



# Outreach and Indigenous Engagement Strategy Report



UNIVERSITY OF SASKATCHEWAN  
College of Nursing  
USASK.CA/NURSING



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## Being Distinctive:

### Who We Are is What Sets Us Apart



**K**nowing who we are is a major confidence booster for most of us as we navigate our way through life, influencing everything from career choice to volunteer activities to hobbies. Finding that conviction can be equally powerful for a university, so

it's not surprising to find "who we are and what sets us apart from others" as the central philosophy of the University of Saskatchewan's Third Integrated Plan: *Promise and Potential (2012-2016)*. For those of us at the College of Nursing, where we already know a lot about who we are, the university's mantra challenges us to move even further ahead with "strategic choices in an uncertain economic environment".

One way we live who we are every day is by embracing initiatives that bring us closer to our communities. The college's *Learn Where You Live* initiative in northern, rural and remote communities is an example of success in this goal and the fact that this initiative continues to prosper makes us proud. Helping these communities access our undergraduate program and seeing them realize the benefits and mutual goal of a post-secondary education has been extremely rewarding. Creating learning opportunities close to home has proven to be one of the best pathways to student success and has resulted in many graduates entering the local workforce in the communities where they live.

We also live who we are by finding ways to push our existing successes even higher. We did that by creating the Strategist for Outreach and Indigenous Engagement position to build on the existing strengths of our noteworthy Native Access Program

to Nursing (NAPN). This program, now renamed UCAN—the University of Saskatchewan Community of Aboriginal Nursing—extends the college broadly within the university community, and externally with the Aboriginal peoples of Saskatchewan and Canada, including First Nations, Métis and Inuit. We also connect with international Indigenous peoples.

By creating the strategist position, we aim to improve the student experience and assist in the recruitment of Aboriginal and Indigenous international students in nursing. We also aim to advance education in the health sciences, create new funding sources for research, and engage faculty with communities for scholarship and inter-professional collaboration.

The essence of this report is strategic; it is not only forward looking, but the thinking shows a realization of nursing that brings local to global and global to local. No other college or faculty of nursing we're aware of has invested so strategically in Indigenous engagement that is truly focused on moving policy to practice.

The experiences within this report are distinctive. As you **turn the page** it will become clear that the College of Nursing has a strong presence across Saskatchewan. The work of the Strategist for Outreach and Indigenous Engagement demonstrates that as we work together with our partner communities, our strengths come from knowing who we are—on our own and as a team. And that knowledge sets us apart.

**Lorna Butler, RN, PhD**  
Dean & Professor  
College of Nursing



It has been my privilege to serve as the College of Nursing's Strategist for Outreach and Indigenous Engagement since January 2013. True to the cliché, it has been both a challenge and an opportunity to identify the areas where the college had the biggest role to play and the most responsibility to enact positive change in educating the province's future nursing workforce and improving our knowledge of, and impact in, indigenous health outcomes.

Without a doubt, the part of the position I have been most proud of has been in supporting and promoting our *Learn Where You Live* philosophy, involving the innovative delivery of the full nursing degree to La Ronge and Île-à-la-Crosse in northern Saskatchewan. It is a model that shows how the university can be more accessible and relevant for Indigenous communities, providing long-term solutions to gaps we continue to see in Indigenous well-being and development. Our leadership in the Northern Nursing Education Network means the lessons we have learned will be transferred far beyond the province's borders.

The distributed nature of the program and the access it provides, has propelled the College of Nursing to reach its goal of a proportional student body in the 2015-16 academic year, with 165 undergraduate and 10 graduate Aboriginal nursing students—16.4% of the total—enrolled in the college. This milestone has taken three decades to achieve, supported at every step by the effort of countless faculty and staff including Aboriginal student advisors, professors, the college's leadership team and beyond. Most of all, I am inspired by the First Nations and Métis students who have overcome so many barriers and demonstrated such persistence in getting into the College of Nursing to pursue their dreams of becoming Registered Nurses. Every story I have heard from the college's Aboriginal students and alumni explaining their choice to enter nursing has been both moving and humbling. It is easy to be optimistic about the future of health care and outcomes in the province of Saskatchewan when I witness the leadership and determination of our Aboriginal students week in and week out.

**Heather Exner-Pirot, PhD**  
 Strategist for Outreach and Indigenous Engagement  
 College of Nursing

**College of Nursing Aboriginal Engagement**



**Undergraduate Pre-Professional Year Locations**

1. Battlefords
2. Buffalo Narrows
3. Caronport
4. Creighton
5. Ile-a-la-Crosse
6. La Ronge
7. Lloydminster
8. Melfort
9. Muenster
10. Onion Lake
11. Prince Albert
12. Regina
13. Saskatoon
14. Swift Current
15. Yorkton

**Complete Undergraduate Program Locations**

16. Ile-a-la-Crosse
17. La Ronge
18. Yorkton
19. Saskatoon
20. Prince Albert
21. Regina

**UCAN Advisors**

22. Prince Albert
23. Saskatoon
24. Regina

**Continuing Education and Development for Nurses**

87. Saskatoon
88. Ile-a-la-Crosse

**Clinical Placements**

25. Stony Rapids
26. Makwa Sangaiehcan First Nation
27. Muskoday First Nation
28. Tisdale
29. Beardy's and Okemasis First Nation
30. Meadow Lake
31. La Ronge
32. Saskatoon
33. Regina
34. Indian Head
35. Shellbrook
36. Standing Buffalo First Nation
37. Sandy Bay
38. Lucky Lake
39. Nipawin
40. Fort Qu'Appelle
41. Big River
42. Piapot First Nation
43. Black Lake First Nation
44. Pelican Narrows
45. Mankota
46. Ile-a-la-Crosse
47. Spiritwood
48. North Battleford
49. Prince Albert
50. Stanley Mission

**Research Projects**

51. Standing Buffalo First Nation
52. Sturgeon Lake First Nation
53. Thunderchild First Nation
54. Saskatoon
55. Regina

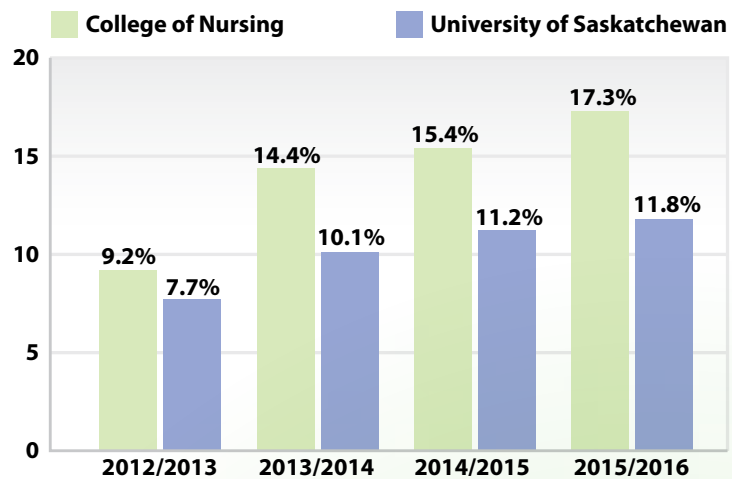
**K-12 Outreach**

56. La Loche
57. Beauval
58. Buffalo Narrows
59. Cumberland House
60. La Ronge
61. Pinehouse
62. Regina
63. Piapot First Nation
64. Carry The Kettle First Nation
65. Peepeekisis First Nation
66. Pasqua First Nation
67. Standing Buffalo First Nation
68. Fort Qu'Appelle
69. Balcarres
70. Punnichy
71. Cote First Nation
72. Keeseekoose First Nation
73. Key First Nation
74. Yellow Quill First Nation
75. Fishing Lake First Nation
76. White Bear First Nation
77. Kahkewistahaw First Nation
78. Big River First Nation
79. Thunderchild First Nation
80. One Arrow First Nation
81. Muskoday First Nation
82. Mistawasis First Nation
83. Ahtahkakoop First Nation
84. Beardy's and Okemasis First Nation
85. Kinistin First Nation
86. Yorkton

# Aboriginal Undergraduate Student Representation

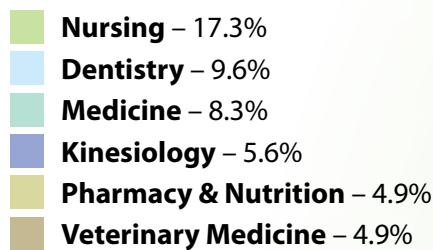
Registered Nurses are the backbone of the health care system. They are central to health care delivery in First Nations, Métis and Inuit communities. Nursing is also the most attractive health care profession for Aboriginal peoples: 77 percent of Aboriginal health professionals are Registered Nurses, compared to 59 percent for all Canadian health professionals. At the University of Saskatchewan, 64 percent of Aboriginal health science students are enrolled in the College of Nursing.

**Aboriginal Undergraduate Student Representation**

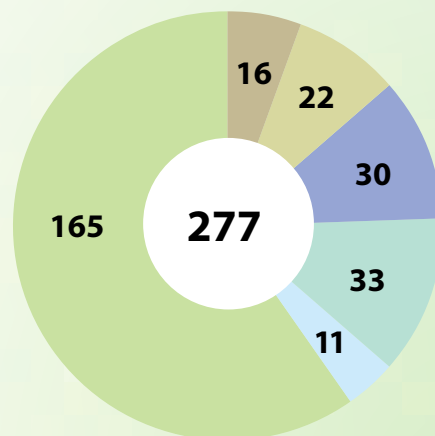


## University of Saskatchewan Health Science Aboriginal Student Representation 2015-2016

**Percentage of Health Science Students Self-Identified as Aboriginal**



**Number of Health Science Aboriginal Undergraduate Students**



# Learn Where You Live – Distributed Learning



■ College of Nursing - BSN years 2-4  
○ College of Nursing - Pre-professional year

The College of Nursing has adopted a *Learn Where You Live* approach to ensure students from across the province have access to a high quality university nursing education. Developing a nursing workforce in rural, remote and northern communities where the need is highest drives us to move forward with this program.

Learning where you live often leads to working where you live, resulting in lower employee turnover and a more stable nursing workforce in rural, remote and northern communities.



*College of Nursing Île-à-la-Crosse students*

Accessibility to education is particularly important in recruiting and retaining Aboriginal students who often have family, financial or cultural reasons for wanting to stay close to their home community.



*College of Nursing La Ronge students*



*College of Nursing La Ronge Graduation 2015*



*College of Nursing Île-à-la-Crosse Graduates 2015*

In 2012, northern community leaders requested assistance from the College of Nursing to address a prolonged nursing shortage. In response, the college opened up sites in La Ronge and Île-à-la-Crosse. The college proudly graduated its first northern Registered Nurses in spring 2015.

The college is also working with Onion Lake Cree Nation to offer its pre-professional year of study on the reserve. Fifteen seats have been committed for Onion Lake students to continue their studies for nursing years two to four at the Saskatoon campus.

The *Learn Where You Live* model has been vital to the college's ability to engage with Aboriginal communities and educate more Aboriginal nurses. Key to this success has been a philosophy of distributed learning—treating our various sites not as “off-campus” or peripheral locations in a “hub and spoke” model, but as equal and distinctive constituents in a cloud model. Over half of our Aboriginal students are currently learning at our Prince Albert and northern distributed sites, despite these sites providing only one-sixth of our undergraduate student seats. Distributed sites have been integral in achieving representation of our Aboriginal students.



*(l to r) Dean Lorna Butler, College of Nursing, Chief Wallace Fox of the Onion Lake Cree Nation, and Dean Michelle Prytula, College of Education*

# Community Partnerships

The College of Nursing has developed many partnerships with Indigenous communities and organizations. We learn from them and co-create knowledge and understanding that promotes nursing practice and Indigenous health. We have also shifted from short term or temporary partnerships towards relationships that can lead to long-term and sustainable efforts in the areas of accessible education, clinical placements, student recruitment and support, research and continuing education for nurses.

- Continuing Education and Development for Nurses (CEDN) has hosted the college-sponsored First Nations and Inuit Health Branch regional workshop in 2013, 2014 and 2015, as well as an annual Tuberculosis Symposium. CEDN has also piloted foot care and electrocardiogram workshops using remote presence technology in the Keewatin Yatthé Regional Health Authority to make professional development more accessible for northern nurses.



Île-à-la-Crosse students with Île XPERT ("Pert")

- College of Nursing Aboriginal student Ray McKay and University of Saskatchewan Community of Aboriginal Nursing (UCAN) advisor Heather Cote-Soop from our Regina campus, worked with the Canadian Nurses Association (CNA), Saskatchewan Registered Nurses Association (SRNA), Aboriginal Nurses Association of Canada (ANAC) and the

Saskatchewan Collaborative Bachelor of Science in Nursing Program (SCB-ScN) to host a booth as well as deliver a health presentation to thousands of Aboriginal athletes participating in the 2014 North American Indigenous Games in Regina.



[http://www.srna.org/images/stories/Communications/NewsBulletin/SRNA\\_Fall2014\\_NB.pdf](http://www.srna.org/images/stories/Communications/NewsBulletin/SRNA_Fall2014_NB.pdf)

- A memorandum of understanding was signed between the Aboriginal Nurses Association of Canada and the College of Nursing in October 2014. The event formalized a collaboration for Aboriginal student recruitment and retention, mentorship and research.



Nursing students with College of Nursing Dean Dr. Lorna Butler and ANAC President Dr. Lisa Bourque-Bearskin

<http://www.usask.ca/nursing/news/20141009MOU.php>





*Domestic Violence Awareness workshop participants*

- Saskatoon campus third-year student Jennifer McGillivray organized a Domestic Violence Awareness Workshop in June 2015, sponsored by the college.
- Our greatest challenge in recruiting more Aboriginal students is achievement in math and science at the K-12 level. To assist with this challenge, the college continues to provide bursaries through University of Saskatchewan Community of Aboriginal Nursing (UCAN), and has added funding for additional science ambassadors in Île-à-la-Crosse and Cumberland House.



*Rene Lerat judging at the FHQ Science Fair*

- The college also led efforts for Aboriginal engagement at the International Festival of Science, Technology, Engineering and Mathematics (STEMfest) held in Saskatoon, September 27-October 3, 2015, including hosting an Indigenous STEM Role Models panel for over one thousand high school students.

### Visiting Lecturers

- Associate Professor David Newhouse, a scholar at Trent University and Onondaga from Six Nations of the Grand River community in Ontario, was the college's visiting lecturer in March 2014. Newhouse provided two lectures with strong themes of Aboriginal healing and reconciliation. He also hosted a community colloquium addressing Aboriginal health that saw participation from a dozen local organizations from the Regina area.
- Dr. Lisa Bourque-Bearskin, president of the Aboriginal Nurses Association of Canada (ANAC), provided a lecture on "Indigenous Knowledge in Nursing" and helped the college launch its new University of Saskatchewan Community of Aboriginal Nursing (UCAN) program in March 2015.



*Professor David Newhouse*



*(l to r) Drs. Heather Exner-Pirot, Lisa Bourque-Bearskin and Lorna Butler*

## ■ Acting Locally, Thinking Globally



One of the college's priorities has been to connect local and international initiatives. In Saskatchewan, where Indigenous communities and other stakeholders have engaged in progressive and innovative thinking, the college holds an enviable position to share lessons learned with the rest of the world.

We also want to make sure we seek out, share and implement best practices gathered from across the globe—working smarter, not harder. The college is reaching its goal of becoming a global leader in Indigenous health and nursing practice through a number of ambitious efforts and initiatives.



*Yakutsk, Siberia ceremony*

- When the college began offering nursing programming in northern Saskatchewan, we sought partnerships to provide relevant northern comparisons and conditions. We have been working with the North-Eastern Federal University in northeast Russia since 2010, engaging in activities that include joint research, faculty exchanges, delivery of continuing education and the purchase of an RP-Xpress unit (robot). In summer 2015, a field study, as part of the Innovation Learning Institute in Yakutsk, Siberia, was attended by two northern Saskatchewan nursing students where they learned about health practices and processes of the Sakha people.



*La Ronge and Île-à-la-Crosse nursing students attend the Innovative Learning Institute in Siberia.*

- Drs. Lorna Butler and Heather Exner-Pirot were awarded a Grand Challenges Canada grant in January 2015 to support our collaboration with partners in Yakutsk, Siberia and Manila, Philippines—making nursing education more accessible to students in rural and remote communities by using remote presence telementoring. The grant allowed the college to purchase RP-Xpress units (robots) for each of our partners.



*Philippines faculty with RP-Xpress unit*



Cheryl Cummings (CEDN) teaching to Yakutsk nurses

- Continuing Education and Development for Nurses (CEDN) broke through barriers by using the RP-Xpress unit to teach a cardiac care workshop to nurses in Yakutsk, Siberia. Overcoming time and distance barriers means improved access to high quality education and health care. The college is a world leader in applying remote presence technology in health education and developing uses in rural and remote health care practice.

■ <http://www.usask.ca/nursing/news/20150527CEDN.php>



● Member institutions part of the Northern Nursing Education Network

- Northern Nursing Network in Canada. In looking for partners and in pursuing best practices in northern nursing education, the College of Nursing, in partnership with the Aboriginal Nurses Association of Canada, co-hosted a meeting of colleges and universities involved in delivering baccalaureate-level nursing education across northern Canada. The meeting took place at the Canadian Nurses Association biannual convention in Winnipeg, June 2014.

- These initiatives led to the establishment of a circumpolar-wide Northern Nursing Education Network (NNEN), in partnership with The Arctic University of Norway, in Tromsø, Norway and North-Eastern Federal University in Yakutsk, Siberia. With funding from the University of the Arctic (UArctic) and the Norwegian Centre for International Cooperation in Education (SIU) High North Programme, the Network held its first meeting in Reykjavik, Iceland in April 2015 and has begun joint research and planning for an annual student summer institute on circumpolar health issues. It received formal UArctic Thematic Network recognition in June 2015 and launched its own website in September 2015, at [www.northernnursingeducation.com](http://www.northernnursingeducation.com). The NNEN currently has twelve member institutions in Canada, Greenland, Iceland, Norway, Finland, and Russia.



■ [www.northernnursingeducation.com](http://www.northernnursingeducation.com)



# Supporting Student Success: Pathways to a Nursing Career

The College of Nursing created the country's first Aboriginal nursing program, the Native Access Program to Nursing (NAPN) in 1985, when there were only 35 Aboriginal baccalaureate-prepared nurses in Canada. When the college moved from its previous undergraduate program model to the current non-direct-entry four-year Bachelor of Science in Nursing (BSN) program in 2012, it was time to re-examine the NAPN program and its name. After reviewing the program, a new name was selected – UCAN – the University of Saskatchewan Community of Aboriginal Nursing. The name may have changed, but the mandate remains the same. The core of UCAN will continue to be student support and advising. Aboriginal nursing advisors located at campuses in Saskatoon, Regina and Prince Albert work with students at all sites to build community, provide advisement and support.

However, the College of Nursing has decided to go one step further and provide a pathway for Aboriginal students helping them transition from high school to university and ultimately into the workforce. Specifically, the college offers services aimed at helping Aboriginal students move through the high school math and science requirements and pre-professional year. UCAN advisors support students to complete their degrees, and provide mentorship and registration exam support, all to ensure that successful nursing students become successful Registered Nurses as they transition to the workforce.



## The Pathway:



- **Health Career Camps** - Targeting grades eight to ten, the College of Nursing has offered health career exploration camps for several years, often in partnership with other health science colleges. Some of these events include the Northern Lights Youth Health Career Symposium and the Yorkton Tribal Council Health Career Workshop Café. We also host campus tours including a visit to the Clinical Lab Resource Center (CLRC). These events are intended to provide hands-on, interactive learning opportunities that allow students to learn techniques from a variety of health professions. Techniques include taking blood pressure, preparing casts for “limbs” made from plumbing pipe and suturing incisions using pigs’ feet.



High school students visiting the CLRC

- **Science Scholarships** - In order to support rural Aboriginal students to successfully enter the University of Saskatchewan Bachelor of Science in Nursing (BSN) program, the College of Nursing provides funding of up to \$500 per student, per year in tutoring and other assistance required to complete the program's math and science prerequisites.
- **Learning Communities** - A summer orientation camp at the Saskatoon campus was hosted by the College of Nursing and College of Arts and Sciences from August 12-14, 2015. The purpose of the camp was to help prepare prospective Aboriginal nursing students for the rigors of the pre-professional year. Free to participants, the camp provided students with an orientation to biology and math concepts, lab tours, academic coaching, as well as social activities. Participants included nine students enrolled in the pre-professional year in Prince Albert and 19 enrolled in Saskatoon. The College of Nursing will continue to support the College of Arts & Science with this endeavor.



*Summer orientation camp participants*

- **UCAN** - Aboriginal nursing advisors at campuses in Saskatoon, Regina and Prince Albert work with students at all sites to build community and provide advisement and support, all with the ultimate goal of increasing the number of Aboriginal people in healing careers. The College of Nursing met its goal this year to ensure the Aboriginal proportion within our undergraduate student body, at 17.3%, mirrors the Aboriginal population of the province of Saskatchewan, which currently stands at 16.7%. We are proud to have the highest proportion of Aboriginal nursing students reported in the country and look forward to welcoming many more to our program in future years.

- **Mentorships** - The College of Nursing is preparing its graduates for transition to the workplace, ensuring successful Aboriginal nursing students become successful Registered Nurses. Working with the Aboriginal Nurses Association of Canada, as well as health regions and authorities across the province, we have developed a roster of mentors and adapted the Saskatoon Health Region's framework to implement a mentorship program in the fourth and final year of the Bachelor of Science in Nursing program.



*Mentors and Mentees*

- **Entrance Scholarship for Aboriginal Graduate Students** - The College of Nursing has established a \$5,000 entrance scholarship for incoming first-year graduate students of Aboriginal ancestry. The college hopes to prepare Aboriginal Registered Nurses who complete the graduate program for leadership and advanced practice positions in health care, as educators and in nursing and health research. Two equity seats have also been set aside for Aboriginal applicants in the Nurse Practitioner program.



*College of Nursing graduate students*

# Knowledge Creation

The following are ways the college believes we can create knowledge to improve Indigenous health:

- Conduct research that addresses gaps and promotes opportunities that deal with Indigenous health needs in Saskatchewan. These should also be transferable to Indigenous communities around the world.
- Provide all of our nursing students with strategies for culturally competent care and impart understanding and respect for Indigenous health concepts.
- Actively promote opportunities for undergraduate and graduate research for Indigenous students to expand their capacity and prepare them for leadership in their communities and workplaces.

The college has been successful in turning its innovative northern program delivery model into research success. The following fund/grants were received:

- Canadian Institutes of Health Research funding to host a forum on Building the Scholarship of Remote Presence Telementoring in March 2014.
- Grants from each of the University of the Arctic and the Norwegian Centre for International Cooperation in Education to establish the Northern Nursing Education Network and generate comparative research on northern and remote nursing pedagogies (2015).

## Faculty and Student Scholarship

The college has a long history of top-quality faculty and student research on Indigenous health issues. Below are some examples of the innovative and mutually beneficial scholarship supported by the Strategist position.

- Conference Board of Canada report – Exner-Pirot and Butler on accessible nursing education.



- Jill Bally and Shelley Spurr on nurse-led vision testing to screen for childhood diabetes.
- Third-year Aboriginal student Rene Lerat working with Treaty 4 Education Alliance to assess literacy and storytelling strategies for early childhood development.



- Fourth-year student Ray McKay working with Regina's The Circle Project to estimate the cost of one domestic violence incident.



- Noelle Rohatinsky on evaluating Aboriginal new nursing graduates' transition to practice experiences.



Underpinning the success of the Strategist for Outreach and Indigenous Engagement role is the opportunity and responsibility to share our lessons learned and best practices in both public and scholarly outlets. Some of our outreach and knowledge dissemination efforts are captured below:

### **Publications (Local & Global)**

Exner-Pirot, H., and Butler, L. "Health and Health Care in the North: The Determinants of Northern Health" in Herman J. Michel and Cathy H.G. Wheaton, eds. Kitaskino. JCharlton Publishing Ltd, 2014.

Exner-Pirot, H., and Butler, L. Healthy Foundations: Nursing's Role in Building Strong Aboriginal Communities. Ottawa: Conference Board of Canada, 2015.

Exner-Pirot, H., and Butler, L. "More Aboriginal Health Staff Vital [op-ed]". Saskatoon Star-Phoenix. April 2, 2015. Available from <http://www.thestarphoenix.com/health/More+aboriginal+health+staff+vital/10939973/story.html>.

McCabe, J., Butler, L., Exner-Pirot, H., Berry, L., Bullin, C., Bilinski, H., Wright, A. Building the Scholarship of Technology in Health: Extending the Use of Remote Presence Telementoring to Nursing Education. *Journal of Technologies and Human Usability*, 11(4), 15-28, 2015.

Watt, M., Butler, L., Exner-Pirot, H., and Amy Wright, A. "Linking Learners For Life Where They Live (L4): Developing a Global Health Initiative for Student Engagement." *J Prof Nurs* 0:1-6, 2015.

### **Presentations**

• TL<sup>t</sup> 2013 – Teaching and Learning to the Power of Technology conference. "Beaming Into the North: Local Nursing Education in La Ronge and Île-à-la-Crosse through Remote Telementoring". Saskatoon SK, May 2, 2013.

- First Nations Information Communications Technology Conference, Whitecap Dakota First Nation SK, March 10, 2014.
- International Congress of Arctic Social Sciences VIII, Prince George BC, May 24, 2014.
- Canadian Nurses Association Biennial Convention, Winnipeg MB, June 16, 2014.
- Aboriginal Nurses Association of Canada National Forum, Winnipeg MB, October 5, 2014.
- American Telemedicine Association Annual Meeting, Los Angeles CA, May 4, 2015.
- Saskatchewan Forum, Saskatchewan Institute/ The Conference Board of Canada, Saskatoon SK, May 27, 2015.
- Northern Health Conference, Prince Albert SK, September 16, 2015.

### **Trade Show Demonstrations and Outreach**

- Centre for the North, The Conference Board of Canada, Whitehorse YK, October 15-17, 2013.
- First Nations ICT Conference, Whitecap Dakota First Nation SK, March 10, 2014.
- All Nations Hope 15th Annual HIV/AIDS Conference, Prince Albert SK, March 24-25, 2014.
- Aboriginal Nurses Association of Canada National Forum, Winnipeg MB, October 4-5, 2014.
- 2nd International Festival of Science, Technology, Engineering and Mathematics (STEMFest), Saskatoon SK, September 29-October 3, 2015.





December 2015



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