

The Way of the Tireless Runner
Using Appreciative Inquiry to guide
Curriculum Assessment and
Integration of Aboriginal content
into Nursing Programs

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KWANTLEN

- Kwantlen Polytechnic University is privileged to be situated on the Kwantlen First Nations traditional lands (five campuses)
- The name Kwantlen is derived from an aboriginal word meaning “tireless runner” or “tireless hunter” and refers to the Sto:lo Nation, now called the Kwantlen First Nation, living along the historic Fraser River.

Context of this Work

- The area served by Kwantlen Polytechnic University (KPU) has the fastest growing aboriginal population in the GVRD area (we serve the Kwantlen, Katzie, Semiahmoo, Tsawwassen, Metis and Urban First Nations peoples).
- KPU is eager to work closely with our Aboriginal communities to provide educational experiences that recognize and honour their cultures and ways of knowing.

Project Background

- This is a three phase project begun in Fall 2007
- The first two phases of this project have been funded by an AHHRI support grant to enable Kwantlen to conduct an assessment of the two health degree programs offered:
 - Bachelor of Science in Nursing (BSN)
 - Bachelor of Psychiatric Nursing (BPN)

Purpose of Project

- This assessment was done in 2007/8 with the view of enhancing the two programs to make them more culturally relevant for students of Aboriginal ancestry and to enable our graduates to be more competent when caring for Aboriginal people.



Assessment Perspective



- The second phase (2008) is focused on the actual design of appropriate curriculum content. The third phase will entail the implementation of the new curriculum.
- An **Appreciative Inquiry** perspective has been used to conduct and apply the initial curriculum assessment

DEFINITION

- Appreciative Inquiry is a philosophy of organizational change that adapts a foundation of social construction of meaning to the process of necessary change: in this case, a change in curriculum, pedagogy, and teaching and learning activities.
- Strategies used in AI include esteeming, prizing, valuing, honouring, affirming, and evolving.
- The actual AI model includes four stages:

DISCOVERY, DREAMING, DESIGN, DESTINY

TO APPRECIATE

Valuing ...

- ❖ The act of recognizing the best in people and the world around us;
- ❖ Affirming past and present strengths, successes, and potentials;
- ❖ To perceive those things that give life (health, vitality, and excellence) to living systems.
- ❖ To increase in value

Synonyms: *valuing, prizing, esteeming, and honouring*

INQUIRY

- ❖ The act of exploration and discovery
- ❖ To ask questions; to be open to seeing new potentials and possibilities.

Synonyms:

discovery, search, study, systematic exploration

APPRECIATIVE INQUIRY PROCESS



DISCOVERY

- First Stage is the time for assessing what exists, what is done well, and how roles and tasks can be done in even better ways to promote evolution and growth within the organization

DREAMING

- The second Stage is the time for the articulation of a clear results-oriented vision that relates to the discovered potential and in line with the envisioned goals and “dream”.

DESIGN

- The third Stage is the time for recommending strategies for achieving ideal results and the envisioned dream: in this case, of suitable aboriginal content and pedagogy in the two Nursing programs.
- The time to invent, to innovate, to conceive and to make choices - about the purpose, principles, roles, processes, practices and structures which will house, support and give life to the dream created.

DESTINY

- The fourth Stage is the time for providing resources and structure for curriculum articulation, adoption, and revision that provides tangible resources, strategies and processes for teaching and learning for promoting First Nations pedagogy within the program.
- We are now in the Design stage.
- Destiny stage before Summer 2009

DISCOVERY PHASE

- Assessment of the Existing Curriculum
- Dialogue with Faculty , Identify any existing aboriginal content
- Dialogue with aboriginal students, identify their learning needs and listen to their stories
- Listen to the Community (Elders, Leaders, prospective students, counselors, support people)

Bachelor of Science in Nursing

Current Philosophical Foundations of the Program:

- Phenomenology
- Critical Social Theory
- Humanism
- Feminism

Bachelor of Science in Nursing

Meta-Concepts

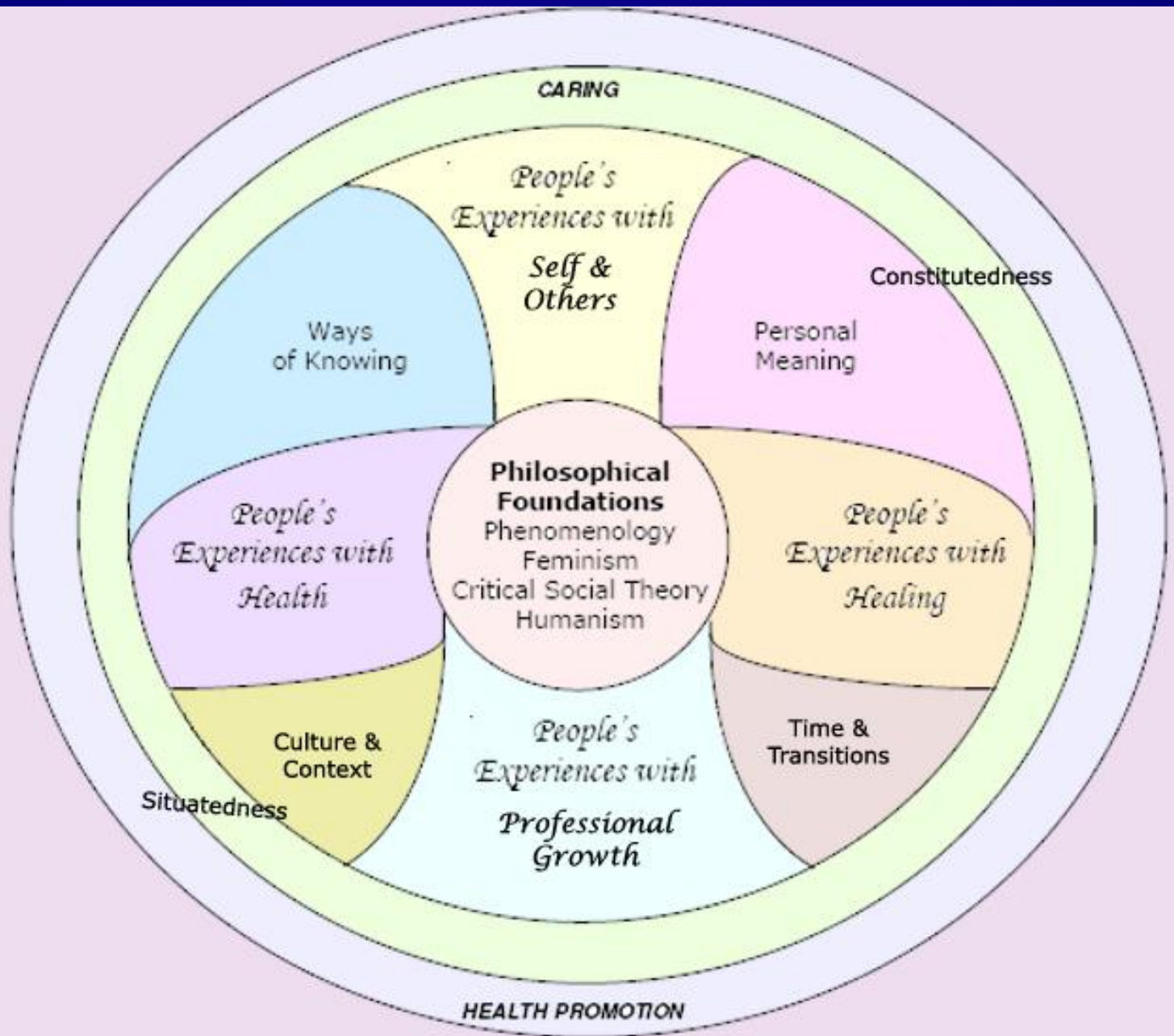
- Health Promotion
- Caring

Foundational Concepts

- Ways of Knowing
- Context and Culture
- Time and Transitions
- Personal Meaning

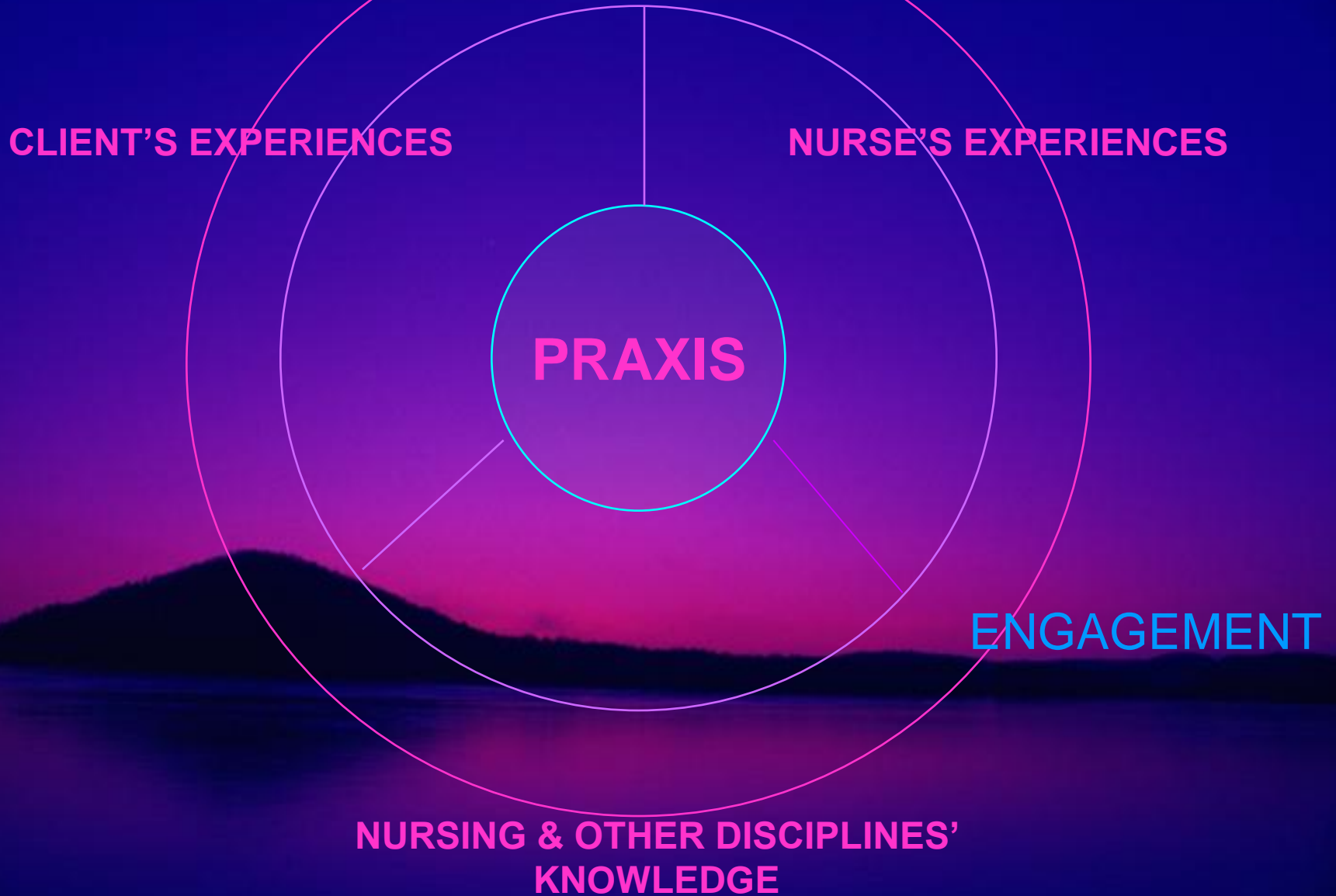
All courses over the 4 years are categorized in 4 themes

- Health and Healing
- Professional Growth
- Self and Others
- Nursing Practice and Praxis



NURSING PRACTICE

Praxis, Engagement and Patterns of Knowing



Nursing Students Learn

- Acute Care and Continuity of Care
- Community Health Development
- Nursing Research, Inquiry and Data Analysis
- Program Planning
- Activism and working for Social Justice
- Cultural Healing Practices (diversity)
- Prevention, Health Promotion, Popn Health
- Informatics and use of the Media

Using ICTs in Teaching

- Mandate to teach students to be active agents for social justice, societal change, equity, rights, ecology
- Theory is not enough to spark activism – need praxis
- ICTs provide rich medium to promote praxis (reflection on action) and social action
- Many social action initiatives incorporate ICT to engage, inform, petition participation, lobby, campaign, coalitions
- ICTs incorporated into 4th year nursing course on influencing change to provide preparatory content, enrich learning activities, and assess student learning
- Focus on Nurses as Active Inspirational Change Agents who address critical societal issues

Canadian Nurses Association

Canadian nurses are expected to:

- “be aware of broader health concerns such as environmental pollution, violation of human rights, world hunger, homelessness, violence, etc. and are encouraged to the extent possible in their personal circumstances to work individually as citizens or collectively for policies and procedures to bring about social change, keeping in mind the needs of future generations” (CNA, 2002 p.15).

Active Involvement



- Mere regurgitation of social justice and health reform theory is not enough to spark activism in students: instead it often becomes mere rhetoric. To make a real impression, actual praxis is needed.
- Praxis refers to reflection applied to action, meaningful and intentional activity grounded in theory and knowledge yet expressed through activity and purpose.

Faculty: June Kaminski, MSN PhD(c)



Fall 2005

Nurses Influencing Change



[N4111 Course](#)

[Media Archive](#)

[Informatics](#)

[EcoNurse](#)

[Nurse Activism](#)

[Contact](#)



Student Digital Media Projects



- ◆ **Alyssa Amante** - Brochure on ["Dining Out with Diabetes Mellitus"](#) .
- ◆ **Dasmesh Banipal** - Newsletter on [Breastfeeding is Best Feeding](#) with Anjeet.
- ◆ **Carla Bondoc** - Flash Presentation on ["It's Your Choice"](#) with Jaime.
- ◆ **Laura Bray** - Website on [Environmentally Sensitive Nursing](#) with Jaquelynne and Christine
- ◆ **Megan Cavers** - Powerpoint on [British Columbians Strive for a Healthier Lifestyle](#) with Leah
- ◆ **Mandeep Chahal** - Powerpoint on [Kurt Lewin's Change Theory](#) with Arvinder
- ◆ **Rosette Chan** - Website on [Age-Young People's Health with Medicine](#)



Activism in Media Online Projects

- **EcoNurse©** Further work is underway to involve students in focused social activist work, such as the development of – a comprehensive web environment intended to help nursing students and practitioners to develop keen meaningful ecological knowledge, skills and voice. <http://econurse.org>
- **Nurse Activism** Another site also includes student contributions and research assistance, intended to provide an online repository of resources and theory to support Nurses in honing activist abilities. <http://nurse-activism.com>

<http://econurse.org> Some Semester 6 and 7 students contribute to site's development through project based assignments

EcoNurse

MAIN ABOUT ISSUES HEALTH CARE RESEARCH MEDIA BLOG LINKS CONTACT

EXPLORE

MAIN

ABOUT

ISSUES

HEALTH CARE

RESEARCH

MEDIA

BLOG

LINKS

CONTACT



Dedicated to Catalyzing Ecological Awareness

"What narrative will capture the imaginations, feelings, intellect and will of political decision-makers and the broader public and inspire them to action?" (WHO Commission on Social Determinants of Health, 2005, p. 44).

"The preservation and improvement of the human environment has become increasingly important for man's survival and well-being. The vastness and urgency of the task place on every individual and every professional group the responsibility to participate in the efforts to safeguard man's environment, to conserve the world's resources, to study how their use affects man, and how adverse effects can be avoided." (International Council of Nurses, The Nurse's Role in Safeguarding the Human Environment. Position Statement. 1986. Geneva, Switzerland).

This web site has been created to echo these directives, and provide resources and information about how nurses can influence environmental policies, practices,



Introduction

EcoNurse is an activist, research-based site intended to catalyze human awareness of ecological issues and solutions.

Research

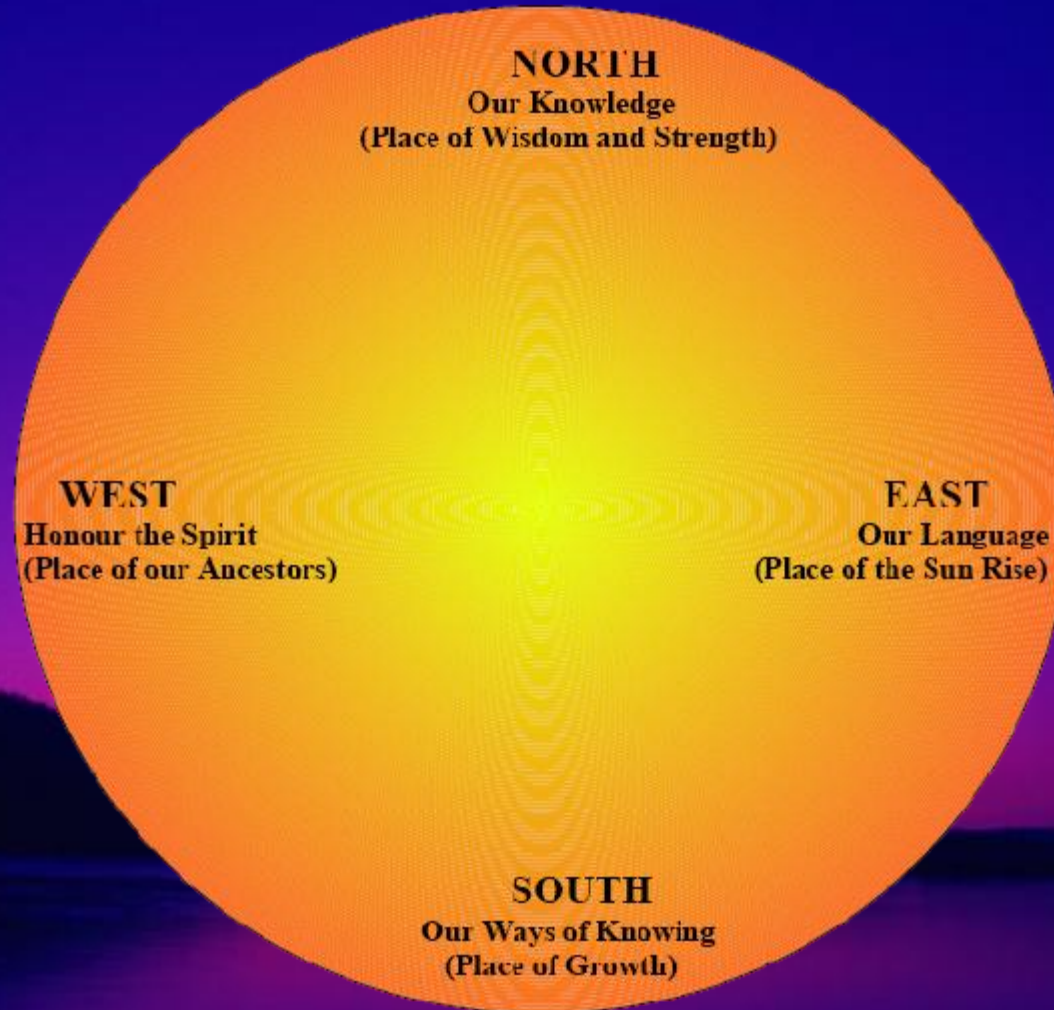
Nursing Research related to ecology and the preservation of the environment as it relates to societal health is an active focus of this site. Nursing researchers and nursing students have engaged in study and praxis to create this thought provoking site.

First Nations Pedagogy

Teaching in a way that learning includes:

- Respectful relations,
- Building on experiential learning,
- Listening well,
- allowing Space,
- Story-telling and story-making,
- supporting Quaternity,
- Dialogue,
- Positionality,
- Relevance,
- Reciprocity,
- Reflectivity,
- Elders - informed,
- Ecologically situated,
- Creativity,
- Visual-auditory learning space
- Within a self-governance philosophy and
- Natural world context.

TEACHINGS OF THE FOUR DIRECTIONS



Holistic Perspective

Pedagogy must be Holistic in Scope:

- **Body** (physical)
- **Mind** (intellectual)
- **Heart** (relational)
- **Spirit** (soul centered)

Economically Sound
Capacity Building

Semester 1: Personal Meaning

- Positionality - Introduction to Elders
- Four Pillars: Respect, Reciprocity, Relevance, Responsibility
- Basics of Holistic Health
- Exploring One's Place through Ancestor Tree
- Introduction to Aboriginal Worldview and Western Worldview
- Multiple Intelligences and Ways of Learning
- Introduction to the Four Directions and Medicine Wheel
- Work with Aboriginal Family

Semester 2:

Chronic Health Challenges

- Talking Circles and Interpersonal Communication
- Importance of Family and Community
- Elders Health
- Introduction to Traditional Healing Practices
- Introduction to Quaternity
- Medicine Wheel and Chronic Health Challenges
- Aboriginal Chronic Health Challenges, e.g. Diabetes, Heart Disease, Mental Health Challenges
- Work with Aboriginal Family

Semester 7: Societal Health

- Advocacy, activism, and change management related to Aboriginal communities
- Change projects with Aboriginal organizations, communities
- Issues related to assimilation, acculturation, colonialism and how to change these
- Data Analysis projects done with Aboriginal organizations, communities
- Multimedia projects focused on Aboriginal ways of living, knowing, being

Semester 8: Leadership & Life Long Learning

- Preceptorship held within Aboriginal health setting (community, hospital)
- **Positionality** reinforced as student prepares for graduation and transition to the work place
- Cultivating of learner's "**special gifts**" and continued tending of their **inner fire**
- **Mentoring with elders** related to Aboriginal ways of being and healing practices

BPN

Semester 3: Groups and their Health

- Positionality and Working with Groups
- Tending to the Sacred Inner Fire within Professional Role Development
- Specific Aboriginal Group Settings
- Story telling and Story Making
- Work with Aboriginal Organizational Group
- Traditional pharmokinetic agents
- Photography of Aboriginal related visuals, imagery

BPN Semester 5: Community Health

- Community Health Projects within Aboriginal communities
- Research Projects with Aboriginal organizations, communities
- Traditional Healing Practices within Community Mental Health Care Settings
- Issues related to Self Governance, Post-Colonialism, Decolonialism
- Issues of Aging applied to Elders and Aboriginal worldview
- Social Determinants of Health in Aboriginal populations

Elders are at the Heart...

- Elders are the carriers and emblems of communally generated and mediated knowledge. In the western paradigm, such relations and processes of knowledge transmission is "informal".
- Yet, these same processes are at the heart and soul of what is 'formal' to Indigenous knowledge



QUATERNITY

- Cyclically organized, repetitive, and centre-focused discursive pattern of writing that is intrinsic to First Nations discourse: does not conform to the classic trinity of introductory, body, and conclusion which is European, that tends to be uni-dimensional, monologic, definite, linear, text-bound



Quaternity Pedagogical Model

- **1. Storytelling** – poem, song, story, novel, joke, drama, anecdote
- **2. Oral History**
- **3. Oratory** – editorial, speech, sermon, talk
- **4. Reportage** – print, book, manual, thesis, newsletter, brochure



POSITIONALITY

- the notion of one's frame of reference or positionality is one that is highly supported and advocated by various Elders who challenge the limited vision of modern Canadian education. Our Elders tell us that we each must know who we are and how we engage and interconnect with our surroundings.



NURTURANCE OF GIFTS

- The nurturance of each person's special gifts, talents and abilities so that s/he would be able to share their gifts with the community is a central tenet of Pre-Colonial teaching and learning.
- Spiritual, physical, intellectual, and emotional growth was cultivated
- Vision Quests, Meditation, Intuition, Dreaming and Rites of Passage are all valid methods of gaining knowledge

Cultivation of the Inner Fire

- A key construct of PreColonial teaching and learning is the strong focus on the Inner Fire – one's sense of identity and purpose, as well as the stamina, vision and determination that keeps one on the Sacred Path
- Entails the developed awareness of one's Special Gifts, which are given back to the Community

DESIGN AND DESTINY

- The **Design Stage** will begin with written recommendations for inclusion of First Nations pedagogy into the two programs
- It will continue in Phase 2 with the Design of the actual curriculum
- The **Destiny stage** will begin with the initial orientation and implementation of the new curriculum into the existing programs.

BIGGEST CHALLENGES

- Faculty Acceptance and Integration....how do YOU get all on board?
- Practice Experiences-how do we level the Aboriginal practice experiences over the eight semesters?

FOR FURTHER INFORMATION

➤ June Kaminski

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➤ **First Nations Pedagogy**

<http://firstnationspedagogy.com>

➤ **First Nations Pedagogy for Online Learning**

<http://firstnationspedagogy.ca>