



H.E.A.L. Healthcare: Hearts-based Education and Anticolonial Learning in Healthcare

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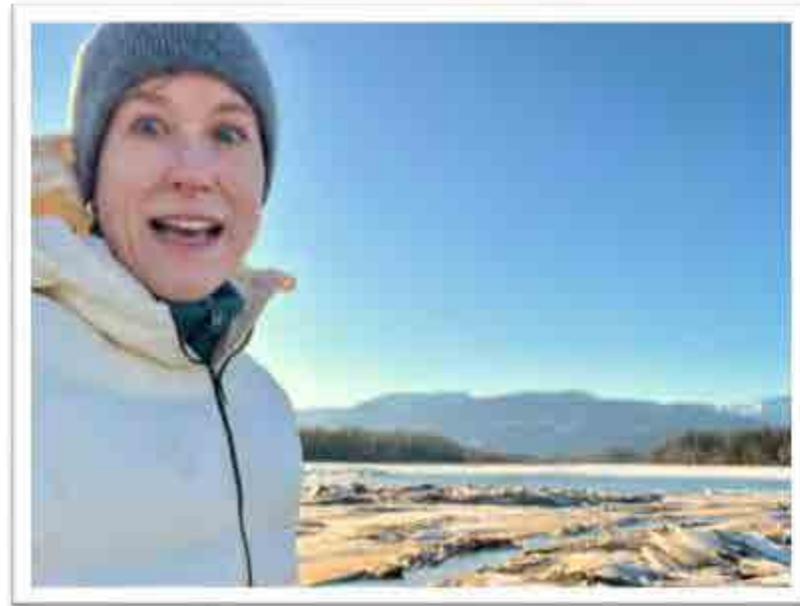
Outline

- Introductions
- Grounding
- Learning Objectives
- About HEALhealthcare.ca
- Arts-based anti-bias training
- Q&A





Introductions





Grounding

concept that is quite opposite to the increasingly popular “blue sky” thinking advocated by a growing number of people, especially in business and mass media, who suggest weeds are antithetical to expansive, creative, and important ways of looking at the world (see, for instance, Shah [22]). We take exception in this paper to the pejorative way “weeds” are constructed. Because...oh, the weeds. The minutiae. The tiny. The stomped on. The overlooked. Do these not have a great deal to say in discussions about mental health? We want you to...

Take a deep breath.

Cast your eyes toward the ground.

Toward the land. To the weeds.

Downward to the muck and mud and dirt upon which your feet tread every day. Cast your eyes downward upon that which you walk.

Notice the puddles and the intricacies of soil. Notice the wildlife of weeds springing up between cracks in pavement. Notice patterns and water scars, plants and dust, snails, and the footprints of birds. Tire tracks and windswept leaves.

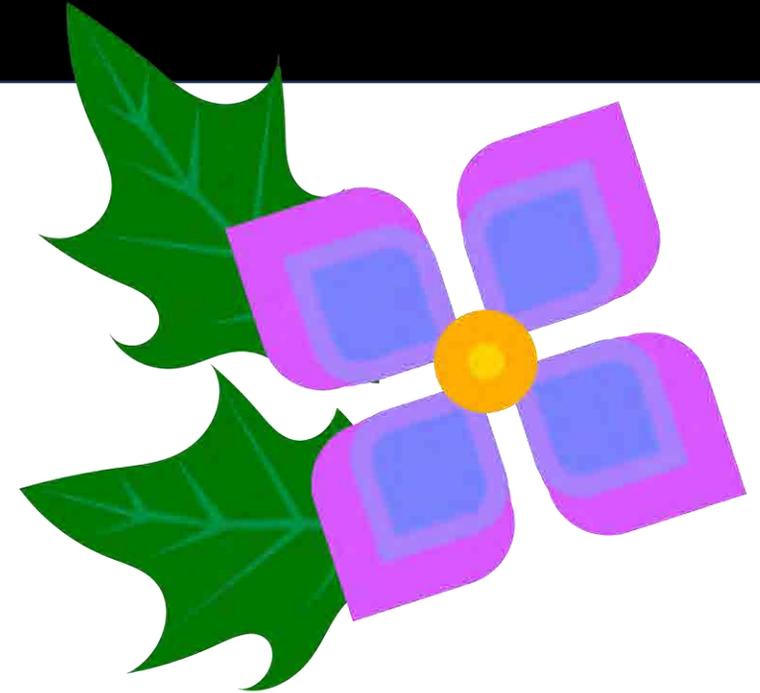
Indigenous people—who are different from each other around the world—may nevertheless be understood (broadly) as tethered to and rooted in very specific places. In distinct local lands and in grounds and territories which (and this is no metaphor) they are born and that are born of them. As Linda Tuahawi Smith [23] writes, people who are Indigenous to specific places (lands, ground, territory) have no other homeland to reference, no other territories to which they might consider returning. Indigenous people, though deeply heterogeneous and greatly varied, are in and of place, anchored in a connection to homelands, even if separated from those homelands upon which their kinship and genealogical being stretch back beyond time itself. Associated with this groundedness, Indigeneity is an undeniable truth that many Indigenous people have asserted, namely, that they have an orientation to the world that is fundamentally rooted in land, water, and ecologies. This is what some Indigenous scholars,





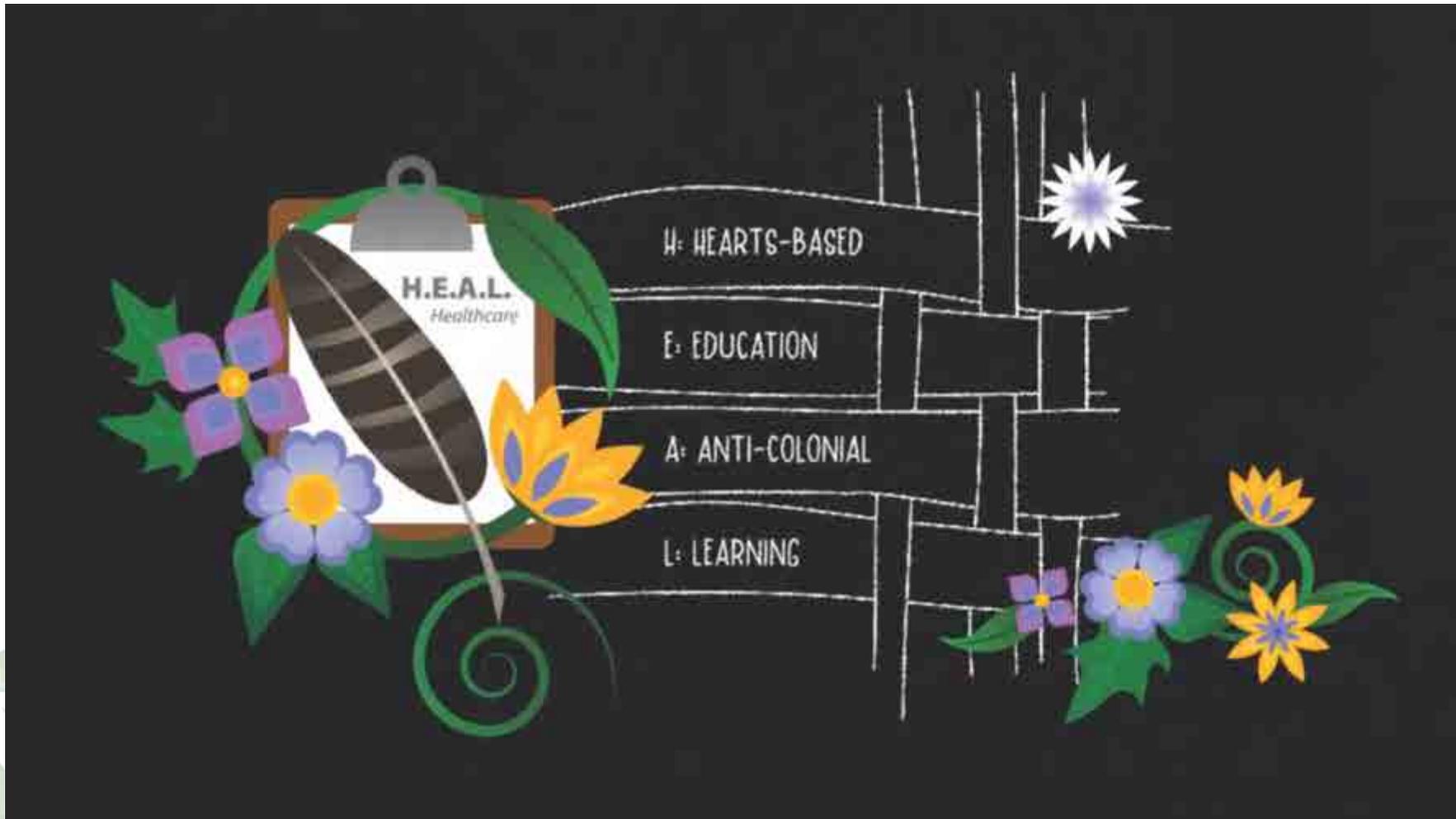
Learning Objectives

- Explore resources on the H.E.A.L. Healthcare website.
- Understand arts-based learning as an effective way of decolonizing practice.
- Identify personal biases and reflect on transformation through arts-based exercises.





H.E.A.L. Healthcare





HEALhealthcare.ca

- 30 curricula
- >50 lessons



Introductory animation about the HEAL Healthcare Learning Resource.

H.E.A.L. Healthcare: Hearts-based Education and Anti-colonial Learning

The Hearts-based Education and Anti-colonial Learning curriculum brings together artists, writers, activists, and people with lived experience to create arts-based anti-oppression learning materials for healthcare educators, professionals, and practitioners.

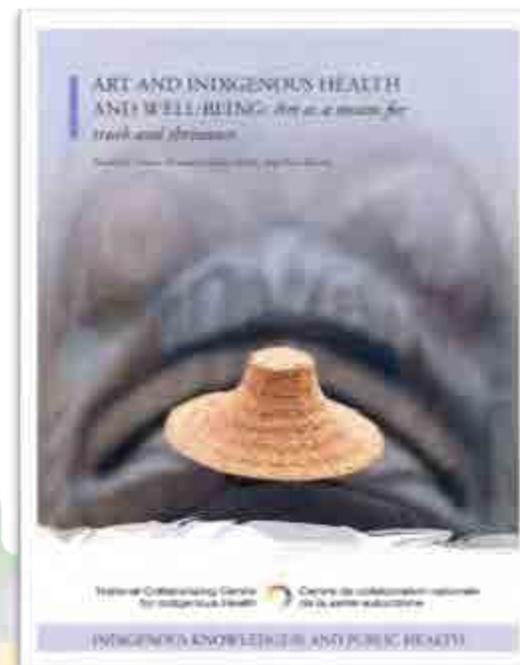
Our goal is to use the arts to address oppressive behaviours and attitudes that we all hold and that permeate healthcare systems and culture. The curricula provided on this site address the longstanding and well-established evidence that health disparities exist because of racist, colonial, able-body/minded, geographic, economic, and gendered inequities.





Why art

“... creativity and human well-being – especially the well-being of Indigenous peoples – can be seen as having a long and productive relationship that holds tremendous promise for addressing persistent health inequities between communities and populations.” Prepared for the NCCAHA by Alice Muirhead and Sarah de Leeuw, 2012.





Project Approach

Build Relationships

- Call for contributors with lived experience and expertise – trust, care

Create the Resources

- Poetry, paintings, writing, cooking, music, equine therapy and more in an ***anti-colonial way***

Call for Projects

What?
 In Feb 2021 the first Indigenous incoming president of the Canadian Medical Association (CMA) stated "It's time to eliminate racism, sexism, ableism, classism and all other "-isms" that permeate health system culture." COVID-19 has highlighted longstanding and well-established nationwide health disparities linked to colonial, racist, able body/ minded, place-based, economic and gendered inequities. The creative arts have an unrealized and unevaluated role to play in changing these realities.

Why?
 We are looking to produce a collection of arts based anti-oppression curricula that healthcare educators can use when teaching students. Your open access curricula will also be available to healthcare professionals for independent download and completion. For example, you might develop modules on forum theatre trainings about combating racism, self-guided art gallery-based medical tours to unsettle bias, collaborative visual arts workouts designed to strengthen diagnostic skillsets, queer BIPOC spoken word, interactive videos on mental health, place-based literary writing and reading prompts about body diversity, community-produced testimonials to induce experiential learnings, or longitudinal critical self-reflective exercises aimed at reducing burnout. Your curricular product needs to be appropriate for downloading and web-based interaction. We are HAPPY to talk your idea through with you. We love these examples as things that could get healthcare professionals thinking...

<https://www.youtube.com/watch?v=4zOnA10Vgs0>

How?
 Submit your idea about curricular modules that can be downloaded for open-access use. We can assist with your budget and honing your idea. Your proposal will be reviewed. If successful, you (and your team) will be eligible to receive up to **\$0,000 CAD**.

Who?
 Please be in touch with Nicole Halbauer, Project Manager (nicdehlabauer@rbcca)



Image used with kind permission of Artist Lisa Boivin



Project Inspiration



Imagery

By Lisa Boivin



Clipboard - informed consent, non-hierarchical relationship

Hawk Feather - communicate clearly, with kindness and love

Beaded Flowers - reflective and respectful of Indigenous identity



Project Approach

Weave the Learning

- Projects presented as part of a weave - not a strict prerequisite or step-by-step formal curriculum

Feedback for Future Work

- Evaluation of the website and outcomes – are the projects shifting hearts
- Spread of the website





Arts-based Anti-bias Training

Spaal': A Raven with Different Wings

Dr. Rheanna Robinson

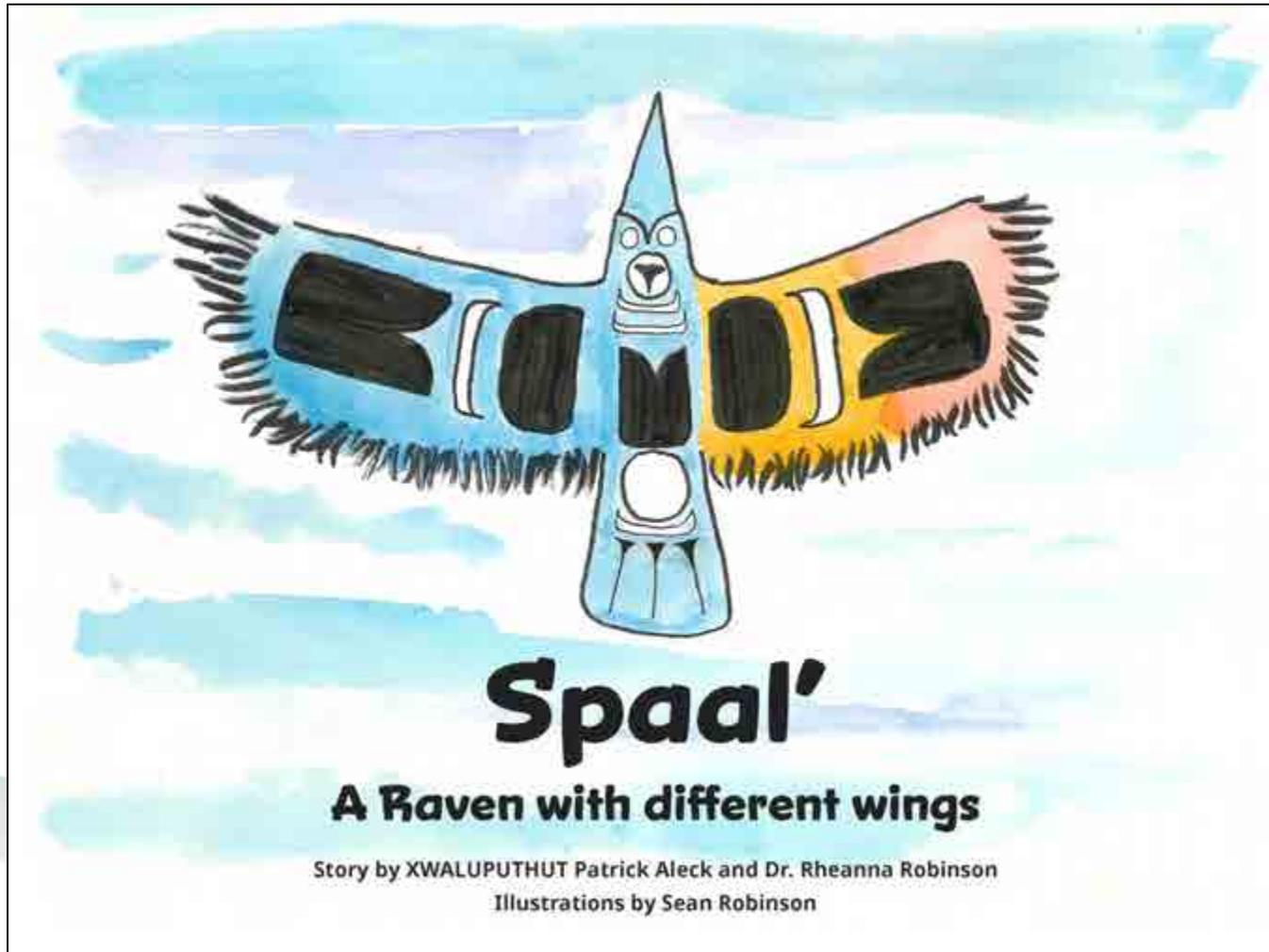
Poetry as Medicine

Shannon Webb-Campbell

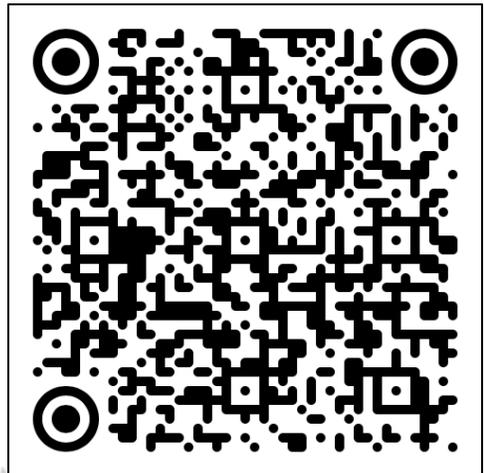




Spaal': A Raven with Different Wings



View the
book online.





**Spaal' looks sad
and feels alone
in his Village**

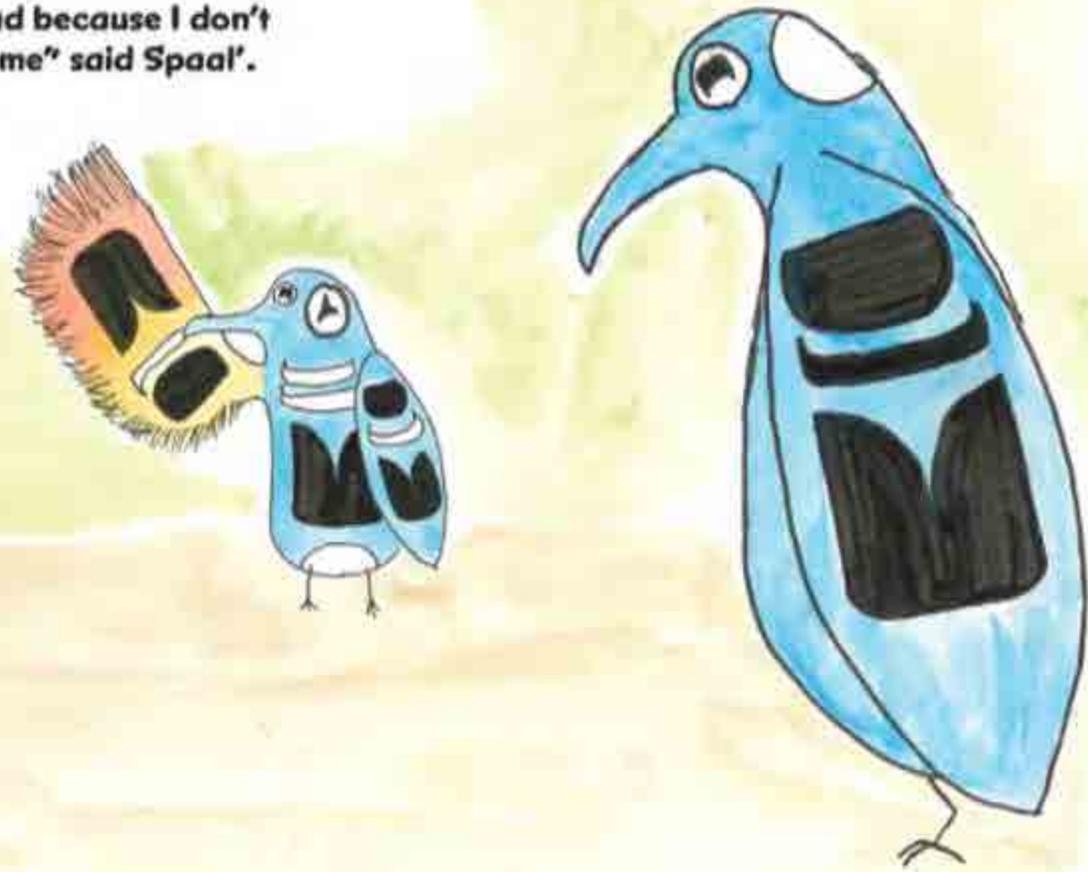
**because all the Ravens
can see he has different
wings and can barely fly.**

**"Why do
you look so
sad?" asks
Raven Val.**



**Spaal' replies,
"My wings... they
are different. They
aren't the same
as yours or the
other ravens."**

**"And the other Ravens make
me feel bad because I don't
fly the same" said Spaal'.**



**Raven Val says, "We are going
to teach you how to fly!"**



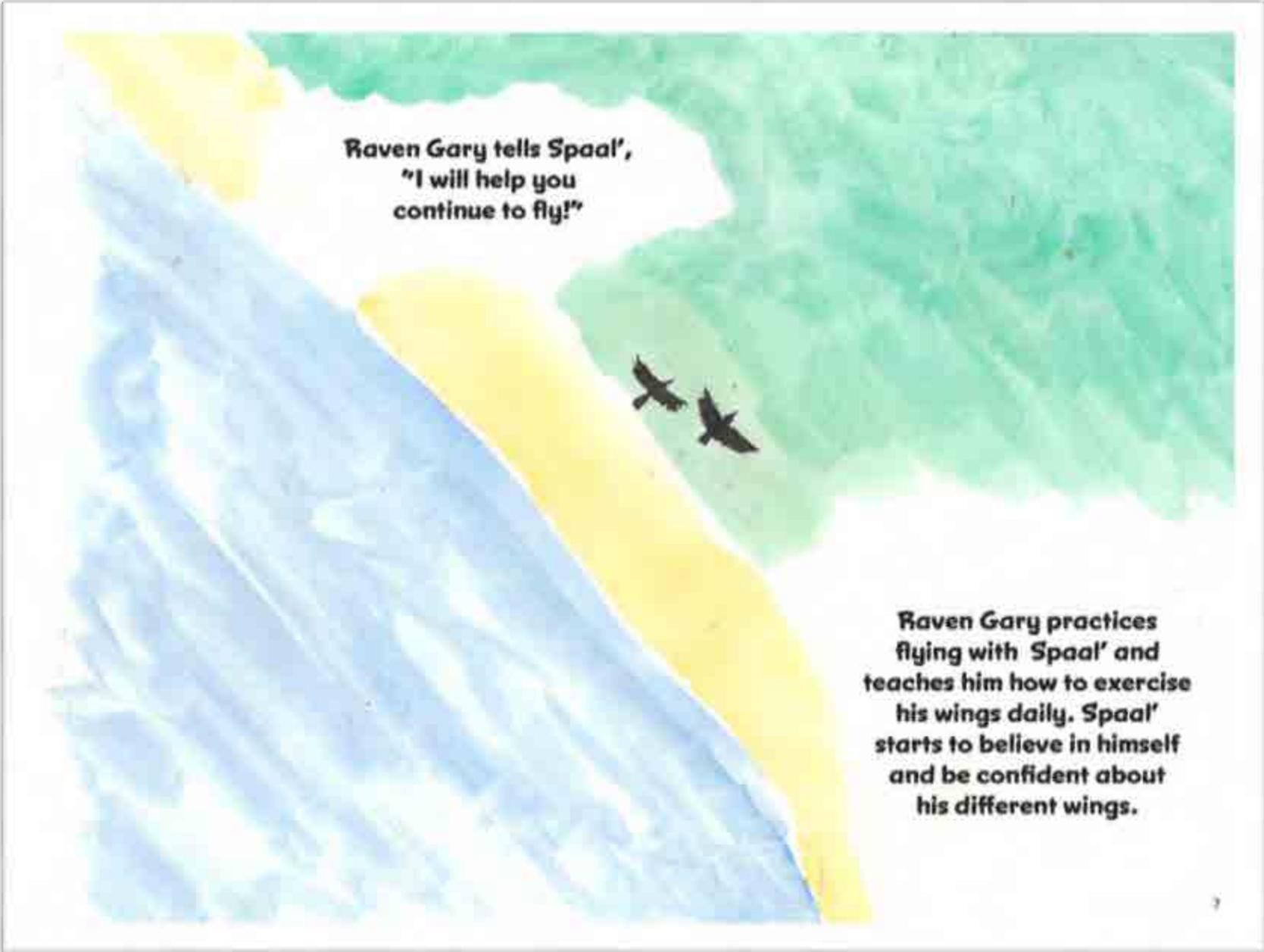
**Raven Val makes
Spaal' fly from
tree to tree and
pushes him to keep
flying because she
believes in him!**

**"Your wings are so special,
Spaal'. We are going to
practice every day until you
can fly with your different
wings" Raven Val says.**



One day Spaal' tells Raven Val,
"I am moving to a different Village
so this is where our practice ends!"
Spaal' is very sad again.





**Raven Gary tells Spaal',
"I will help you
continue to fly!"**

**Raven Gary practices
flying with Spaal' and
teaches him how to exercise
his wings daily. Spaal'
starts to believe in himself
and be confident about
his different wings.**

7

**But even when Spaa!
is flying better, other
Ravens fly by him and push
him away and laugh!**



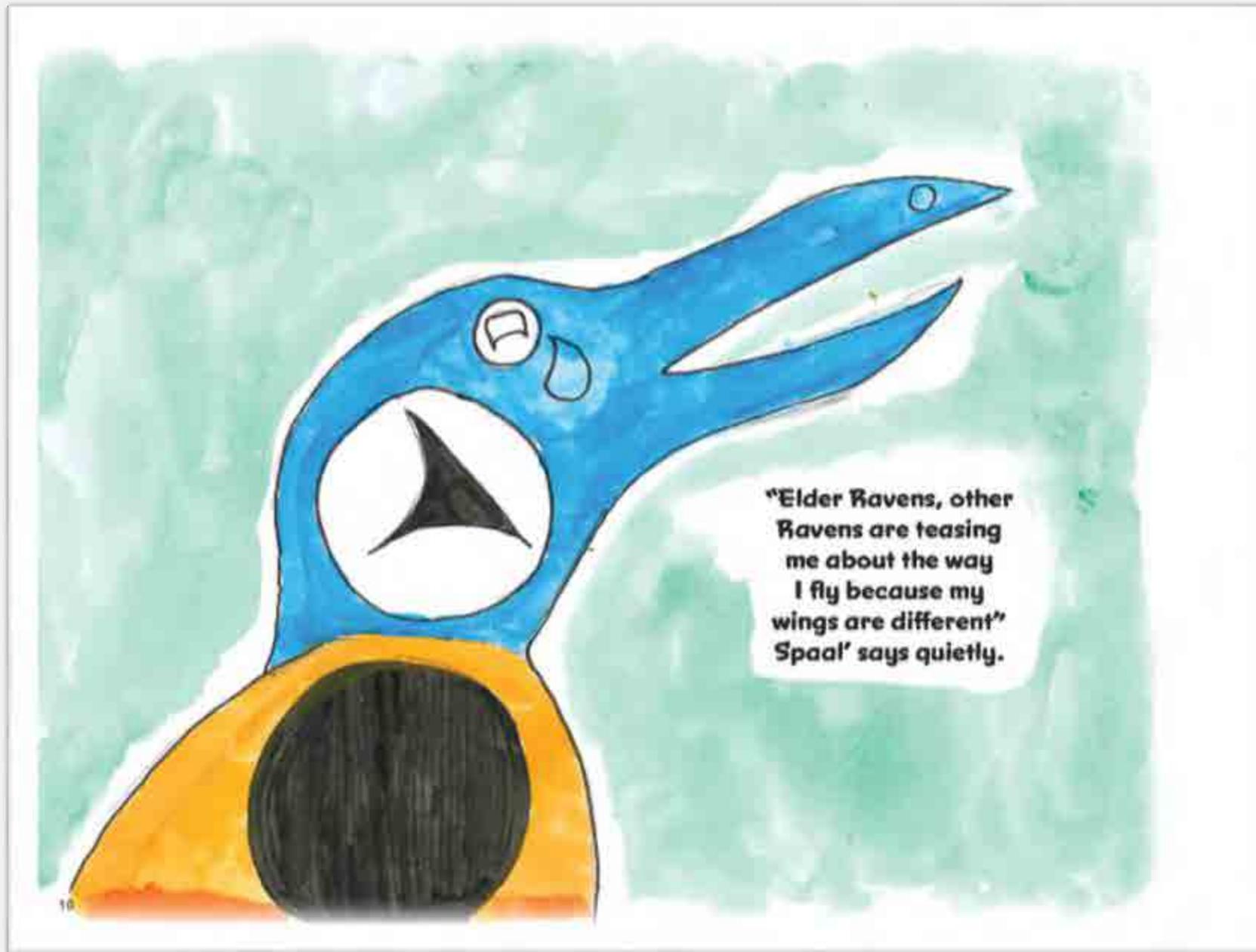
Spaal' stops to
visit the Elder
Ravens.

"Hello Spaal"
the Elder Ravens
cheerfully say.



"It is so nice to
see you today!"





**"Elder Ravens, other Ravens are teasing me about the way I fly because my wings are different"
Spaal' says quietly.**

**"Oh, Spaal" reply the Elder Ravens,
"your wings are important and you
have been gifted them for a reason!"**



**The Elder Ravens
continue to tell
Spaal',
"One day you're
going to help
future little
Ravens and
help them fly
and be a voice
for the Raven
community!"**

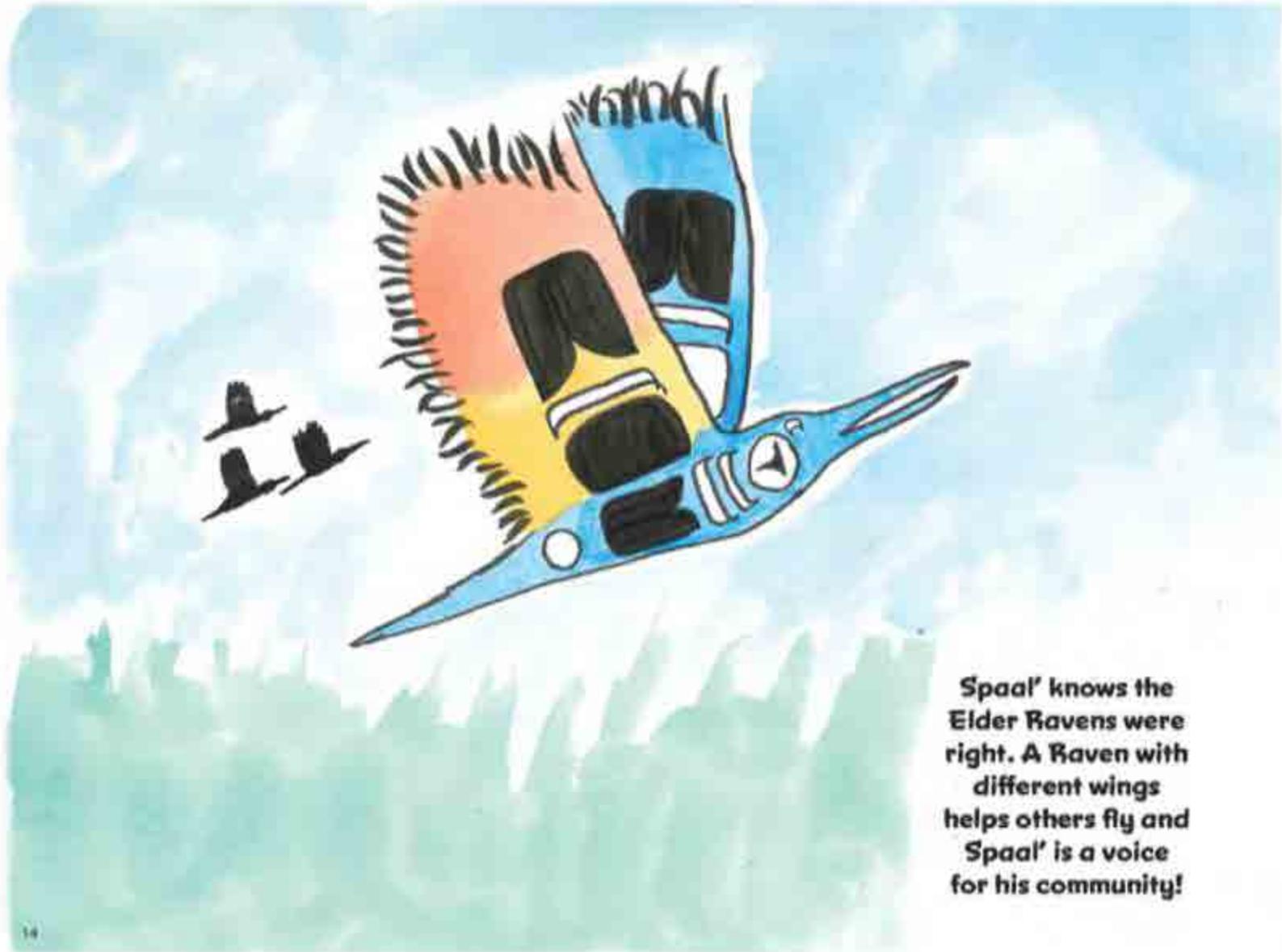


"HMMM..." Spaal'
says, "Thank you,
Elder Ravens."





For many years, Spaal' continues to fly to his favorite spots by the ocean. He thinks about how Raven Val and Raven Gary pushed him to believe in himself and show him how resilient he is. Spaal' is very grateful to Raven Val and Raven Gary.



**Spaal' knows the
Elder Ravens were
right. A Raven with
different wings
helps others fly and
Spaal' is a voice
for his community!**



Writing

Write a short reflection about overcoming challenges.





Poetry as Medicine

I Am a Body of Land





Reflection

How has colonialism invaded our understanding about health, and what can poetry offer to help us look at new ways of relating to one another?





Reflection

Draw a picture from any of the systems of knowledges from the section of *I Am a Body of Land* and reflect on your own systems of knowledge and ways of seeing in the world.





Reflection

- Imagine a poem could help validate someone's health related experiences. Which poem would you prescribe to a patient?
- How does poetry change your thoughts on what is or isn't medicine or healthcare provision?





Weaving it Together

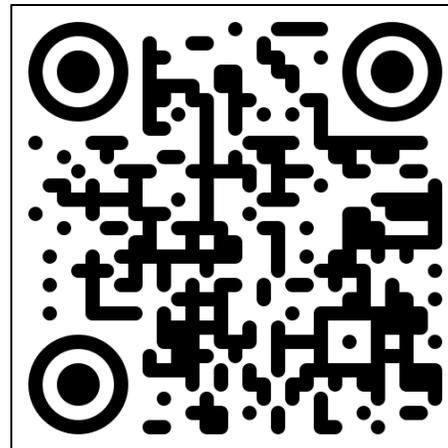




Share HEALhealthcare.ca

Who should know about HEALhealthcare.ca?

Go to the website, copy the **HEALhealthcare.ca** link, and share with your colleagues!





T'oyaxsut nüüsm



National Collaborating Centre
for Indigenous Health

Centre de collaboration nationale
de la santé autochtone



SSHRC  CRSH

Social Sciences and Humanities Research Council of Canada
Conseil de recherches en sciences humaines du Canada





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