

# UPROOT - A Community-Based Approach to Decolonizing and Indigenizing the Pharmacy Curriculum

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## UPROOT's Objectives

Our project seeks to strengthen, scaffold, and expand Indigenous content within the E2P-PharmD Program at UBC. This project is focused on creating two courses: (1) a mandatory pharmacy course on Indigenous health and cultural safety, and (2) an elective course using a blended-model of Indigenous community-based learning and classroom teaching.

## Program Pillars

Developed in collaboration with the ICAC and from the best available evidence.



## Mandatory Course - PHRM 261 Indigenous Health and Cultural Safety

**Description:** This course provides an overview of Indigenous health in Canada and the role of a pharmacist in providing culturally safe care and healing, done in collaboration with Indigenous communities. Course activities include book club, visual arts reflections and various class discussions. Students are encouraged to balance Western evidence-based medicine with traditional Indigenous knowledge systems.

### Student Evaluation

Course encouraged personal reflection/introspection and a shift in perspective on the pharmacist's role in providing care. 94% of students responded positively to the course having a significant personal impact. 91% of students agreed that the course had a significant impact of Canadian society and their role within it. One area of improvement was an increase in course hours with students wanting to dive deeper into course material.

## Future Directions

The UPROOT project is currently furthering curriculum development. We look forward to evaluating such curriculum and the impact it has on current and future UBC PharmD students.

### Our next steps include:

- Impact Evaluation PHRM 261 & 323 - Summer 2022
- Assessing impact of Indigenous Health Curriculum on pharmacist practice - 2023

April 2020 - May 2022

May 2022 - Mar 2023

## Indigenous Curriculum Advisory Committee (ICAC)

The ICAC provides oversight and authority on the Faculty's decolonizing and Indigenization efforts in the E2P-PharmD Program to ensure the prioritization and respect of Indigenous knowledge, values, and practices. 50% of members are Indigenous with full voting rights. The ICAC is supported by an Indigenous Student-Led Subcommittee.

### ICAC is comprised of:

- External and internal Indigenous experts
- Indigenous students
- Non-Indigenous educators

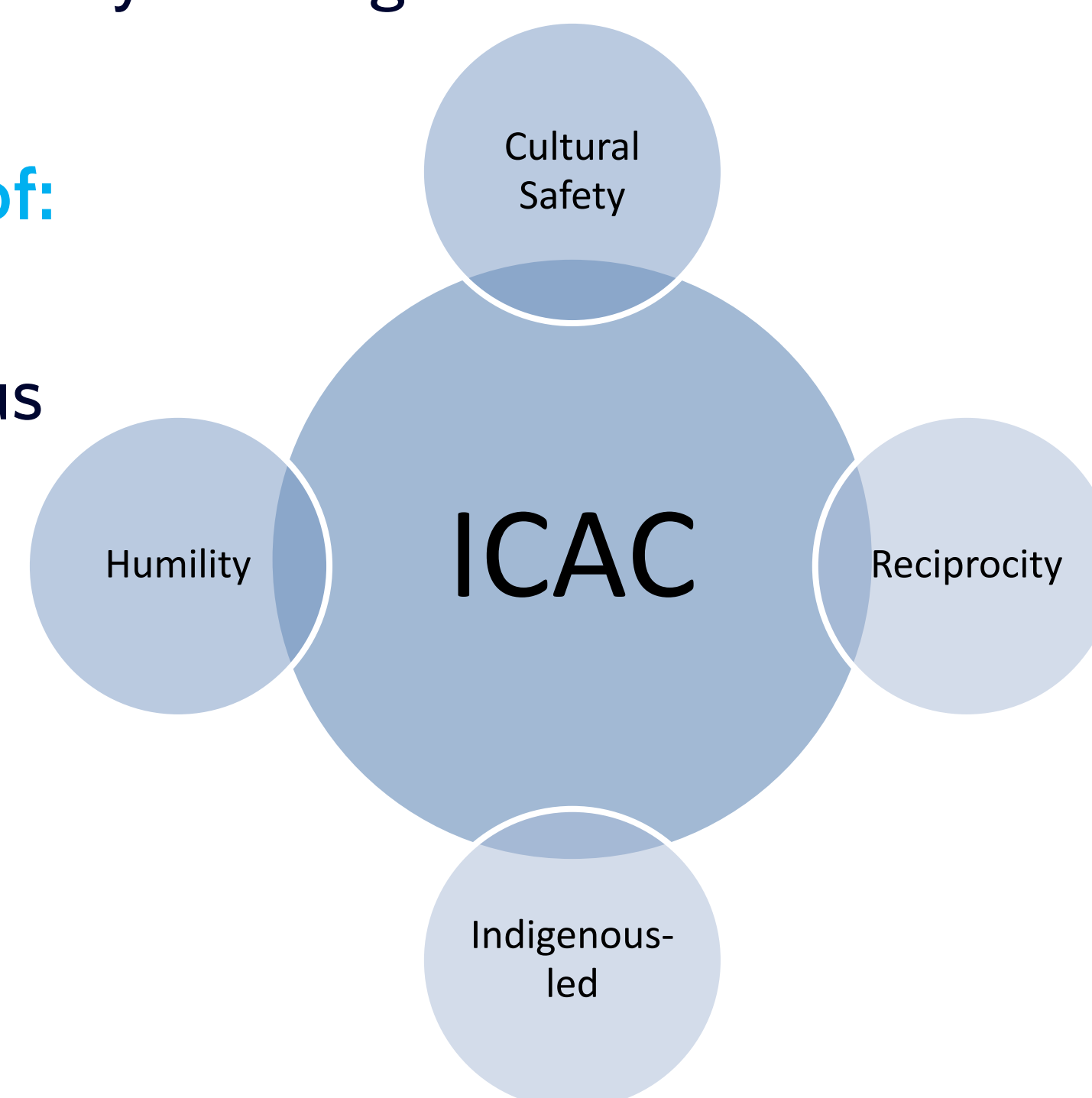


Figure 1: The four key principles of the ICAC approach

## Elective Course - PHRM 323

### Pharmaceutical Care in Indigenous Health

**Description:** The global goal of this course is for students to work effectively, respectfully, and collaboratively with Indigenous people. Students are assigned a tangible community-based project based on Indigenous community-identified needs and priorities. This serves as an opportunity for ongoing reciprocity and lasting partnerships with Indigenous communities. The community-partner engagement pathway details the process of identifying community priorities, developing student-community projects and the evaluation of project outcomes.



Figure 2: Community Partner Engagement Pathway

### January 2021 & 2022 Student Projects

- Mapping Traditional Medicine Workshops to Increase Accessibility
- Mobilizing Local Pharmacy Resources to support COVID-19 Education
- Creating a Patient Navigation Flowchart
- Improving Medication Access to Rural and Remote Communities
- Community Oriented Marijuana Education
- Preserving and Revitalizing Traditional Medicine Knowledge
- Youth Restorative Justice Programing to Reduce and Prevent

### Evaluation to-date

Student Survey Questions	Pre-Survey Mean	Post-Survey Mean
I believe I would be effective at delivering care to an Indigenous person.	3.4	4.3
I can effectively collaborate with Indigenous partner(s) on a community-based project	3.3	4.7

1= strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree

Student Impact	Community Impact
A shift in perspective as it related to the inclusion of Indigenous viewpoints while working with Indigenous communities	Community partners had positive experiences working with students and would like to continue with projects in the future.
Improved understanding and application of cultural safety	Community partners gave feedback for future iterations including in-person meetings

## Acknowledgement

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