



# Welcome!

Thank you for participating in our third of three webinars in the Mental Health First Aid First Nations Webinar Series.

As you prepare for the webinar, please ensure:

- Your web connection is strong
- Your sound is working. If you are using a headphone set, set the headphones as the default device
  - On Windows – right click on the sound button in the bottom right corner of your screen, select “playback devices”, select your headphones on the list and click “Set Default”

Questions? Please private message Nicole Bullock in the webinar chat anytime prior to or during the webinar



TUESDAY  
SEPTEMBER  
**5**  
1:00-1:45 p.m.

**Ann Seymour**

**Indigenous Program Specialist, Mental Health Commission of Canada**



**Topic: Program Development and Vision**

A discussion of why and how the Mental Health First Aid (MHFA) for First Nations by the Mental Health Commission of Canada was adapted from the MHFA Basic course. The MHFA First Nations course will be examined, with specific attention to the overarching themes of walking in two worlds, circles of support, and EAGLE. The goals and visions of the course will also be discussed, such as: situating First Nations mental wellness in a colonial context and increasing community capacity for mental health approaches.



TUESDAY  
SEPTEMBER  
**12**  
1:00-1:45 p.m.

**Claire Crooks**

**Director, Centre for School Mental Health**

**Topic: Program Outcomes**

MHFA FN gives participants the skills and self-efficacy to have open and honest conversations about mental health problems. This webinar will present the impacts and outcomes of the Mental Health First Aid First Nations course. Course participants indicated an increase in their mental health knowledge, skills application, and self-efficacy to engage with and help a person with a mental health problem. Data from the 4 year mixed-methods evaluation of Mental Health First Aid First Nations will be shared.



TUESDAY  
SEPTEMBER  
**19**  
1:00-1:45 p.m.

**Andrea Lapp**

**Project Coordinator, Centre for School Mental Health**

**Topic: Importance of Cultural Safety in Programming and Research**

This webinar will describe the paradigm of cultural safety and the necessity of cultural safety within mental health promotion programming and research. Mental Health First Aid was modified significantly to increase cultural relevancy and safety for First Nations contexts. This webinar will present the extent to which the course was experienced as culturally safe by participants, and the factors that attributed to this experience. The mixed methods, multi-informant national evaluation of MHFA FN was developed in partnership with First Nations community members, First Nations consultants, and MHCC. Evaluators will reflect on this experience of culturally appropriate program evaluation and research.

# Importance of Cultural Safety in Programming and Research

Mental Health First Aid First Nations

Andrea Lapp

September 19, 2017



September 19, 2017

- Cultural Safety
- Cultural Safety in Research
- MHFAFN Evaluation
- MHFAFN Findings
- Conclusions

# Research Team



This study was supported by the Canadian Institutes of Health Research

# What is Cultural Safety?

# Cultural Safety

- an outcome and a process
- defined by those who receive the service or care
- makes programs and services more effective
- based on mutual respect, trust, and honouring the autonomy of each individual
- requires reflective practice



# Cultural Safety goes beyond

- **Cultural awareness:** acknowledging of difference
- **Cultural sensitivity:** recognizing the importance of respecting difference
- **Cultural competence:** practicing the skills, knowledge, and attitudes

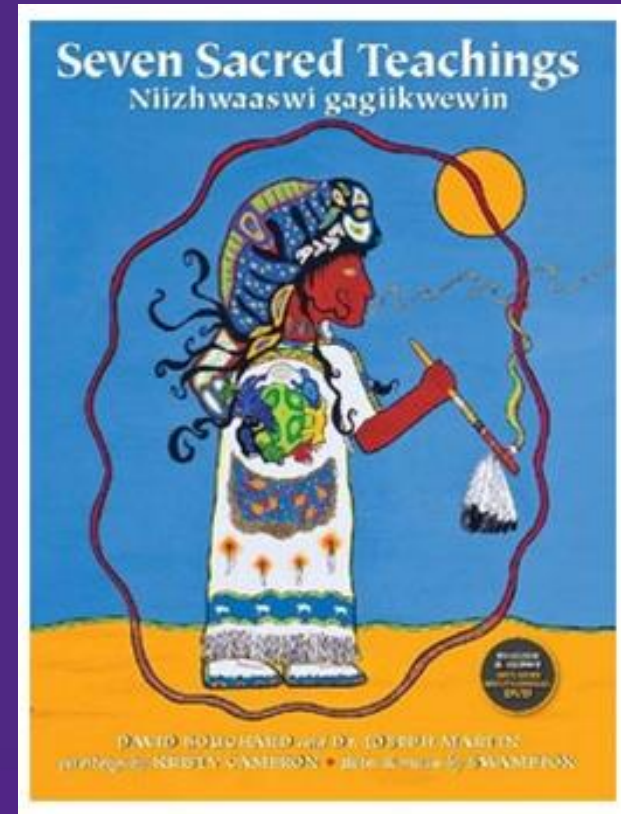
(ANAC, 2009)





# 7 Grandfather Teachings

- Humility
- Honesty
- Respect
- Courage
- Wisdom
- Truth
- Love



David Bouchard and Dr. Joseph Martin

# Cultural Safety in Research

# Cultural Safety in Research

- Communities choose priorities and process
- Community members lead the research
- Research focuses on community strengths
- Upstream sources of individual and collective resilience

# Research Dissemination

- Knowledge sharing
- Access to information
- Making knowledge available in meaningful ways

# OCAP Principles

- Ownership
- Control
- Access
- Possession

FNIGC, 2014

# Cultural Safety in Mental Health First Aid First Nations

# Mental Health First Aid First Nations

- Holism and balance
- Walking in Two Worlds
- Circle of Support
- EAGLE

# MHFAN Cultural Relevancy

- Culture is a foundation of health and wellness
- Family and community connection
- Historical context influences current realities
- Respecting each individuals strengths and abilities in helping



# Cultural Safety in MHFAFN Evaluation

“Learn ... to see from one eye with the best in our Indigenous ways of knowing, and from the other eye with the best in the Western ways of knowing ... and learn to use both these eyes together, for the benefit of all.”

- Albert Marshall

# Two Eyed Seeing

- Valuing two views equally
- Storytelling

“Traditionally, nothing was taught as black and white. Everything was story ... where you have the responsibility to listen and reflect. This is a much more profound way of learning because you have the opportunity for relationship with the knowledge.”

- Albert Marshall

# Relationships-based Methodological Framework

- Indigenous community-based participatory research (CBPR) principles
- Relationship building
- Co-creation of research questions, methods



“The intellects and doctors – there is nothing wrong with them, but the girls, [research team], they come to our communities; and that’s where the real work happens - in community. The real knowledge comes like that. Working hand in hand together. You can’t look at the manual and understand what happened on Tuesday. When you come to our community it means something.”

- Facilitator, Male

# Experience of Cultural Safety in MHFAFN

# Experience of Cultural Safety in MHFAFN

- 96.6% participants reported the course was a safe space to discuss their culture and views
- 94.8% felt safe according to MHCC archival data (larger sample)





# Cultural Components

- EAGLE
- Colonization and historical trauma
- Cultural Knowledge

*“When I was a younger, after coming out of residential school, I wondered why I drank, did drugs, it wasn’t until later I realized the issues, residential school was never a topic in mainstream schools and the conditions and the impacts... this kind of training helps me understand the parts and the roots.”*

- Participant, female

# Cultural Teachings

- Facilitators include cultural traditions, ceremony, and teachings

*“The smudge and talking circle at opening and closing were wonderful to start and end the day. I felt that the training and space worked well with my cultural beliefs but the facilitators also, repeatedly spoke about praying in our own way and offered time to share our cultural stories.”*

- Survey participant, Female

# Adaptability and Flexibility

*“It is not specific to my area but if I was to deliver it I would add our history, our realities, I would be comfortable with what is there – the major oppression, colonization – I would build on that to be specific to my base.”*

- Facilitator, Female

*“Anyone can take this course. You don’t have to practice ceremony or go to church or not practice faith – you can take this course and it is in a non-judgmental way no matter what your beliefs are as a First Nations person.”*

- Participant, Female

# Community Localization

- Facilitators
- Circle of Support
- Community specific examples

# Facilitators

- Facilitators and Elders
- Storytelling and integration of personal experiences
- Encouragement of participants to reflect on their own experiences and creating the space for them to share



# Conclusion

- Importance of Cultural Safety
- Facilitates the other gains
- Include Cultural Safety in research

# References

Aboriginal Nurses Association of Canada (ANAC), 2009. Cultural Competence and Cultural Safety in Nursing Education: A Framework for First Nations, Inuit, and Métis Nursing.

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# Questions and Comments

[csmh.uwo.ca/research/mhfa-fn](https://csmh.uwo.ca/research/mhfa-fn)

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