonial-events

resource on the essential principles/practices when engaging in culture and ceremony

Indigenous Primary Health Care Councils' YouTube Channel

https://www.youtube.com/@indigenousprimaryhealthcar47

subscribe to access a variety of resources at the IPHCC's YouTube Channel



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Switzer, and Pamela Rose Toulouse.

Acknowledgements: Thank you **Dakota Recollet** for your leadership and trust in our collective

visions! Thank you **Bryanna Jackson-Ominika** for your kindness, support

and coordination!

Date: March 2025



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