



# Indigenous Anti-Racism

November 27, 2023

OHT Education and Training Webinar 2

# Housekeeping

If you have any questions or need technical support during the presentation, please message **Hannah Lyrette** using the chat function



# About the IPHCC

- 23 Indigenous Primary Health Care Organizations (IPHCOs)
- Serve First Nations, Inuit, and Métis individuals, families, and communities on and off-territory and in rural, remote and urban areas



- ABORIGINAL HEALTH ACCESS CENTRE (AHAC)
- INDIGENOUS COMMUNITY HEALTH CENTRES (CHC)
- INDIGENOUS INTERPROFESSIONAL PRIMARY CARE TEAMS (IIPCT)
- AHAC & IIPCT
- AHAC & INDIGENOUS NURSE PRACTITIONER LED CLINIC (INPLC)
- IIPCT & INDIGENOUS FAMILY HEALTH TEAM (IFHT)
- INDIGENOUS FAMILY HEALTH TEAM (IFHT)



# Why are we here today?

- Indigenous Peoples systematically experience more chronic diseases because of intergenerational trauma
- Experiences of anti-Indigenous racism in health care systems can prevent Indigenous people from seeking the services they need
- It is our personal responsibility to acknowledge and address our internalized biases and ensure they don't cause harm

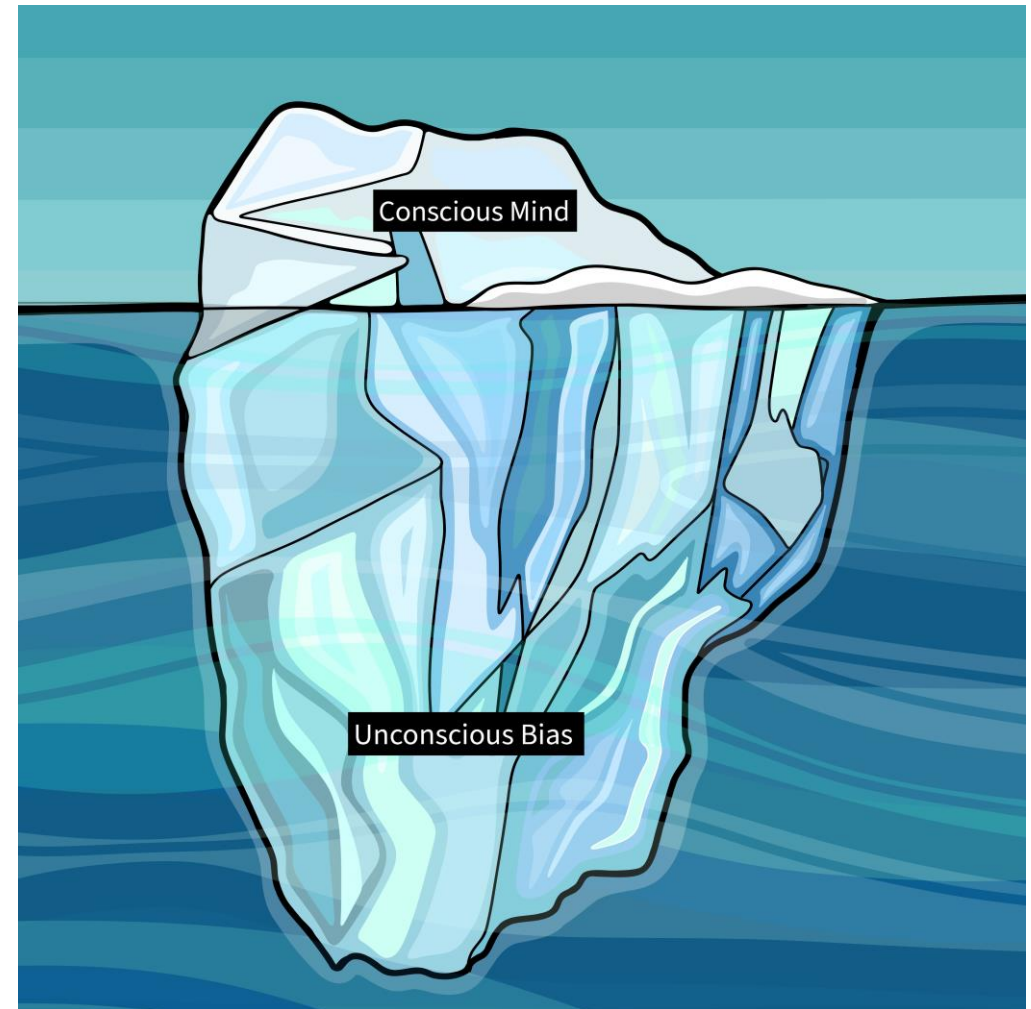






# What constitutes a bias?

**Unconscious Bias (or implicit bias):** is often defined as prejudice or unsupported judgments in favor of or against one thing, person, or group as compared to another, in a way that is usually considered unfair.



# Microaggressions vs. Macroaggressions



## Macroaggressions

A form of overt aggression:

- "I see you like to drink, I hear all 'Indians' are drunks"
- "I want a different nurse, I don't want her to touch me"
- "Please put me in another room, I cannot share it with those 'Indians'"

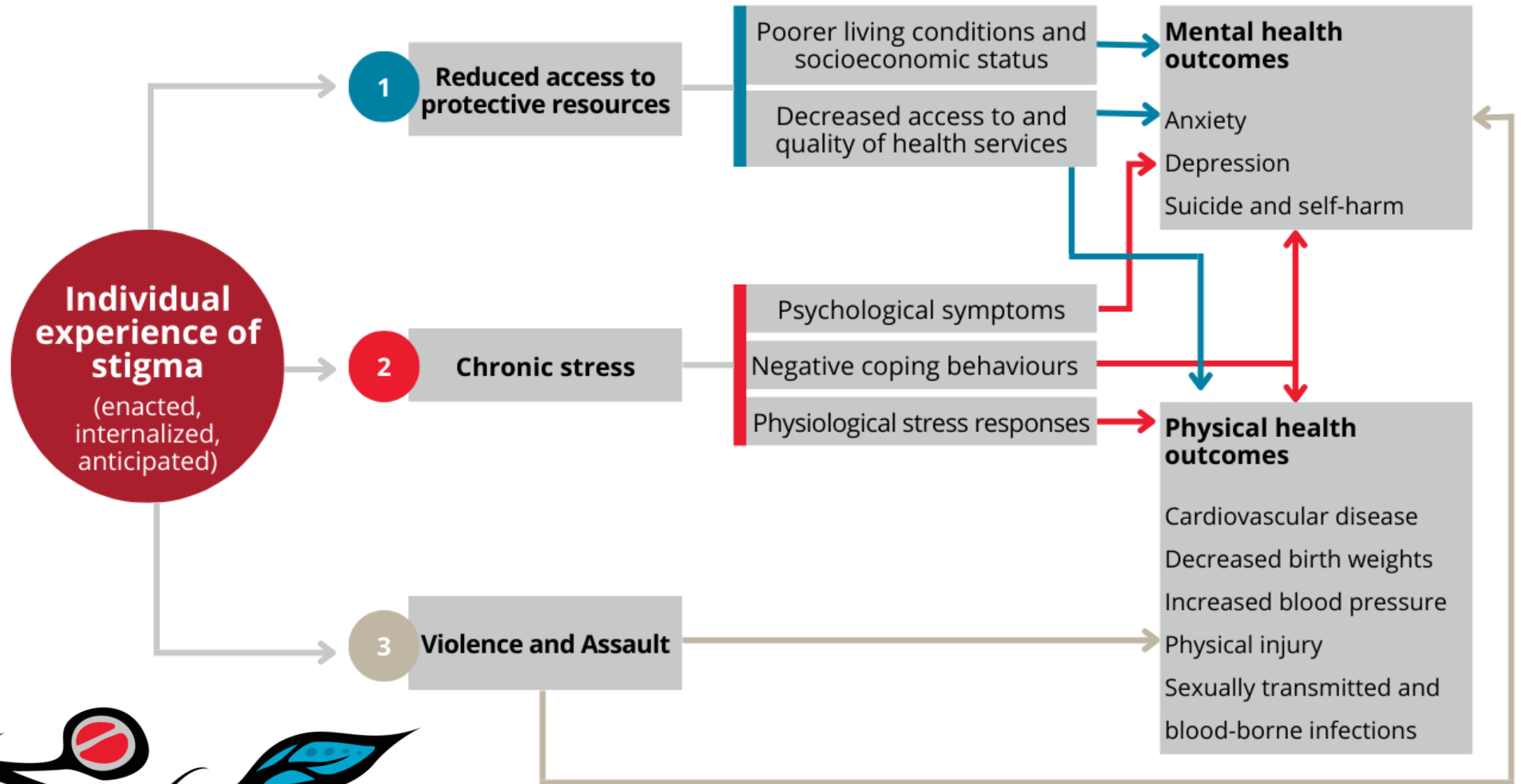
## Microaggressions

Subtle comments, whether intentional or unintentional in perpetuating harm:

- "I see you don't drink alcohol. Why? Are you a recovering alcoholic?"
- A security guard stops an Indigenous looking woman to search her bag but doesn't stop the other women carrying bags



# How Stigma Affects Individual Health



# Impact of Anti-Indigenous Racism on Health Care Utilization

## Our Health Counts (2020 Report) - Thunder Bay

- 39% reported unfair treatment by HCPs because of their Indigenous identity
- 66% said that experiences of racism from HCPs prevented, stopped, or delayed them from returning for care

## Share Your Story (2018-2019 Study) - Champlain Region

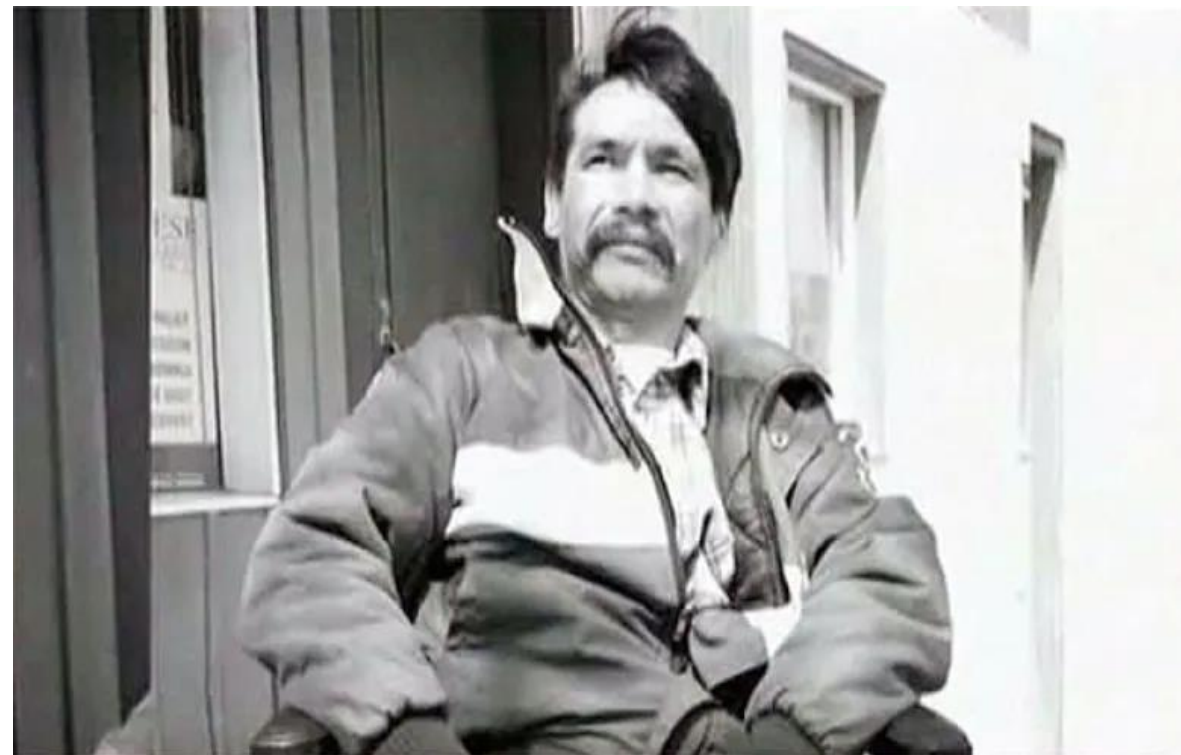
- 76% felt they could have received better care if they were able to hide their Indigenous identity
- 78% reported that they sometimes or always experience anti-Indigenous racism in the health care system



**Joyce Echaquan**



**Brian Sinclair**



# What is my role?



We are in a time that there is no room for bystanders. There are 4 roles you can occupy. The first two are welcomed when done in a good way. The third is where many of us have started. The last is not welcomed and possesses no dignity or courage:

The ally

The accomplice (also called co-conspirator)

The perfect stranger

The perfect troll

# What is my role?



Source: [https://www.segalcentre.org/common/sitemedia/201819\\_Shows/ENG\\_AllyToolkit.pdf](https://www.segalcentre.org/common/sitemedia/201819_Shows/ENG_AllyToolkit.pdf)

## The Ally

Being an ally is about disrupting oppressive spaces by educating others on the realities and histories of marginalized people.

## The Accomplice (co-conspirator)

An accomplice works within a system and “directly challenges institutionalized/systemic racism, colonization, and white supremacy by blocking or impeding racist people, policies, and structures”.

# What is my role? The perfect stranger

Source: <https://blogs.ubc.ca/chendricks/2018/10/30/not-perfect-strangers-in-edu200x/>



Dr. Susan Dion talks about how when teachers would sometimes ask her to come into their classrooms to speak to students they would say things like: "I don't know anything about Aboriginal people" because "I didn't grow up near a reserve" or "I don't have any Aboriginal friends" Sometimes people who speak as if Aboriginal issues have nothing to do with them. She describes this kind of mindset as being one of a "perfect stranger"

This position, a perfect stranger, allows teachers and all Canadians to be off the hook when it comes to thinking about Indigenous issues, thinking about Indigenous people, or the relationship between Indigenous and non-Indigenous people. There was a desire to distance themselves from the issues and to say; this has nothing to do with me.

And yet, people who claim to be perfect strangers *do* have relationships with Indigenous peoples and issues, even if those relationships are buried somewhat under the surface.

# Becoming Anti-Racist in Canada

## Fear Zone:

- I deny racism is a problem
- I interact only with people who think and act like I do
- I minimize or discount other people's experiences of racism

## Learning Zone:

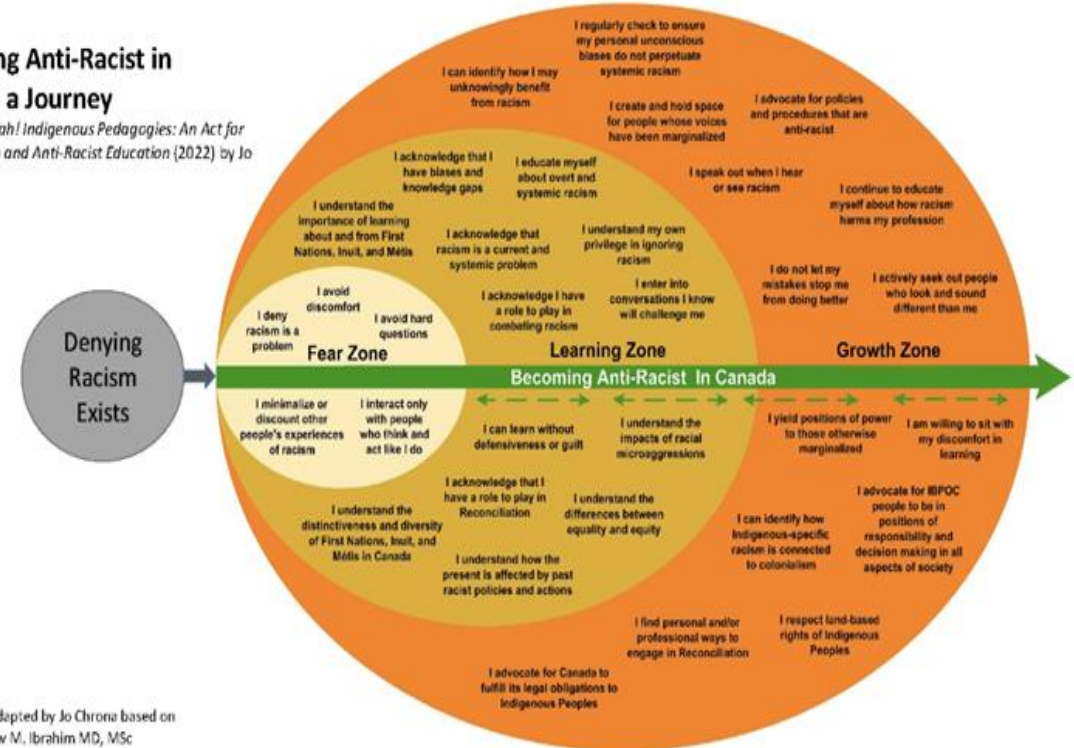
- I can learn without defensiveness or guilt
- I enter into conversations I know will challenge me
- I understand the distinctiveness and diversity of First Nations, Inuit, and Métis in Canada

## Growth Zone:

- I find personal and/or professional ways to engage in reconciliation
- I do not let my mistakes stop me from doing better
- I continue to educate myself about how racism harms my profession
- I speak out when I hear or see racism

## Becoming Anti-Racist in Canada: a Journey

From *Wayi Wah! Indigenous Pedagogies: An Act for Reconciliation and Anti-Racist Education* (2022) by Jo Chrona



idea/graphic adapted by Jo Chrona based on work of Andrew M. Ibrahim MD, MSc

# Useful Practices to Implement to promote Indigenous Anti-Racism



1

Take up training to teach yourself about the history between Indigenous peoples and settlers to Turtle Island, and to learn skills on how best to engage with Indigenous peoples

2

Share your learnings with colleagues and friends and ensure you speak up when others make inappropriate jokes or comments about the Indigenous population

3

Practice humility when being called in. Instead of getting defensive or taking it personally, try to see it as an opportunity to learn and grow



# Breakout Room - Discussion Questions

- 1 - What might being an ally look like in practice?
- 2 - What do you think the difference is between an ally and an accomplice? How can you move between the roles?
- 3 - What are your personal and professional commitments to Indigenous anti-racism?
- 4 - What are some ways that we can ensure that Indigenous anti-racism resources are disseminated through Ontario Health Teams to those working on the front lines?

"This is a Safe Space for you - we want all learners to feel confident in being able to ask questions. Now is the time to ask, and learn, so you are better equipped to provide culturally safe care"





**Miigwetch  
Meegwetch  
Maarsii  
Nakurmiik  
Nia:wen!**