Global and Indigenous Health Nursing (GAIHN) was born out of the Global Health Committee (GHC) at the Ingram School of Nursing in 2015, bringing together local Community Health Nursing efforts with Global Health (local and International) and Indigenous Health efforts at the Ingram School of Nursing (ISoN).

GAIHN has been pivotal at the ISoN in advancing Social Justice and Health Equity issues facing underserved populations locally, provincially and internationally. Most recently under the leadership of Jodi Tuck and Françoise Filion, Indigenous Health, health equity, systemic racism and environmental justice have been at the forefront of the initiatives. GAIHN collaborates actively with numerous student groups to help synergize efforts, improve communication and ensure sustainability across time. GAIHN’s social justices mandate includes a focus on: Education, Advocacy, Service and Research are the foundation of GAIHN activities.

Mandates

**Education:** To promote, within the Ingram School of Nursing (ISoN), a critical understanding of health and the practice of nursing within a global context.

**Service:** To respond to the needs of the populations and engage with communities to achieve health equity and social justice for all.

**Advocacy:** To advocate for health equity and social justice for all.

**Research:** To develop and foster research of social value in global and Indigenous health nursing.

**GAIHN Values and Beliefs:**

The nature of global health and indigenous health nursing requires us to consider the set of

values we carry with us. Some of the values and beliefs GAIHN-McGill embraces include:

* Think global act local.
* We believe in the importance of raising awareness and understanding of diverse cultures and perspectives.
* We believe in the guiding values and principles of Primary Health Care and its fundamental role in improving the health of individuals, communities and populations.
* We value transparency, open and respectful communication and accountability.
* We respect and embrace diversity.
* We value the right of people to determine their own needs.
* We value equitable relationships.
* We believe that we have much to learn from each other.
* We believe that people, acting together within diverse organizations and communities, have the capacity to bring about a better world.
* We believe that everyone has a responsibility to contribute to creating a better world.
* We believe nurses strive for social justice and equity locally and globally.

GAIHN has been involved in many activities over the year to promote Social Justice. We have shared some of these activities below that GAIHN has been involved with to promote equity at the ISON, McGill and beyond.

1. **Teaching and/or mentoring**, with specific reference to populations under-represented at McGill.

GAIHN is highly involved in creating a community of socially engaged nurses within the ISoN and supports, coordinates and organizes many health equity-focused activities both within the curriculum and as extra-curricular opportunities for students and faculty to expand their learning.

**Global and Indigenous Health curriculum sub-committee**

Nurses comprise the largest health workforce and arguably have the greatest impact on health outcomes worldwide. With a broad understanding of health and well-being, significant involvement in institutional governance structures, and recognized public trust, nurses are ideally positioned to exert influence – at all levels and across systems. While nurses have a history of actively advocating for healthy public policy, they are rarely formally trained to do so. With ever-growing global interconnectedness, nurse educators are called upon to develop curricula that foster the development of skills to enable nurses to engage more fully with evidence to influence public policy across boundaries and systems, in areas such as climate change, Indigenous health and gender equity, among others.

The ‘Global and Indigenous Health’ curriculum sub-committee (comprised of GAIHN members) reviewed the literature to identify key articles on recommended competencies for nurses and/or health care professionals in ‘global health’, ‘public health’, ‘Indigenous health’ ‘community Health’ and ‘planetary health’. Following an in-depth review of the competencies, a number of these were selected and incorporated into our existing nursing competency framework. The selected competencies are in the process of being ‘mapped out’ across courses within the curriculum to ensure that they are adequately addressed and explored. This is a very important step in creating a nursing workforce that harnesses its power to mobilize individuals, communities and governments toward healthier and more equitable resource utilisation and allocation.

**Curriculum development on Indigenous Health**

GAIHN has facilitated consultations with Indigenous advisors in the development of the Inquiry-based learning Practice Scenarios with Indigenous patients as the focus. GAIHN has also helped to coordinate and fund the integration of the Kairos Blanket Exercise into all Nursing undergraduate and entry-to-practice programs. This exercise provides students with an emotional learning activity that places them in the position of Indigenous peoples and explores the events of colonization.

**Ashukin Program**

The *Ashukin* program was launched in January 2018, enabling Bachelor of Science (Nursing) BSc(N), Bachelor of Nursing (Integrated) (BNI)—and Master of Science (Applied) in Nursing - Direct-Entry—students to acquire clinical learning experiences in Indigenous communities in Quebec. The program is aptly named “Ashukin”, a Naskapi and Atikamekw word meaning “bridge”, in reference to the tangible connections being created between Indigenous communities and the ISoN community. The program provides students with the opportunity to work with Indigenous populations in both Southern and Northern Quebec, in urban, rural and remote communities.

Students completing their community clinical stage (NUR1 432) as part of the program, perform a needs assessment in collaboration with community members, who actively take part in identifying their own needs. Based on the assessments, students are tasked with developing a health promotion or primary prevention project to be shared with the community at large upon completion. This way, students get to exchange culture and knowledge with members of an Indigenous community, while learning clinical competencies ranging from public health, health promotion, health education to primary prevention, and the communities get to share their knowledge, and benefit from the students’ work.

**Ambassador Program**

The Ambassador Programs enables Undergraduate students to complete their final internship outside of the McGill hospital network including in rural and Indigenous communities, in other provinces and countries to broaden their understanding of health care in difference cultures and health care systems. GAIHN supports the annual information session for students interested in applying to the ambassador program in collaboration with the Nursing Undergraduate Society (NUS), where alumni come and share their clinical experiences in global health settings with interested students. This also creates a culture at the ISoN that is open to discussing issues of health equity.

**Global Health Concentration**

GAIHN was the main driving force in the development of the Global Health Concentration (GHC) at the Master’s level in 2006. This concentration focuses on Health Equity issues addressing the global burden of disease and issues of health equity in Canada and beyond. It enables students to complete a clinical project and clinical placement in a partnership site in Montreal, Quebec or internationally that focuses on the needs of underserved populations.

**Pre-departure and Re-entry Workshops**

The Pre-departure workshops started in 2006 for all students going outside of Montreal for a clinical stage with both the Ambassador Program and the Global Health concentration. The importance of pre-departure training has long been established as essential to prepare students going to complete clinical stage components outside of their culture. The pre-departure workshop focuses on the ethics of learning in another culture, reflecting at one’s positionality and role within another health care system. GAIHN was instrumental in developing and offering this training, involving and coordinating with former students to come and mentor students about to embark on a clinical placement outside of their culture. However, over the years the importance of supporting students upon their return from global health experiences has received much less attention, despite the challenges that students face. GAIHN was a leader in developing a Re-Entry Workshop (REW), one of the first organized debriefing training programs offered at McGill (mandatory for the GHC students) to help students with the challenges of re-integration. Students come together in a group with an experienced facilitator, several times over a 3-month period of time to share and debrief over a meal and further develop and integrate the learning from their Global Health experience working with an underserved population.

**The Book Club**

The ISoN Book club has the goal of widening a lens on themes of equity through narrative and collaborative reading. We have collaboratively read *Indigenous Writes*, *Indian Horse*, and *‘The Spirit Catches You and You Fall Down*’. Before the winter holidays, Faculty were invited to share meaningful childhood books on themes of equity and strength. The book club is currently reading *How to Be an Antiracist*. These powerful books trigger heartfelt discussions that link issues of social justice to our nursing practice. In addition to presenting our books, we explored the use of literature in healthcare and how and when to address more difficult themes with the children in our lives.

As noted by one faculty about the ISoN Book club: *'This is the first time I read anything about Indigenous affairs as an adult. I had of course heard of the Truth and Reconciliation but was not very aware of the significance of it. I feel that this is the beginning of my education or should I say re-education about Indigenous people. I am shocked and dismayed about much of what I have learned but nonetheless believe this has been good for me.' – Louise Murray*

**Interprofessional Global Health Course (IPGHC)**

The Interprofessional health course offers students from the health disciplines the opportunity to come together and learn from one another on a variety of social justice topics. This student-led, not-for-credit course gives students the ability to design a course that meets their needs and come together to learn without the academic pressure to perform. GAIHN has supported the IPGHC by providing an Academic advisor, financial support, collaborating to identify speakers and by promoting the course within the ISoN.

1. Promotion of **policies and practices** that reinforce inclusivity.

GAIHN has been active over the years in working to advocate for Health Equity issues.

The committee has developed numerous position statements including a position statement to support and recognize the work of African nurses in the fight against Ebola, a position statement to support the Truth and Reconciliation Commission (TRC) Calls to Action, and most recently, a position statement on Systemic Racism. In collaboration with the Quebec Nurses Association and McGill Nurses for Planetary health, GAIHN worked to put forth an Advisory to the Order of Nurses of Quebec on Joyce’s Principle, demanding mandatory anti-racism cultural safety training for ALL nurses in Quebec.

GAIHN members represent the School of Nursing in various organizations promoting Health Equity and social Justice issues including the members of the Faculty of Medicine Equity Committee (FOMEC), the FMHS Widening Participation Committee (WPC), Canadian Association of Schools of Nursing (CASN) TRC Working group, and the Community Health Nurses of Canada. GAIHN has led important working developing a nurse-led clinic to serve an underserved population that will be further explained in the section below on Projects that support equity.

**McGill Nurses for Healthy Policy**

GAIHN collaborates with and supports McGill Nurses for Healthy Policy (MNHP). This student-led group focuses on including social justice and equity issues at the policy level. They have held numerous events throughout the year and partner with the Quebec Nursing Association to promote various health policies. These activities included a panel discussion on “Healthcare in Crisis: Nurses Mobilize for Change!”. This event was held in English, at McGill, then in French, at Université de Montréal. In fall of 2018, the event "Plénière: politique, santé et élections" focused on nursing's voice in the provincial elections, and included a panel discussion on the interplay between politics, health and the elections. Another panel discussion titled “Establishing Healthy Work Environments through Nursing Leadership & Political Action: A Discussion and Roundtable Workshop” was held in January of 2019. In the fall of 2019, MNHP actively engaged with the worldwide environmental movement by organizing a nursing student contingent at the September 27th protest and day of climate action in Montreal.

1. **Raising awareness** of issues relating to equity and diversity**.**

**GAIHN Network**

The GAIHN Network has established a network of social media sites to promote information and events on social justice issues, Including Facebook, Twitter and Linkedin with the aim of bringing together nurses in the Montreal area who are interested and involved in Social Justice issues.  These media channels enable GAIHN (in collaboration with MNHP) to promote and coordinate social justice activities including a nursing contingent that participated in the Global Climate March on September 27th 2019.

Each Year GAIHN has chosen an equity theme, that have ranged from Mental Health, Refugee Health to Indigenous Health, Climate change and Systemic Racism. Numerous speaker events are planned to help promote the ongoing education of faculty, students, alumni and the wider McGill community. Some of these events raised funds for local Community not-for-profit organizations such as Action Refugee, The Native Friendship Centre of Montreal, and First Nations Child & Family Caring Society of Canada. GAIHN co-hosted a Black history month event on ‘Birth Work as Ancestral Practice’  <https://www.facebook.com/events/873830233077478>

GAIHN has created a space within the ISoN for Students groups working on Social Justice issues to come together and synergize. GAIHN mentors and supports these student associations for greater sustainability through time. GAIHN has provided funding, guidance and assisting with networking and locating speakers for various events. Presently there are four student groups that are members of GAIHN: McGill Nurses for Global Health (MNGH), McGill Nurses for Healthy Policy (MNHP), mentioned above; McGill Nurses for Community Service (MNCS); and McGill Nurses for Planetary Health (MNPH). These groups have been highly active over the years - a few of their activities are outlined below.

**McGill Nurses for Global Health (MNGH)**

McGill Nurses for Global Health is a student-run group made up of undergraduate and graduate students who are committed to global health issues from a nursing perspective. They are supported by GAIHN and their aim is to foster awareness both in the nursing community and on the McGill campus, to increase the role of McGill students as global citizens, and work towards achieving health equity and social justice.  Support for the student group that focuses on issues of social justice at the School including a yearly conference on a Social Justice theme. Conference topics have included Refugee Health, Indigenous Health, Indigenous Ways of Knowing, Health and Disability, Community Mental Health, Opioid Crisis and Harm Reduction.

**McGill Nurses for Community Service (MNCS)**

This student group focuses on including community engagement and social justice issues.  The group holds numerous events throughout the year to support underserved groups and offer training sessions for nursing students on harm reduction strategies.  Their primary goals are to provide support through collaborative partnerships with students and local organizations. They want to raise awareness in the student community about social issues and offer chances to volunteer and learn through hands-on experience.  They have organized clothing drives for a women’s shelter and a Harm Reduction training session which focused on Naloxone training. They planned to work alongside the McGill Special Olympics team for their Special Olympics Unified Tournament to provide education and resources to help improve the athletes’ performance and overall health.

**McGill Nurses for Planetary Health (MNPH)**

This subcommittee of GAIHN was founded and co-chaired by an affiliate faculty member, a Graduate student and an Undergraduate student. Initial initiatives included procurement of reusable dishes and cutlery, a coffee urn for events as well as a needs assessment survey to staff, faculty and students. In its second year, an active group of students has taken the lead and organized a very successful talk on ‘*Why do nurses need to advocate for environmental and social/indigenous justice*?’ and another presentation exploring hospital waste.

1. Facilitation of **recruitment and retention** of staff and students from a diversity of backgrounds and perspectives

GAIHN has been involved in various activities to promote the recruitment of diverse faculty and students. Currently, the GAIHN co-chairs sit on the ISoN’s Search and Selection Committee to hire an Indigenous Tenured Track Professor. Additionally, the GAIHN co-chairs are both members of the Widening Participation Committee (WPC) working to increase the recruitment of students from various under-represented target groups through various pipeline programs. The WPC focuses on recruiting Black students, Indigenous students, rural students and low SES students to the Health Professions. In this role, these members also facilitate the annual administration of the Diversity Survey within all programs at the Undergraduate and graduate level.

**Eagle Spirit Camp**

GAIHN has also collaborates with the Indigenous Health Professions program (IHPP) to promote diversity in the student body including running a Nursing focused simulation session at the annual Eagle Spirit Science Futures camp. During the Eagle Spirit Camp, student facilitators assisted the youth in strength-based nursing assessments, taking blood pressures, drawing blood, listening to heart and lung sounds and learning to test reflexes.   This pipeline program is a key strategy for attracting more Indigenous students to the health professions.

**Nunavik Regional Health and Social Service**

This new collaboration started in 2018 when the director from the Nunavik Regional Health and Social Services requested to meet with us at the ISoN to explore the possibility of developing a nursing program designed to meet the needs of Inuit learners. The lack of Inuit nurses in the north creates numerous challenges for population health including a poor continuity of care and culturally incongruent care that creates a mistrust of the health care system in the North. Masters students are focusing their projects on exploring the possibility of developing an Inuit Learner Pathway to a bachelor degree. Ideally this program would be offered in the North and would prepare graduates from the program to work as a nurse anywhere in the province of Quebec,

1. Enhancing the **working or learning** environments of people from diverse backgrounds.

# GAIHN has advocated for inclusion of Indigenous voices at the ISoN curriculum and has worked to develop relationships and an advisory position for an Indigenous Nurses consultant. Glenda Sandy, a Naskapi Cree Nurse has been guiding the school in an advisory role since 2017.

# GAIHN has also used communication strategies to promote the excellence of under-represented nurses within our McGill community, working with our communications officer to publish an article on *Nurses Making an impact in Indigenous communities* <https://www.mcgill.ca/nursing/article/nurses-making-impact-indigenous-communities> and another article promoting the work of Black Nurses within our network, *Celebrating Black* *Excellence in the McGill Nursing Community* <https://publications.mcgill.ca/medenews/2021/02/18/celebrating-black-excellence-in-the-mcgill-nursing-community/>

# GAIHN has been involved in various faculty collaborations over the years including: groups of nursing students and nurses from Tokyo, Japan visiting Montreal as part of a program hosted by McGill's School of Continuing Studies. At the demand of Iona Nicolae (academic coordinator of McGill School of Continuing Studies), a visit was organized for a group of nursing students from Keio University who were very interested in outreach nursing to visit a community organization called “The Open Door”, shadowing the nursing team of students from the course NUR1 432, Community Health Nursing Project. In 2018, we received a visit from a Japanese delegate interested in learning about Physician Assistant and Nurse Practitioner trainings. A lecture on The Development and Integration of Nurse Practitioner roles in the Quebec Healthcare System was given to GHC students and the Japanese Delegate, which was then followed by a Q&A discussion

1. Development and implementation of projects promoting equity, **diversity and/or community building**.

**Local Partnerships**

**McGill Bonneau Clinic**

In September 2017 the Ingram School of Nursing launched a unique partnership with Accueil Bonneau, providing nursing care to those living in precarious housing situations. It provides ongoing clinical education for students and supports health promotion activities. At the Accueil Bonneau, the clientele whose health needs are the most important are the residents of the four houses who all have a history of homelessness and who are now housed in managed studios by Accueil Bonneau. Nursing clinics also help improve the perception of health care among the homeless population. The McGill-Bonneau clinic is a unique opportunity and chance to highlight the nursing role; it is managed and operated by nurses and reconnects an under-represented population to our health system. Since September 2017, more than 630 visits were recorded at the clinic where the nurse clinician teaches outreach nursing to different nursing students. In the spring 2019, the McGill-Bonneau clinic won the regional prize award for Innovation Clinique 2019 at the OIIRML (Ordre des Infirmières et Infirmiers de la Région Montréal-Laval), and the provincial “Grand Prix du concours Innovation Clinique Banque Nationale 2019”.

<https://www.oiiq.org/en/grand-prix-du-concours-innovation-clinique-banque-nationale-2019>

**VOICE Childhood Ethics Program**

GAIHN has partnered with the McGill-based interdisciplinary VOICE Childhood Ethics Program to mobilize its teaching and research engagements to advance students’ clinical education and research preparation in work with children and youth within Indigenous communities (e.g., Long Point First Nation, Rapid Lake) as well as global health contexts abroad (e.g., India, Tanzania). GAIHN-VOICE students have published their work in leading scholarly journals, advancing their own professional careers while also demonstrating GAIHN’s leadership in advancing knowledge and promoting innovative practices with these populations. GAIHN is currently a leading partner with VOICE in a project advancing Indigenous Pedagogies on Childhood. The numerous contributions arising out of GAIHN’s engagements in these teaching and research activities have had transversal impacts throughout all student bodies and programs with the ISON as well as programs within other disciplines at McGill.

**Local Community Benefit Organizations (CBO)**

Over the years GAIHN has supported ISON partnerships at the local community level as well as at the provincial and international level. Over 30 community benefit organizations (CBO) in the greater metropolitan area have been involved with our Undergraduate students. Students work with these organizations to develop a health promotion project that meets the needs of the community they serve. GAIHN has celebrated the successes from these partners by hosting a Health Fair to show appreciation to our local CBOs and showcase undergraduate student projects created in collaboration with our community organization partners.  Recently we have shifted this appreciation event showcasing the CBOs mandate and mission and the undergraduate student projects created in collaboration with them, through weekly information leaflets included in our social media and Nursing e-News.

**Maison Bleue Partnership**

When long-time collaborator and colleague Bernadette Thibaudeau, the nurse at Maison Bleue expressed a need for more research to improve services offered to the vulnerable childbearing women and their families here in Montreal, GAIHN – McGill was eager to discuss further collaborations.  Thus, a new partnership was born and this community organization has been working with our master’s students since 2017 on addressing the health issues faced by the vulnerable childbearing population they serve.

**Welcome Hall Mission Accompaniment program**

A volunteer program for nursing students to accompany men in situations of homelessness to their medical appointments was piloted and ran for 2 years. The purpose of the project is to provide accompaniment to clients of the Welcome Hall Mission (WHM) emergency shelter, social reinsertion programs, and addiction therapy programs to medical appointments. It gave student volunteers an opportunity to understand the health care system from the perspective of the clients, to learn about advocacy as a nurse, and to learn about the realities of clients experiencing homelessness, mental health issues, and poverty. The client benefits as well, from the knowledge provided by the nursing student accompanying them, and the confidence that can be built by helping clients better understand how to navigate the healthcare system.

**Mask Sewing Initiative**

GAIHN funds were redirected to help in the COVID effort with our community-based partners in Montreal.  Reusable facemasks were sewn and donated to our community partners. In order to address social justice and equity we wanted to provide sewed fabric masks to our community partners working with underserved populations, who do not have easy access to masks. A few of our team members have been sewing different kinds and sizes of reusable masks since COVID-19 became a global health issue and pandemic.

**International Partnerships**

GAIHN has been involved in many International Partnerships over the years, including working with Algonquin communities in Rapid Lake and Winneway, working with a Nursing Education Collaborative in Haiti and with Can Kids in India. The partnerships in Tanzania and Colombia are highlighted below

Tanzania Partnership

Led by Professors Madeleine Buck and Lia Sanzone, The Ingram School of Nursing has celebrated over 12 years of collaboration with Highlands Hope Umbrella (HHU) and the Tanganyika Wattle Company Hospital in Tanzania. Our Partnership in Tanzania has been very productive receiving a Grand Challenges Canada grant to upscale the Youth Peer Health Educator program in the Tanzania Highlands.  The 18-month project came to a close in December 2015.  Now, more than 500 primary school pupils are trained as Youth Peer Health Educators (YPHE) in their schools with a number of primary school teachers (mentors). These mentors are helping to make the program sustainable by supporting YPHE champions to conduct different activities as part of program expectations and outcomes.

In June 2015, Nurses Betty Liduke, and Sarafina Lupembe, from Njombe, visited the Ingram School of Nursing for a luncheon meeting to share their YPHE program with the McGill Nursing Community.  More that 50 staff and students were present share and exchange.  We were particularly thrilled that Sarafina Lupembe was able to join us as she is one of the lead youth peer health educators in the YPHE project.  In 2017 Georges Sanga, Youth Peer Health Education Project Coordinator, from Tanzania, came to Montreal and gave a talk on “Peer Health Education in Rural Tanzania” and attended a wine and cheese event organized in his honor. Althought the recent turbulent political climate has presented many challenges, we have been able to continue collaborating with our Tanzania partners through supporting the acquisition of Personal Protective Equipment (PPE) to help them in their COVID (and Ebola) response.

Colombia

Dr Sonia Semenic leads a unique research and teaching partnership between the ISoN and the Faculty of Nursing, Universidad de Antioquia (Ude A) in Medellin, Colombia in collaboration with Dr Catalina Ochoa. To date, seven Global Health master’s students have completed their research project as part of this partnership, all of which have been published. Project topics have included a study of barriers and facilitators to evidence-based Nursing in Colombia; an evaluation of the U de A’s service learning partnership within an impoverished community of displaced persons; and a nursing-led, multi-phase quality improvement project to enhance breastfeeding support in a Colombian neonatal intensive care unit with a large indigenous clientele. As part of their GH internship, our McGill GH students also conduct clinical stages with vulnerable populations such as a low-income community on the outskirts of Medellin (where they conduct home visits and engage in locally-driven community health projects), or in a group home for pregnant teens and/or homeless teens.

Global Health Faculty Collaborations

There are many international and local collaborations at the ISoN.  So many in fact, that it is difficult to keep up with the rapidly developing nature of these collaborations.  A few of the visitors that GAIHN has assisted in hosting are highlighted below. These guests are important to the ISoN community and reflect our value that we have much to learn from one each other.

Dr Yoshino, an Associate Professor in the School of Nursing at Kitasato University in Tokyo visited the Ingram School of November 5th 2015. Dr Yoshino’s research interests include maternal child health and global health.  She was particularly keen to learn about our Global Health Concentration as global health is a relatively new field in Japan. Dr Gordon Hill from the Department of Nursing and Community Health, School of Health & Life Sciences at the Glasgow Caledonian University visited McGill in on March 18th 2016. To discuss collaboration with the Glasgow Caledonia University.  Several conversations and sharing of programs structure, designs and developed resources have come from this collaboration.    In collaboration with Argerie Tsimicalis Dr. Gisele Martins, a professor from the Universidade de Brasília visited the ISoN at the end of September 2016.  Dr Martins’ research focuses on Pediatric Urology, specifically: urinary incontinence, neurogenic bladder dysfunction, clean intermittent catheterization, voiding dysfunction and lower urinary tract symptoms.  She gave a lecture students and faculty on pediatric urology and childhood incontinence. Finally, GAIHN was pleased to host a visit from Pi Hong Ying- Associate President of the Chinese Nurses Association and her colleague Ms Qiang.  Additionally, the Chinese visitors were joined by Dr Ji Ji, a Chinese nurse currently in a visiting scholar position at Ryerson University, in Toronto.