



*House Post by Susan Point
(Musqueam). Collection of the
UBC Museum of Anthropology*

The Aboriginal Health and Community Administration Program

Gathering Wisdom Conference

October 23, 2013

Kerrie Charnley, M.A.

The traditional and unceded
territory of the Musqueam Nation



With the technological advances of video, television and film, our world has become a combined oral/ literate/ visual one. This combination has exciting possibilities for First Nations because it is nearing the traditional holistic approach to teaching and learning which is needed to heal our people who have been adversely affected by history.

Joanne Archibald 1990, Sto:lo First Nation, Dean
of Indigenous Education, UBC



We are...

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Class of 2004

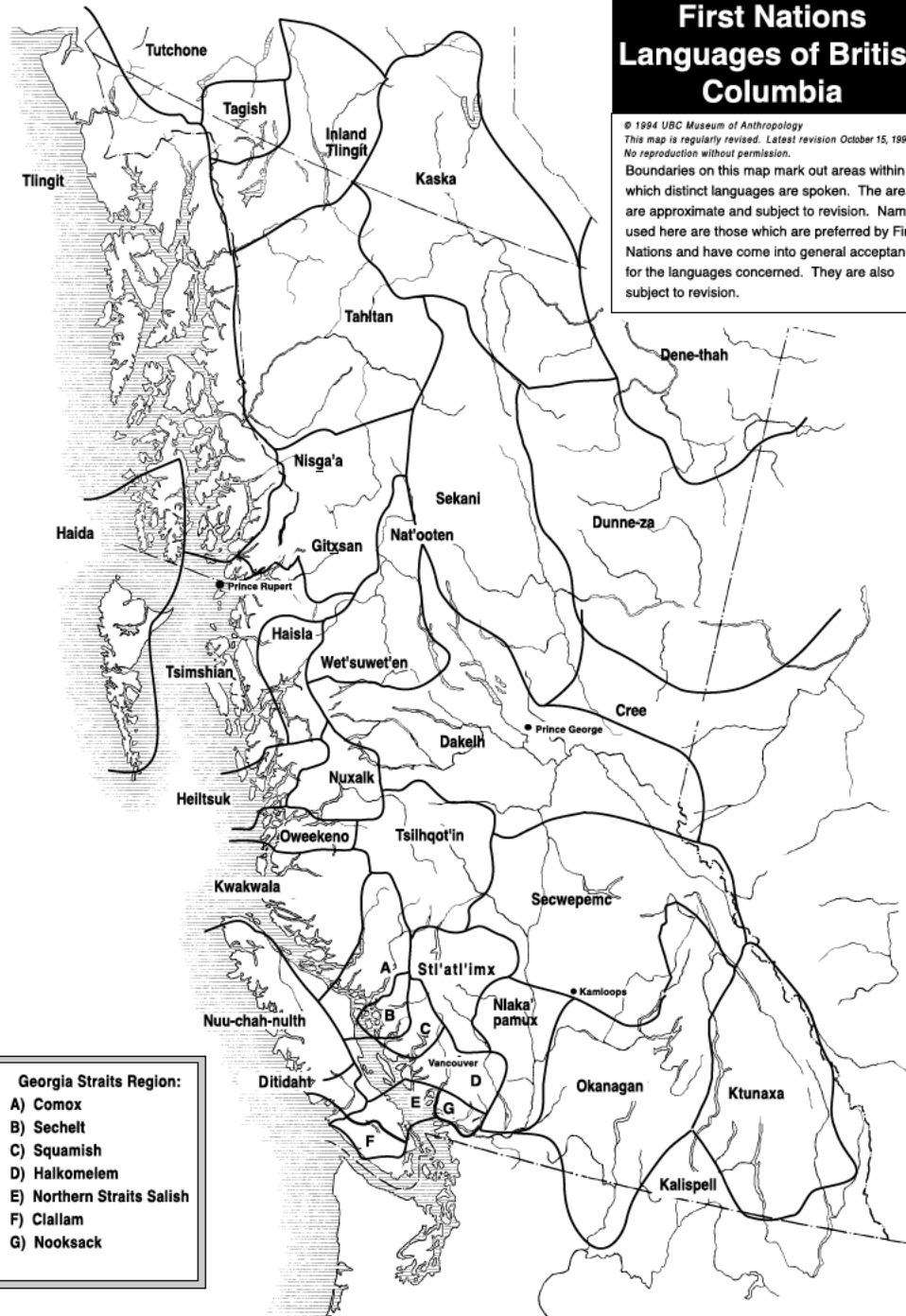




First Nations Languages of British Columbia

© 1994 UBC Museum of Anthropology
This map is regularly revised. Latest revision October 15, 1996.
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Boundaries on this map mark out areas within which distinct languages are spoken. The areas are approximate and subject to revision. Names used here are those which are preferred by First Nations and have come into general acceptance for the languages concerned. They are also subject to revision.



AHCAP Program

- Blended model
- 5 courses, each of 8 weeks duration
 - 3 days face-to-face at UBC
 - 8 weeks online: assignments and discussion
- Aboriginal instructors with personal experience of healthcare delivery
- Online moderator and workshop coordinator
- Program administrator
- Web CT
- 83% completion rate
- Open to/supports cohorts diverse geographically and diverse levels of formal education & work experience



Community Engagement and Partnership

- Prior consulting with communities through the UBC Institute for Aboriginal Health (IAH)
- Involvement of the communities in determining support for participants
- IAH recommendation for instructors and special speakers and site visits
- Partnership with the UBC Long House as the preferred location for 3 day face to face component



Courses and Instructors

- Communication & Leadership: Andrew Leach & Associates
- Fundamentals of Administration: Carolyn Neufeld, Seabird Island Health
- Aboriginal Health Systems: Heidi Hansen
- Aboriginal Health Policy & Research: Lucy Barney, RN
- Information Management: Jay Lambert



IAH & CS Roles in supporting AHCAP

Institute for Aboriginal Health

- Determined community needs
- Liaises with communities
- Identifies prospective students
- Recruits instructors

Continuing Studies

- Oversees instructors (links courses)
- Moderates online process
- Provides program administration

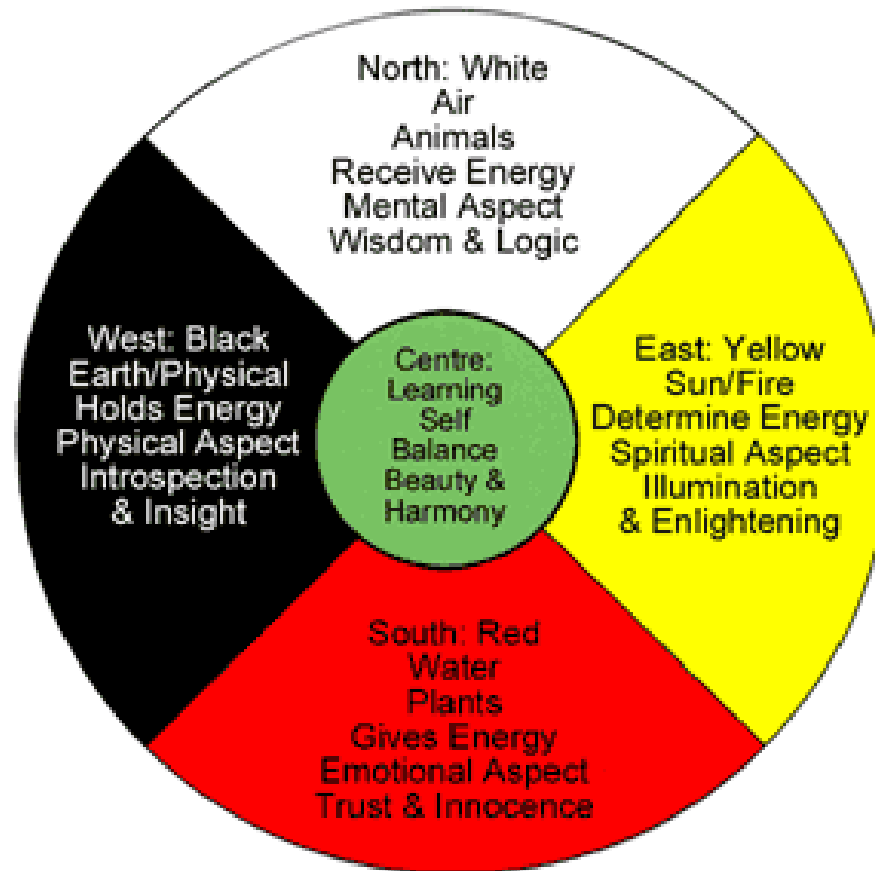


How are the 4 aspects of holistic health integrated in the teaching/learning of AHCAP?

- **Spirit:** Prayer at beginning and end of residency
- **Heart:** Talking circle check-in, emotions are not censored in group, emotions are expressed according to individual comfort levels, our talk contains emotional language, moral support consistently shared by peers and AHCAP staff
- **Body:** Laughter, tears, health/coffee breaks, geographical locations are accommodated through on-line technology
- **Mind:** Curriculum content, design of program, homework, readings, in-class discussion/lecture/presentations and group work, on-line responses/discussion and feedback, assignments



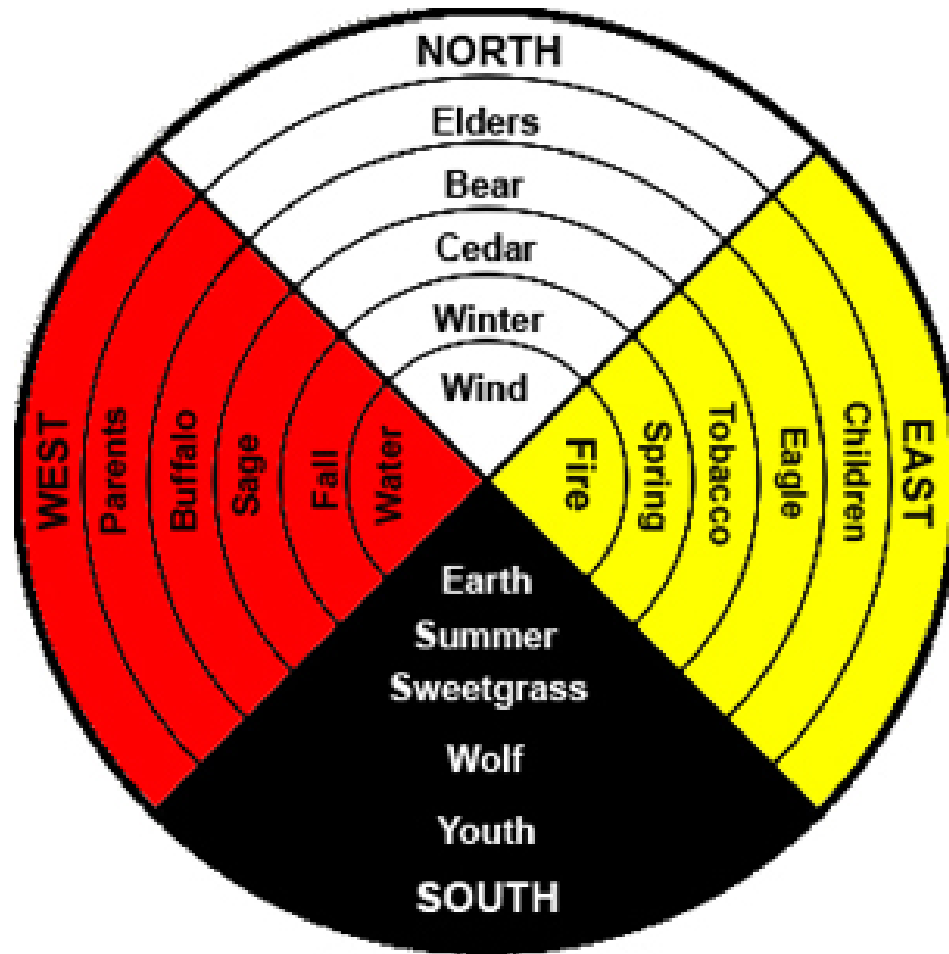
Medicine Wheel Model



- Also, basket, braid, longhouse models



Medicine Wheel Model



Panel: Careers in Administration



Mike Degagne, Linda Day, Rosalie Tizya, David Isaac





**Instructors Course # 3 2010
Derina Peters & Lucy Barney**



Online Learning and Oral Tradition

- Some learners connect online through dial-up; rural infrastructure affects others' connections
- Learning materials provided in hard copy during face-to-face ('Residency')
- Online learning features Discussion Board only
- Learning occurs through shared stories, rather than 'papers' or quizzes



WebCT Discussion Board

UBC MYWEBCT | RESUME COURSE | COURSE MAP | HELP

Fundamentals of Administration
Home > Discussions > Cafe

Discussion messages: Cafe
Return to [Discussions](#)

Compose Discussion Message Search Mark All As Read Update Listing

Select topic: Cafe Show all / [Show unread](#) Threaded / [Unthreaded](#)

Select all Select none Apply to selected message(s) below Compile Go

Status	Subject	Author	Date
0/3	hello again		
	hello again	Elizabeth Point (epoint)	March 17, 2009 9:26pm
	Gina....hope you find this section!!	Sharon Duffy (sduffy)	March 30, 2009 9:09am
	Re: Gina....hope you find this section!!	Sally McLean (mcleans)	March 30, 2009 9:17am
0/3	It's officially Spring now		
	It's officially Spring now	Kathie Jumbo (kjumbo)	March 20, 2009 10:33pm
	Re: It's officially Spring now	Carolyn Sherrell (carolyns)	March 22, 2009 12:00pm
	Re: It's officially Spring now	Josephine Froste (jfroste)	March 23, 2009 2:44pm
0/1	To Muriel and all her relations.		
	To Muriel and all her relations.	Miche Jett (michej)	March 21, 2009 12:46pm
0/1	New Course		
	New Course	Leann Miller (lmiller)	March 21, 2009 9:52pm
0/1	Muriel and your Relations		
	Muriel and your Relations	Carolyn Sherrell (carolyns)	March 22, 2009 12:02pm
0/1	staring out a window.		
	staring out a window.	Miche Jett (michej)	March 22, 2009 3:15pm



Recruitment and Selection

- CS and IAH involved in sending out information through a variety of channels
- Selection based on roles and work experience rather than prior levels of academic achievement



Community Engagement and Partnership

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Classmates 2010





AHCAP Baby



The online culture: examples of posted reflections about online interactions

The program has developed a particular culture in the format of the residency days and the online informality (Chase, M., Macfadyen, L., Reeder, K., and Roche, J. 2002).

- *What an awesome course, when I first started this course I was terrified, but everyone made me feel so comfortable and welcomed, sometimes I would be thinking a question and before you knew it someone answered.*
- *I gleaned a lot of knowledge from my classmates. Hearing about their communities, the problems encountered, the solutions applied and the similarities in values and traditions was very enlightening.*
- *Good to read everyone's posts and responses. Lots of different interpretations of what was read each week so lots of things to think about....All put together it has given me much more knowledge, understanding, courage to make changes and confidence in some of the work we do.*



Welcome to the 2004-2005 AHCAP incoming students from a graduating student...

Many of you are probably looking around at each other; some people you may know or you may not know a soul. Look at the person beside you and smile, introduce yourself, ...Well done, you have just met one of the many people who will be a part of your support team for this school year. I encourage you to take the time to get to know each other, as you will rely on each other for wisdom and encouragement for academics or private reasons, inside or outside of the classroom.

Do not feel overwhelmed by the homework load and your regular day-to-day work activities. You have a great team of educators who are very flexible and understanding.....As I have learned that the only stupid question you could ask, is the one that you did not ask.

I will leave on this note, "Go, learn, laugh, enjoy and be proud of yourselves, as you have taken the first step of this journey. This journey may feel hard but the rewards at the end are the best. If you get nothing out of this course, just remember the new friends that you have made here at UBC. Wyai,



High Completion Rate and Positive Outcomes for AHCAP Participants: Contributing Factors ?

1. a holistic approach compatible with traditional Aboriginal oral traditions of teaching and learning
2. a university partnership that taps into unique networks and capacities
1. incorporating the 4 R's of Aboriginal education: relevance, reciprocity, respect and responsibility generated throughout the learning and teaching, both online and face-to-face
1. making the program accessible to geographically and technologically diverse communities of learners.



The AHCAP Program Excellence Awards

The University Continuing Education

Association Award for outstanding non-credit program: 2006 (UCEA <http://www.ucea.edu/>)

The Canadian Association for University Continuing Education Award for outstanding Non-credit Program: 2006. (CAUCE <http://cauce-aepuc.ca/default.aspx>)



Class of 2009

