



Queen's Health Sciences Truth and Reconciliation Commission Calls to Action 2024-2025

Queen's Health Sciences Commitment to Reconciliation

The Queen's Health Sciences (QHS) Office of Indigenous Health commits to addressing the health related Truth and Reconciliation Committee (TRC) Calls to action #22, 23, and 24 with the aim of closing the gaps in health outcomes between Indigenous and non-Indigenous communities across Canada by increasing the number of Indigenous health professionals trained and working at Queen's University, integrating traditional Indigenous healing knowledge and practices in health sciences curriculum, and prioritizing anti-Indigenous racism.

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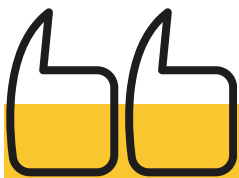


Call #22

We call upon those who can effect change within the Canadian health-care system to **recognize the value of Indigenous healing practices and use them in the treatment of Indigenous patients** in collaboration with Indigenous healers and Elders, where requested by Indigenous patients.



VOICES



Queen's is increasing efforts to incorporate elements of Indigenous medicine and healing into medical education. Over the course of my education, I've felt proud to see the volume of Indigenous healing events increase and I look forward to what is in store in the future.

Kimberly Mitchell

Qalipu Mi'kmaq
MD Student, 2026



Advancing Call to Action #22 requires recognizing that Indigenous healing practices are not alternatives to health care, but essential components of holistic wellness for many Indigenous patients. Queen's Health Sciences has taken important steps by creating space for Indigenous knowledge, Elders, and cultural teachings within medical education. Continued collaboration with Indigenous communities will be key to ensuring these practices are meaningfully integrated into patient care.

Ethan Soucy

Atikameksheng Anishnawbek First Nation
MD Student 2027

Recognize the Value of Indigenous Health Practices

Initiatives



Office of Indigenous Health hosts a drum making orientation session for first year Indigenous medical students at the start of the academic year



Office of Indigenous Health also hosts the QHS Indigenous learner orientation session, which entailed a Medicine Bag workshop in September 2024



MD students host an event every spring honouring Missing and Murdered Indigenous Women, Girls and Two-spirited people (MMIWG2S) featuring keynote speakers, charity raffle, and fundraiser.



A weekly beading group at the Nest is supported by MD students who completed a "Q" beaded art project.



IPAC supported Talking Circles with MD learners to reflect on their experiences in the MD Program.



"Q" beaded art project on display

Collaborate with Indigenous Healers and Elders

The Office of Indigenous Health partnered with the Indigenous Interprofessional Primary Care Team to host a talk by the Traditional Healer Joe Pitawanakwat at the end of September 2024. The collaborative traditional healing discussion are a continuing offering.



Call #23

We call upon all levels of government to:

- i. **Increase the number** of Indigenous professionals working in the health-care field.
- ii. Ensure the **retention** of Indigenous health-care providers in Indigenous communities.
- iii. Provide **cultural competency** training for all healthcare professionals.



The WAHA-Queen's Health Education Project, a tri-partner initiative between the Weeneebayko Area Health Authority, the Faculty of Health Sciences, and the Mastercard Foundation, is being designed to advance the Truth and Reconciliation Commission's Calls to Action 23 and 24 by expanding the number of Indigenous health professionals working in rural and remote Indigenous communities, using curricula that embed Indigenous knowledges into interprofessional health-professions training.

Dr. Jamaica Cass

Mohawks of the Bay of Quinte
Department of Family Medicine

Increase the Number of Indigenous Professionals Working in the Health-care Field

WAHA-Queen's Health Education Project

Weeneebayko Area Health Authority (WAHA), in partnership with Queen's Health Sciences (QHS) and Mastercard Foundation, are co-developing decolonized interprofessional curricula for training health professionals living along the western James Bay and Hudson Bay coast (Omushkego Territory) and building a health education campus in Moosonee, ON. Dr. Roger Pilon is the WAHA-Queen's Health Education Project Faculty Executive Lead. The initiative is also implementing a comprehensive Health Careers Pathways Program to support Indigenous youth interested in pursuing post-secondary education in healthcare professions.

The partnership held its most ambitious Student Summer Program yet in June 2025, with 21 students from Mushkegowuk Territory attending. This week-long program included a case study following a pregnant woman and her partner as the pregnancy progresses, from pre-birth checks all the way to birth and breast feeding. There were lab simulations, including a simulated birth, and interactive group activities designed to help students learn what nurses, paramedics, doctors, physiotherapists and OTs do, day to day, patient to patient. The Summer Program's social and cultural activities were designed and delivered by 5 Indigenous Queen's Health Sciences students who acted as near peer Summer Student Coordinators,

who shared their experiences and insights with the students.

The WAHA-Queen's Health Education Project continues to build relationships with First Nations communities in Omushkego Territory. A great deal of momentum and optimism was gathered over the summer as team members met hundreds of community members at summer gatherings, women's health workshops, community and school fairs and other gatherings in Moosonee, Moose Factory, Attawapiskat and Kashechewan.



Summer Program students participating in lab simulations

Indigenous Hires

As of July 1, 2024, Queen's Health Sciences hired a Queen's National Scholar Indigenous Faculty member in the Department of Public Health. The QHS Indigenous Recruitment and Student Advisor was hired to support Indigenous students throughout 2025.

For the summer of 2025, Queen's hired an Indigenous learner to fill the SWEP-funded Indigenous Health Program Assistant position. The Associate Dean, Indigenous is involved in MD program admissions interviews with a specific focus on the Indigenous Admissions Pathway.

Collaborations

Queen's joined the UofT Communities of Support, a collaborative initiative that aims to increase the numbers of Indigenous, Black, Latin American, Filipino, non traditional (ex mature) and economically disadvantaged students in health sciences programs

QHS collaborated with NOSM, U of T, TMU, and McMaster to launch the Mushkiki Miikan initiative with the goal of improving access, providing tailored support, and creating a nurturing environment for Indigenous students throughout their medical educational journey.



Ensure the Retention of Indigenous Healthcare Providers in Indigenous Communities

Events & Initiatives

Creation of a physical space for the QHS Office of Indigenous Health to support Indigenous learners, staff, and faculty in Queen's Health Sciences

Ongoing support and advising through STEMInA programming and socials for undergraduate health sciences, nursing, and QuARMS students.

Office of Indigenous Health established the Queen's University Indigenous Health Research Network and hosts ongoing meetings with members.

Fall and Winter Feasts are hosted at the Office of Indigenous for Indigenous Learners, staff, and faculty.



Gathering of Indigenous students and staff at The NEST

2024-2025 Awards

- Dr. Sarah Funnell awarded the Indigenous Physicians Association of Canada (IPAC) Mentorship Award.
- Dr. Jamaica Cass awarded the IPAC Community Impact Award.
- Indigenous Healthcare Education and Practice Queen's Project team won the 2025 D2L Innovation Award in Teaching and Learning

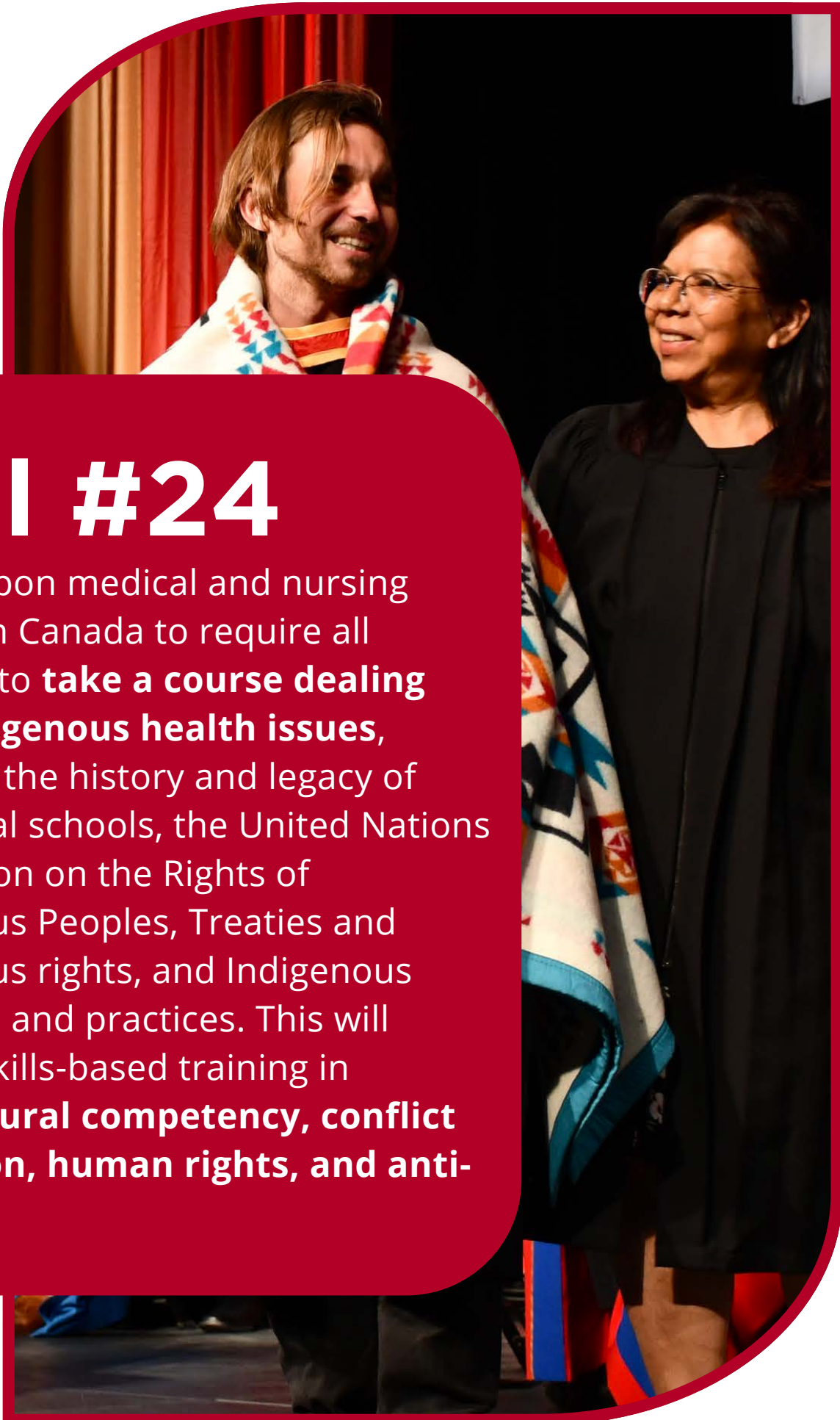
Provide cultural competency training for all healthcare professionals.

Events & Initiatives

- Indigenous learners and faculty annually attend the IPAC Mentorship event at Queen's University.
- Queen's University Indigenous Medical Student Association host a National Day for Truth and Reconciliation (NDTR) event on an annual basis.
- Indigenous learners and faculty attend the IPAC Gathering on an annual basis. The pan-Canadian event draws Indigenous learners, staff, and faculty from all Canadian medical schools
- Dr. Jaris Swidrovich delivered a talk titled: "A Storied Life of Woven Threads: A Two Spirit Indigenous Pharmacist's Path to Better Health Care as part of the Tatham Henderson Lecture Series.
- Dr. Alike LaFontaine a keynote at the QHS EDIIA General Assembly titled, "The Outrage Cure: Understanding Anger, Outrage, and Indifference to Health Relationships, Systems, and Self.

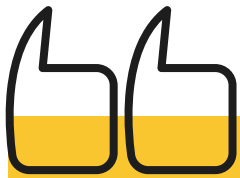


Gathering and ceremony for National Day for Truth and Reconciliation



Call #24

We call upon medical and nursing schools in Canada to require all students to **take a course dealing with Indigenous health issues**, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Indigenous rights, and Indigenous teachings and practices. This will require skills-based training in **intercultural competency, conflict resolution, human rights, and anti-racism.**

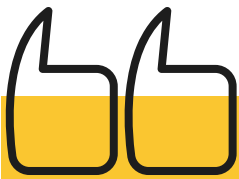


Queen's Health Sciences (QHS) creates a space where Indigenous health issues can be brought into the conversation, acknowledging health disparities in such a way that highlights diverse knowledge systems and ways healing. Initiating discussions around Indigenous rights into core BHSc courses, QHS is making progress towards advancing TRC Call to Action #24. Although the path towards reconciliation still extends ahead and a deeper application of our strengths remains to be integrated, QHS has made a significant impact on developing students, helping to build a future where our healthcare providers understand the historical context in Canada and appreciate Indigenous teachings and practices.

Skyler Gruner

Métis Nation of Ontario
Bachelor of Health Sciences (BHSc)

VOICES



Queen's Health Sciences has demonstrated commitment to Call #24 through course offerings in global and population health that directly discuss issues affecting the health of Indigenous people across Canada. These courses have given students an opportunity to gain knowledge on the complex issues Indigenous people continue to face when accessing care and how we, as future health care professionals, can address these issues at a systemic level.

Chloe Chilton

Moose Cree First Nation
Bachelor of Health Sciences (BHSc)

Educational Sessions - Indigenous Health Issues

Office of Indigenous Health

Dr. Sarah Funnell provides continuous strategic advice on decolonizing/Indigenizing Queen's Health Sciences programs.

QHS programs are enhancing Indigenous Health content for undergraduate, graduate, professional, and postgraduate learners including but not limited to: Bachelor of Health Sciences, Nursing, Public Health, Undergraduate Medical Education, Postgraduate Medical Education, Rehabilitation Therapy, and Occupational Therapy.

Undergraduate research student in the Office of Indigenous Health has completed a scoping review of cultural safety training to support patients in palliative care.



Dr. Sarah Funnell

Associate Dean & Chair of Indigenous Health, Faculty of Health Sciences, Assistant Professor, Department of Medicine

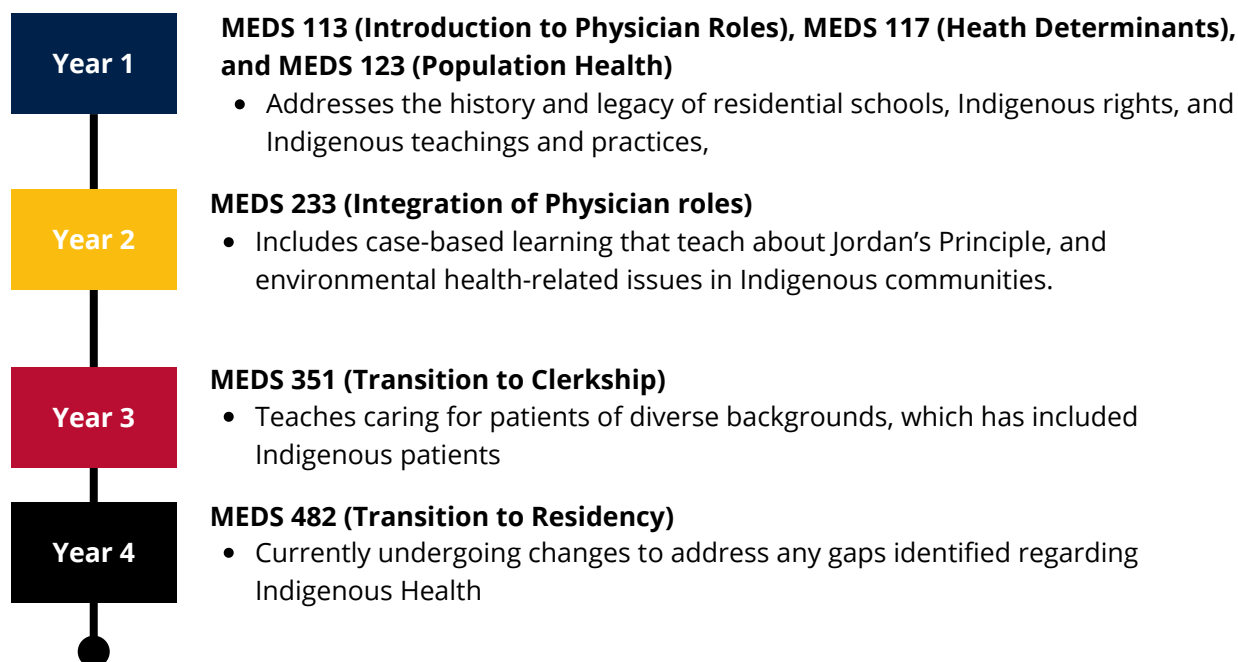
School of Medicine (Non-clinical) Curriculum

Indigenous Health course is offered in the Masters of Health Professions Education.

The Bachelor of Health Sciences Program, Racism and Health in Canada undergraduate course integrates learning and discussion on:

- Historical and contemporary Indigenous Health issues and the impact of colonialism
- The history and legacy of residential schools and Indian Hospitals
- Rights of Indigenous peoples across Canada
- Indigenous teachings and practices such as the Indigenous Determinants of Health, Cultural Safety, Cultural Humility

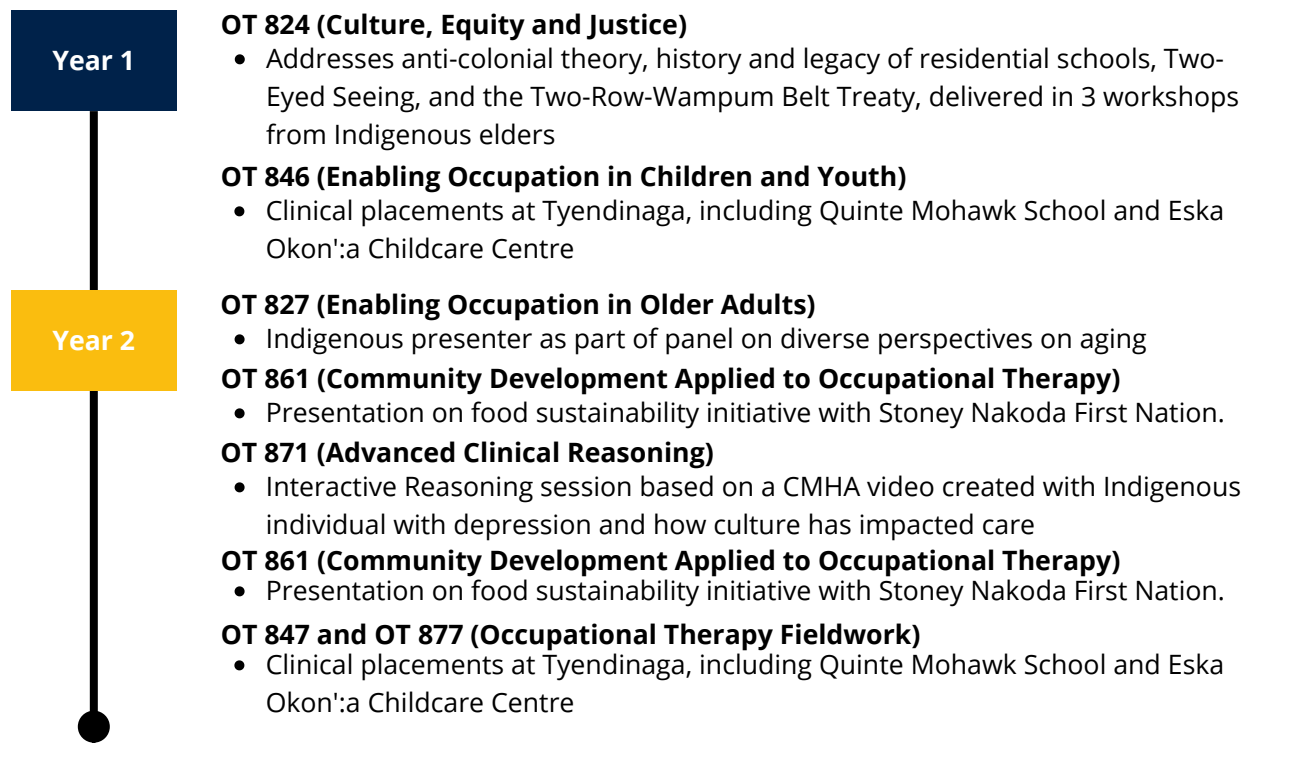
School of Medicine (Clinical) Curriculum



School of Nursing Curriculum



School of Rehabilitation Therapy (Occupational Therapy)



The diagram shows a vertical timeline with a black line. At the top is a dark blue box labeled 'Year 1'. Below it is a yellow box labeled 'Year 2'. The timeline ends in a black dot. To the right of the timeline, under 'Year 1', are three course entries: OT 824, OT 846, and OT 827. To the right of the timeline, under 'Year 2', are four course entries: OT 861, OT 871, OT 861, and OT 847 and OT 877.

Year 1

OT 824 (Culture, Equity and Justice)

- Addresses anti-colonial theory, history and legacy of residential schools, Two-Eyed Seeing, and the Two-Row-Wampum Belt Treaty, delivered in 3 workshops from Indigenous elders

OT 846 (Enabling Occupation in Children and Youth)

- Clinical placements at Tyendinaga, including Quinte Mohawk School and Eska Okon'a Childcare Centre

OT 827 (Enabling Occupation in Older Adults)

- Indigenous presenter as part of panel on diverse perspectives on aging

OT 861 (Community Development Applied to Occupational Therapy)

- Presentation on food sustainability initiative with Stoney Nakoda First Nation.

OT 871 (Advanced Clinical Reasoning)

- Interactive Reasoning session based on a CMHA video created with Indigenous individual with depression and how culture has impacted care

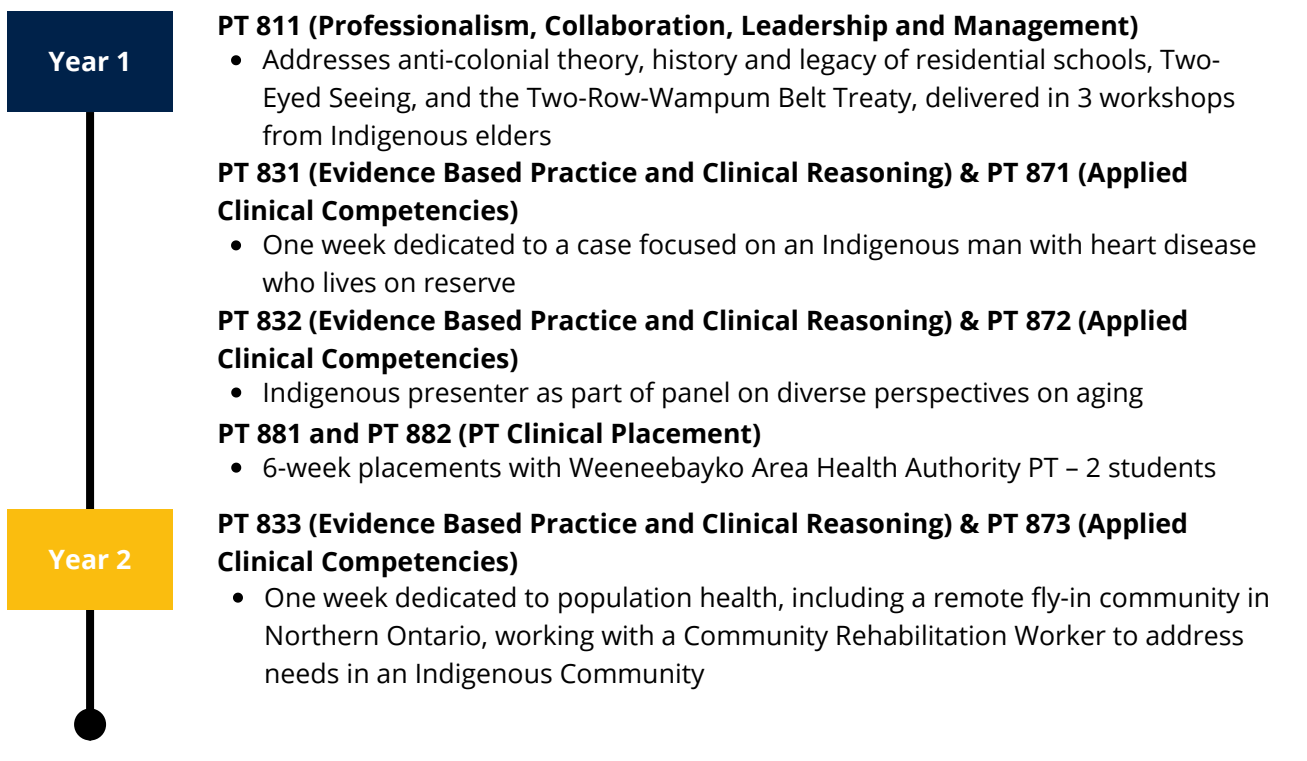
OT 861 (Community Development Applied to Occupational Therapy)

- Presentation on food sustainability initiative with Stoney Nakoda First Nation.

OT 847 and OT 877 (Occupational Therapy Fieldwork)

- Clinical placements at Tyendinaga, including Quinte Mohawk School and Eska Okon'a Childcare Centre
-

School of Rehabilitation Therapy (Physical Therapy)



The diagram shows a vertical timeline with a black line. At the top is a dark blue box labeled 'Year 1'. Below it is a yellow box labeled 'Year 2'. The timeline ends in a black dot. To the right of the timeline, under 'Year 1', are three course entries: PT 811, PT 831 and PT 871, and PT 832. To the right of the timeline, under 'Year 2', is one course entry: PT 881 and PT 882.

Year 1

PT 811 (Professionalism, Collaboration, Leadership and Management)

- Addresses anti-colonial theory, history and legacy of residential schools, Two-Eyed Seeing, and the Two-Row-Wampum Belt Treaty, delivered in 3 workshops from Indigenous elders

PT 831 (Evidence Based Practice and Clinical Reasoning) & PT 871 (Applied Clinical Competencies)

- One week dedicated to a case focused on an Indigenous man with heart disease who lives on reserve

PT 832 (Evidence Based Practice and Clinical Reasoning) & PT 872 (Applied Clinical Competencies)

- Indigenous presenter as part of panel on diverse perspectives on aging

PT 881 and PT 882 (PT Clinical Placement)

- 6-week placements with Weeneebayko Area Health Authority PT – 2 students

PT 833 (Evidence Based Practice and Clinical Reasoning) & PT 873 (Applied Clinical Competencies)

- One week dedicated to population health, including a remote fly-in community in Northern Ontario, working with a Community Rehabilitation Worker to address needs in an Indigenous Community
-

Post Grad Medical Education - Indigenous Health Day 2025

Time	Activity
10:15 AM	Traditional Teachings and First Nations Presentation
11:15 AM	Métis Presentation
12:00 PM	Inuit Presentation
12:45 PM	Lunch Break
1:30 PM	Cultural Safety Presentation
1:45 PM	Anti-bias Presentation and Exercise
2:30 PM	Case Study Discussions
3:15 PM	Reflections

01

Understand how the history of colonization, residential schools, racism, and political agendas have affected the health and provision of health care for Indigenous people in Canada, today.

02

Describe the Indigenous patient's view of illness, health, and wellness.

03

Examine and demonstrate the knowledge and skills required to deliver culturally safe healthcare to the Indigenous population.

04

Introspectively evaluate and self-reflect on their own response to the history and contemporary environment of Indigenous peoples and how it influences they way they provide health care.

05

Demonstrate a commitment to Indigenous patients, communities, colleagues, the medical profession, and society through ethical and reflective practice and allyship.

History and legacy of residential schools

Office of Indigenous Health hosted a viewing of the Canadian Medical Association apology in mid September 2024.

Indigenous Teachings and Practices

Indigenous Health Standing Committee unveiled Indigenous artwork installation in the SOM building in April 2024.



"Our Culture is Medicine" Artwork by Jared Tait commissioned by the Indigenous Health Standing Committee in the School of Medicine Building

Dr. Sarah Funnell co-chairs with Dr. Jamaica Cass, a Continuing Professional Development planning group related to an Indigenous Wellness in healthcare event.



Moving Forward

An annual report will be released by the QHS Office of Indigenous Health, to demonstrate the QHS commitment to reconciliation. A huge thanks to Dr. Nancy Tatham and her partner Ms. Donna Henderson, Queen's Office of Indigenous Initiatives, and the province of Ontario Indigenous student Support Fund for supporting this work. The continued funding will allow QHS Office of Indigenous Health to expand the priority of addressing calls to action #22, 23, and 24 in collaboration with QHS learners, staff, and faculty. Sharon Okoroma and Kim Mitchell were instrumental to the development of this report, with gratitude to them both.



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