

UNIVERSITY OF CALGARY | Department of Family Medicine

HOME ROOM SERIES (in-person session)

Date: February 25, 2026

Presenters: Dr. Molly Whalen-Browne, Dr. Stephen Mintsoulis, Dr. Kristy Penner, Dr. Lyndsay Crowshoe

Attendees were challenged to write down what commitment they will make today to support high quality Indigenous health teaching. Here are some of the responses:

What commitment can you make today to support high quality indigenous health teaching?

1. "I will show respect towards Indigenous patients and learners and try to encourage conversations that help me strengthen the therapeutic relationship and contribute to the patient wellness"
2. "Commit to ongoing Indigenous health focused learning for myself (going to talks, ed sessions reading books etc.) and then taking it back to my workplace and starting discussions with learners and colleagues."
3. "Help my learners to identify unconscious bias and to be able to work on them."
4. "Serve and put into practice advocacy/mentoring when an adverse situation/encounter presents itself. Learning Awareness and discussion with Resident"
5. "Acknowledge that bias exists and speak about it."
6. "Incorporate Indigenous experiences into culturally sensitive healthcare"
7. "Call the patient by name. Treat the patient, family member, healthcare providers, as persons ie. Human beings. Slow down and take the time to do the above."
8. "Learn more about Residential School history (from Indigenous people)"
9. "Be aware of potential/likely differences in Indigenous patients' culture and experiences and be willing to and intentional about learning from them."
10. "Learn about the history achievements and challenges of the Indigenous community. Reflect on how I can make a meaningful and lasting changes in my practice as it involves the

indigenous community. Discern with my learner each time on the approach towards providing equitable care to indigenous community without bias.”

11. “Support the successful implementation of the Indigenous health learning objectives into the Residency curriculum.”
12. “Teach learners to treat all humans with respect. Teach them to respect Indigenous patients and advocate for them.”
13. “I am going to read about Willie Ermine’s work on the ethical space of engagement.”
14. “Focus on the lead-up to presentation in clinic/hospital. Have the medical student/resident consider why the time of presentation was chosen (ie. why not earlier/later) and that the patient’s experience has to do with this timing.”
15. “I will commit to take the time to explore what the indigenous patients expects of the encounter, and needs for health and wellbeing.”
16. “Have the courage to introduce myself as a European settler – something that often evokes shame or embarrassment but may improve my professional identity and role. Do this with learners.”
17. “Inform myself -identify and change my own bias. Create a safe and welcoming office and community. Lead by example in interactions, teachings etc. Finding opportunities to advocate on a larger scale – governmental.”
18. “Debrief clinical encounters with learners where Indigenous patients have faced racism/ stereotypes in medicine to unpack issues of unconscious bias.”
19. “Explore with my learners their knowledge and attitudes towards the experiences of Indigenous people and their apprehensions or experiences with the health care system. Always remain a positive role model. Encourage debriefing and reflection after a clinical encounter with an Indigenous patient or any racialized patient.”
20. “Collate resources on Indigenous people’s health - including history, culture, social issues & shame when the opportunity presents itself.”
21. “I will observe my reactions to clinical interactions with Indigenous people (and all others) to understand and deconstruct my bias to provide better human centred care”
22. “I commit to learning more about Indigenous health and wellness, and to explore the idea of culture in their care.”
23. “I will have the information/CMA website accessible to provide learners during slow periods in clinic, when I’m occupied with patients. I will highlight the benefit of flexible professionalism attributes.”
24. “To address Indigenous issues fully bearing in mind their determinants of health.”

25. "To dedicate more time to noticing opportunities to be sure that my own practice is embodying and reflecting the DFM Indigenous health learning objectives. To be more intentional in prompting learners to reflect on their own understanding and practice of these objectives."