

The Way of the Tireless Runner
Using Appreciative Inquiry to guide
Curriculum Assessment for
Integrating Aboriginal content into
Health Programs

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KWANTLEN

- Kwantlen University College 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 University College (KUC) has the fastest growing aboriginal population in the GVRD area
- KUC 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 two phase project begun in Fall 2007
- The first phase of this project has been funded by a 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 is being done 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 persons.



Assessment Perspective



- The second phase will entail the actual design of quality, appropriate curriculum content
- An **Appreciative Inquiry** perspective is being used to plan and conduct the initial curriculum assessment

WHY APPRECIATIVE INQUIRY?

We are at the very point in time when a 400-year old age is dying and another is struggling to be born, a shifting of culture, science, society, and institutions enormously greater than the world has ever experienced. Ahead, the possibility of the regeneration of relationships, liberty, community, and ethics such as the world has never known, and a harmony with nature, with one another, and with the divine intelligence such as the world has never dreamed.

--Dee Hock, Founder & CEO--Visa

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 that make this perspective both unique and particularly appropriate for assessing aboriginal content (or lack thereof) are symbolized by the inherent actions of esteeming, prizing, valuing, honouring, affirming, and evolving.
- The actual 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*

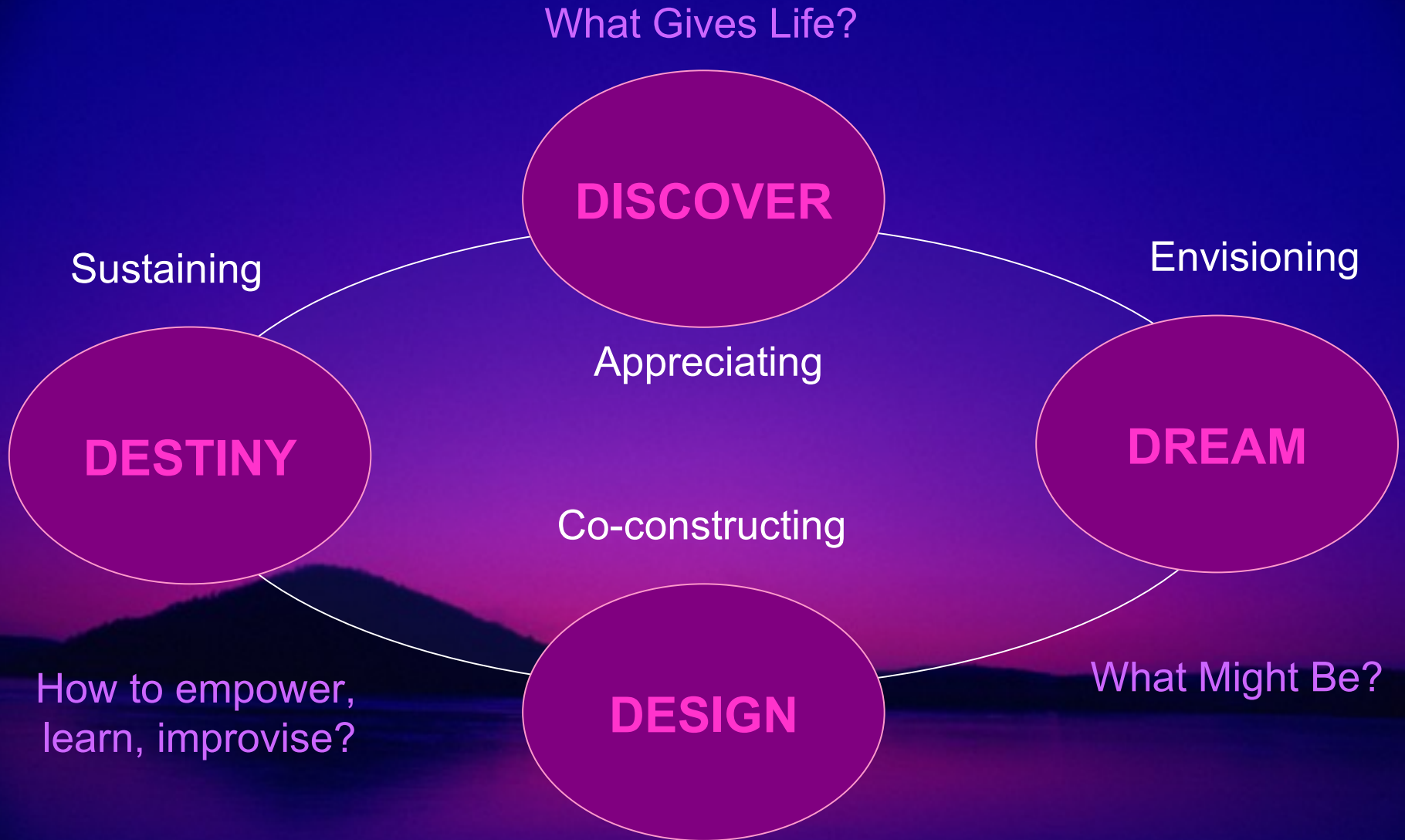
INQUIRY

- ❖ 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



What should be? – the ideal

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.

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

Philosophical Foundations of the Program:

- Phenomenology
- Critical Social Theory
- Humanism
- Feminism

Bachelor of Science in Nursing

Meta-Concepts

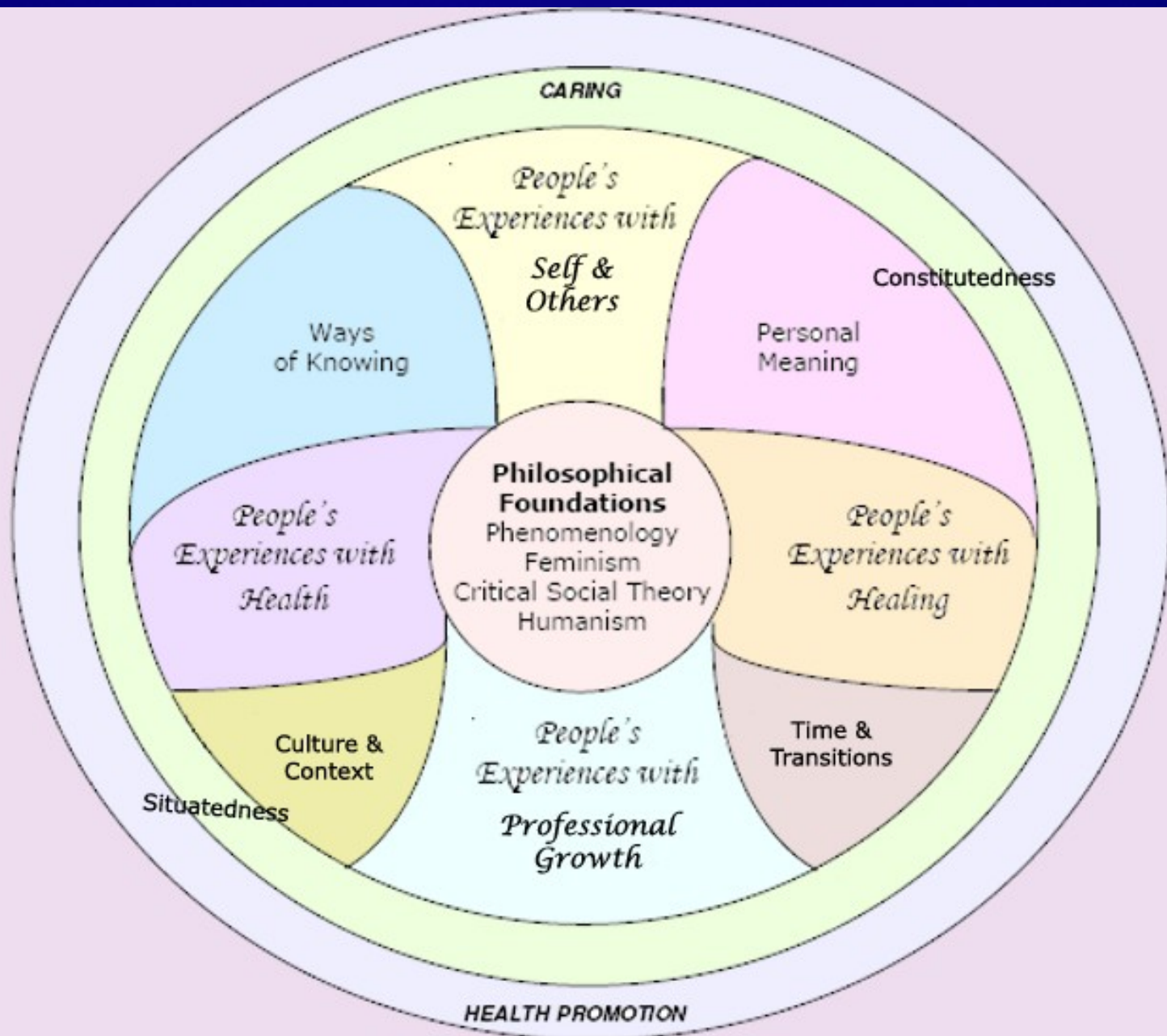
- Health Promotion
- Caring

Foundational Concepts

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

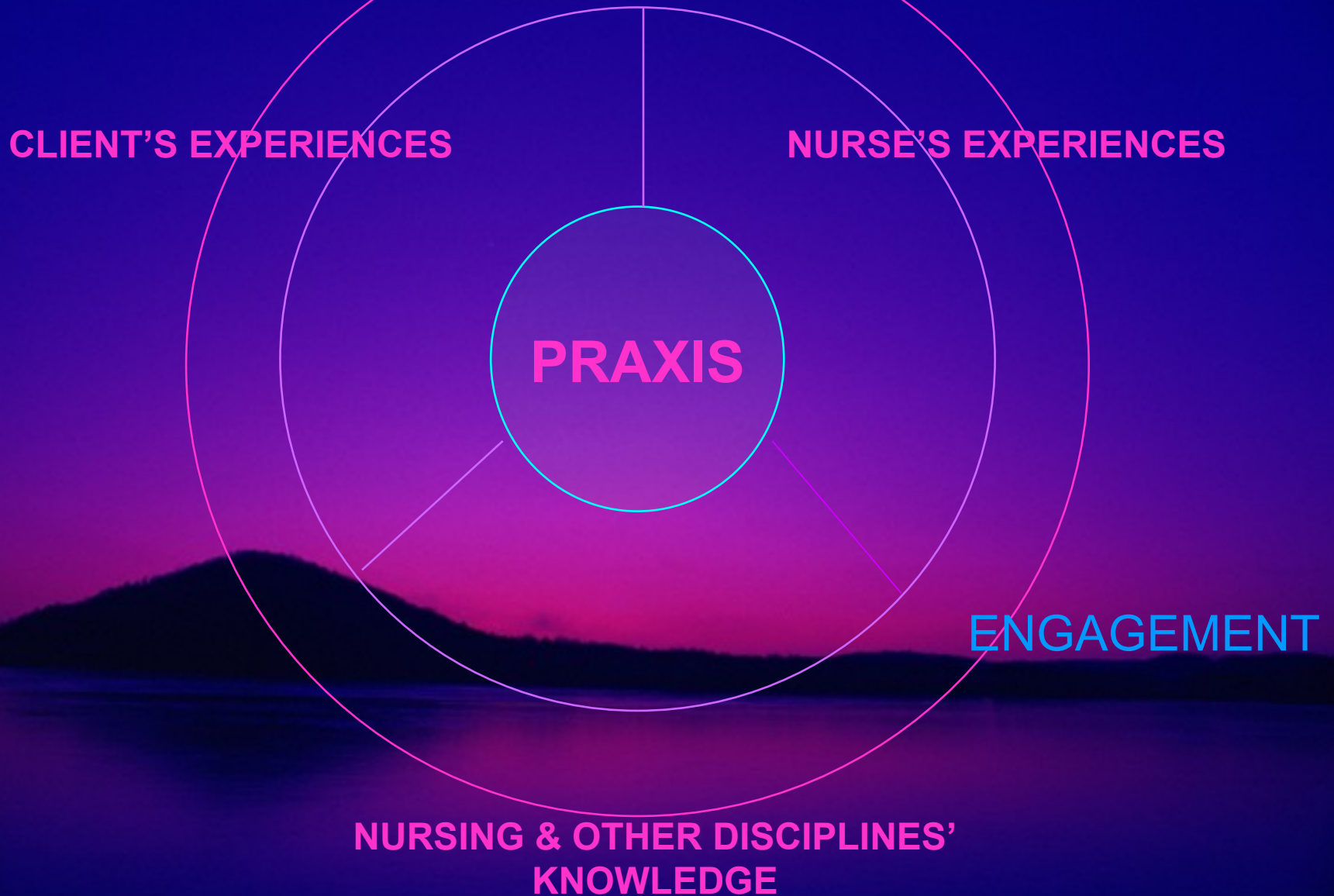
All courses over the 4 years are categorized in 4 themes

- 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)



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
- ◆ **Denette Chan** - Website on [Age-Young Nursing](#) 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

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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

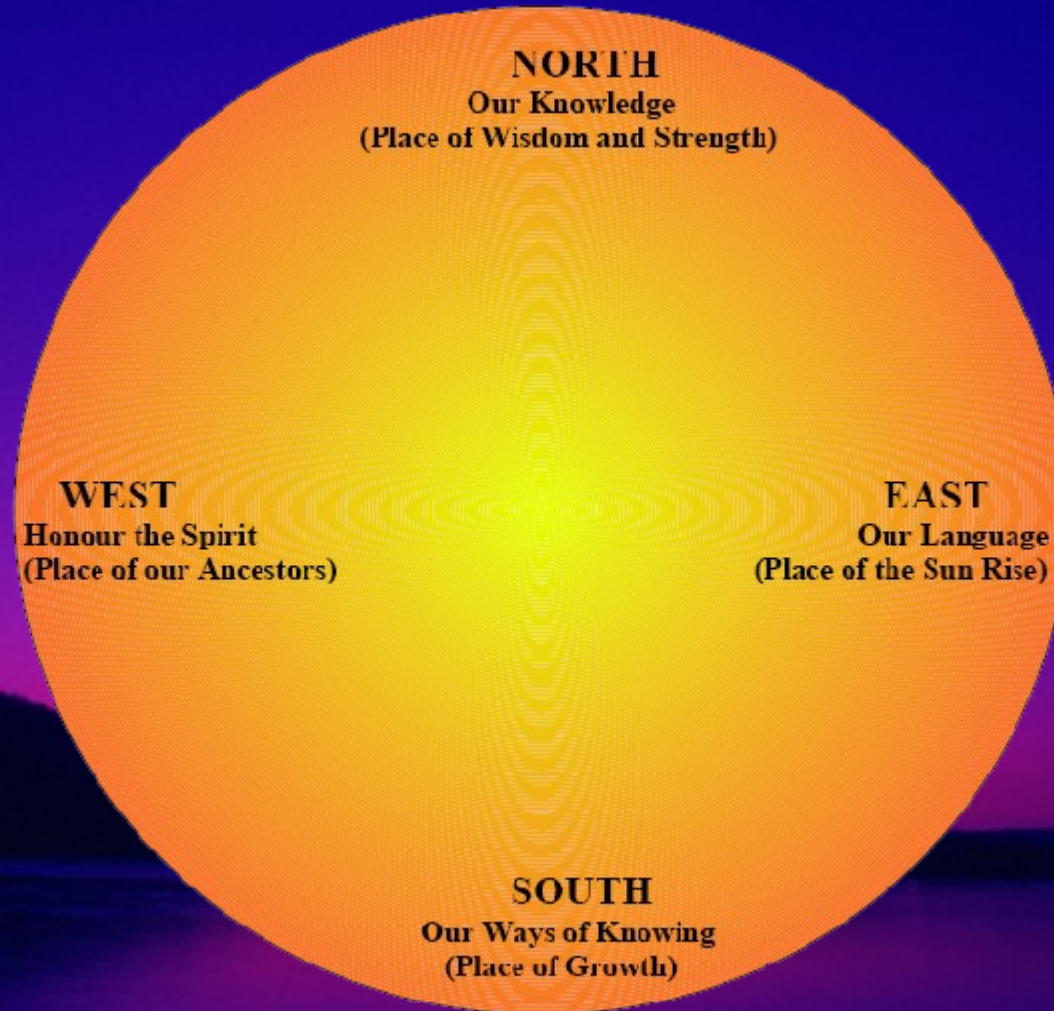
Nursing Research related to ecology and the preservation of the environment as it relates to societal health is an active focus of this site. Nursing researchers and nursing students have engaged in study and praxis to create this thought provoking site.

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

Dreaming Activity

- **Premise:** We build the future on our past and present. Therefore, we wish to carry forward the best of our past and present on which to build.
- Visualize yourself 7 years into the future – it is 2015. Visualize First Nations health care as you really want it to be.

DREAM THE CURRICULUM

- What important First Nations practices, values, beliefs, ways of knowing **MUST** be included to prepare Nursing students for the Vision of the Ideal Health care that you just described in the previous activity?

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.

FOR FURTHER INFORMATION

➤ June Kaminski

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➤ **First Nations Pedagogy** at:

<http://firstnationspedagogy.com>

➤ We welcome further input from you