





We have heard from students, faculty and the community that this work is more important than ever. As we reflect on the last four years, here are three things we have learned:

1 SYSTEMIC CHANGE IS SUSTAINABLE CHANGE

Only a holistic approach to these issues will produce meaningful, sustainable change. We must continue our work to expand the talent pool externally, and improve our culture internally, if we want to create equitable outcomes and inclusion for everyone.

2 STUDENT LEADERSHIP IS ESSENTIAL

Empowering and mobilizing a full spectrum of ideas, talent, perspectives and experiences builds a more innovative, prosperous and inclusive health care system. Supporting students and student led groups to work collaboratively to identify barriers to an inclusive learning environment has strengthened our education programs and created opportunities for enhanced student engagement.

3 LEADERSHIP MATTERS

Progress is accelerated in part because leaders share responsibility for the goal to foster a representative and inclusive place for everyone. Working with community has been pivotal to understanding the barriers to accessing health careers and to identifying locally driven solutions.

Thank you to the students, faculty and staff who champion this work and help make meaningful progress towards a more representative and inclusive workforce. Thank you to our donors who trust our vision and continue to support our commitment to increase representation of Indigenous and African Nova Scotians into the health care system.

Your work matters, and we are deeply appreciative.



I FADERSHIP

Innovation, integrity and leadership are inextricably linked in our formula for success. We can have all of the greatest ideas and innovation in the world, but without equal emphasis on leadership and the team, we simply will not achieve our goals. We are working hard to support our leaders to ensure we are meeting our goals with purpose.

Managers were hired and integrated into the operating budget for the Global Health Office (effective July 2020). The manager positions will continue beyond JSF funding to support priority work with our Indigenous and African Nova Scotian communities and students.



Joe MacEachern was the first manager for the Indigenous Health in Medicine (IHIM) program. Joe finished his term with Dalhousie University in April 2020 to move with his

family to Yellowknife. He provided a foundation for the program to be known throughout the undergraduate medical education program and developed the March break and summer camps for high school students. We will be recruiting a new manager throughout the spring and summer of 2020.



Sarah Upshaw began as the PLANS Manager in October 2020 bringing a wealth of experience in education and health. Sarah brings a robust skill set to the position, having

worked as a mental health nurse before training in Recreation Therapy at Dalhousie, and completed her Master of Counseling at Acadia University.

Stephanie Bizzeth, our past PLANS manager, continued to work (part time) on the mentorship program until the end of March 2020 while she transitioned back to clinical occupational therapy work at the Dartmouth General Hospital.

In addition to the managers, both programs have hired a student to support the work.

- Mercedes Stemm is a BSc in Neuroscience student working with the IHIM programs
- Yolanda Watungwa is a BSc in Health Promotion student working with PLANS

The programs have also been guided by advisory committees made up of representatives from across the three health faculties, community and student members.

PLANS Advisory Committee was established in 2014 with co-chairs from Faculty of Medicine and Faculty of Health. The committee prioritizes education initiatives, the JSF funding, student led projects and research opportunities. Co-Chairs: Dr Barbara Hamilton Hinch & Dr David Haase

Indigenous Health Advisory Committee was established in 2018 and expanded in 2019 to include the Faculties of Health and Dentistry. The focus of work has included admissions criteria for medicine as well as support for student groups doing outreach and curriculum development.

Chair: Dr. Andrea Rideout



ENGAGEMENT AND OUTREACH

Summer camps

One of our flagship programs are our outreach to junior and senior high school students through summer and March break camps. These integrated programs aim at providing the next generation of Indigenous and African Nova Scotian health professionals with the opportunity to become part of the university experience. The goal of these camps is to help build the students' interests in higher education and their ability to act as leaders in their community and schools. Each of these programs are designed in a holistic way that incorporates physical, mental, social, and cultural programming. They are free programs

that include food, accommodations, events, and programming. We have partnered with Saint Francis Xavier University, Cape Breton University and Nova Scotia Community College (NSCC) to offer camps across Nova Scotia.

The camps allow for participants to gain exposure to six schools from the Faculty of Health and multiple departments from the Faculties of Dentistry and Medicine at Dalhousie. Programming and exposure were offered as well by NSCC, Mount Saint Vincent University and Medavie.

The following is a list of schools and programs that participated in the camp programs in 2019:

| Programs | ANS | NS |
|---|----------|----------|
| Dalhousie | | |
| Health & Human Performance ¹ | ✓ | ✓ |
| Nursing ¹ | ✓ | ✓ |
| Medicine ² | ✓ | ✓ |
| Dentistry and Dental Hygiene ³ | ✓ | ✓ |
| Occupational Therapy ¹ | ✓ | ✓ |
| Human Communication Sciences ¹ | ✓ | ✓ |
| Health Sciences ¹ | ✓ | ✓ |
| Physiotherapy ¹ | ✓ | ✓ |
| Medicine Walk | | ✓ |
| Pharmacy ¹ | ✓ | |
| Kellogg Health Sciences Library | ✓ | |
| Black Student Advising Centre | ✓ | |
| Registrar's Office – Recruitment | ✓ | |
| Medavie Health Ed (Paramedicine) | ✓ | |
| St. FX | | |
| Human Kinetics | √ | ✓ |
| Nursing | ✓ | ✓ |
| Psychology | ✓ | ✓ |
| Art | ✓ | ✓ |
| Human Nutrition | ✓ | ✓ |
| Biology | ✓ | ✓ |
| Antigonish Art House * | ✓ | ✓ |
| CBU | | |
| Sport & Physical Activity Leadership | ✓ | ✓ |
| Nursing | ✓ | √ |
| Biology | ✓ | ✓ |
| Public Health | ✓ | ✓ |
| NSCC - Health & Human Services | ✓ | ✓ |
| Medavie Health Ed – Paramedicine* | ✓ | ✓ |
| Cape Breton Business College | ✓ | ✓ |

¹Faculty of Health, ²Faculty of Medicine, ³Faculty of Dentistry, ⁴Faculty of Science

^{*}New for 2019



The IHIM program had **122** students participate in camps since 2017.

There are **275** alumni in the PLANS camps since 2014 (241 since JSF program started).

In 2017, PLANS partnered with CBU and St FX to offer additional camps across the province. In 2018, IHIM joined these camps. In addition, IHIM began a March break camp and PLANS started the PREP institute. In 2018 and 2019, we offered eight camps each year (4 IHIM and 4 PLANS).

Indigenous Health Programs

| Year | Camp | | | | Total Students |
|-------|-----------|-----|-------|-------|----------------|
| | Dalhousie | CBU | St Fx | Kitpu | |
| 2017 | 9 | 7 | 8 | - | 24 |
| 2018 | 9 | 12 | 7 | 11 | 39 |
| 2019 | 1 | 10 | 14 | 17 | 59 |
| Total | | | | | 122 |

PLANS Summer Programs

| Year | Camp | | | | Total Students |
|-------|-----------|-----|-------|------|----------------|
| | Dalhousie | CBU | St Fx | PREP | |
| 2014 | 15 | - | - | - | 15 |
| 2015 | 19 | - | - | - | 19 |
| 2016 | 39 | 9 | - | - | 48 |
| 2017 | 27 | 5 | 7 | 20 | 59 |
| 2018 | 28 | 10 | 9 | 20 | 67 |
| 2019 | 28 | 10 | 9 | 20 | 67 |
| Total | JSF Only | | | 241 | |
| | 2014-2019 | | | | 275 |

With COVID-19, the in-person camps were cancelled for 2020 which creates an opportunity to determine directions for moving forward. Meetings are planned for June 2020 with St FX and CBU to discuss next steps.



TARGETED YOUTH OUTREACH

Passport 2 Youth Success XPO

For 3 years, PLANS and IHIM participated in the annual Passport 2 Youth Success XPO, interacting with over 2,000 students from across Nova Scotia in grades 9 – 12.

IWK Career Fair

The annual career day is a 3 hour drop-in session that allows junior high, high school and beyond students the opportunity to go to the Health Centre and learn about various careers in healthcare as well as supports that are available to them.

Sister 2 Sister

Supported and partnered with the annual Sister 2 Sister conference at Dalhousie University. Sister 2 Sister brings together 150 African Nova Scotian and Indigenous female youth from junior high through to post-secondary, from across the Halifax Regional Municipality with the focus on building bonds of sisterhood and creating community through education.

PLANS collaborated with NSHA Northern Zone to host a group of African Nova Scotian students from Truro to tour and participate in skills workshops (CPR, Casting, etc.) at Colchester East Hants Health Centre. 20 students participated from grades 10, 11 & 12. Four participants had been to a PLANS summer camp.

PLANS led student group "Community of Black Students in Nursing" (CBSN) conducted a lunch and learn at Citadel High school, discussing admission pathways to Nursing, practice areas, and nursing skills. Event covered by CBC.

Black Student Advising Centre Academic and Services Fair

PLANS participated in the annual BSAC visit that is co-hosted by the Black Student Advising Centre and the Registrar's Office. It welcomes local Black Nova Scotian high school students to explore Dalhousie as an option for post-secondary study. Typically bringing over 200 students and staff to campus; the event aims to allow attendees access to explore the breadth and depth of programming and supports available to students.

Create educational resources

Through consultation with schools and government, a poster campaign was developed to identify and profile African Nova Scotian health professionals across the province. These posters will be distributed to all schools and be part of a larger communication plan post COVID-19.

A series of videos for Indigenous health professionals and students is being developed to circulate and use within communities and schools.



WORKSHOPS & SPEAKER SERIES

An area of strength of the program is the development of workshops and speaker series at Dalhousie University and with communities and schools across the province.

Weld Kernohan Lecture

The Weld Kernohan endowment was established by medical alumni and friends in memory of Dr. Elizabeth Weld and Dr. Mary Kernohan, graduates of Dalhousie Medical School who practiced in Labrador, NL. The purpose of the endowment is to support a lecture series on Indigenous Health. In 2019, a keynote address by Dr. Ojistoh Horn and a panel discussion on Indigenous perspectives in Western medicine was an inspiring opportunity for community, students and faculty to learn from a family physician who works in Akwesasne serving a community of 14,000 people.

Black Excellence in STEM and Health Research Symposium (BESH)

2019 marked the inaugural BESH Research symposium coordinated by PLANS, Delmore "Buddy" Day Learning Institute and Imhotep Legacy Academy. Bringing together faculty, students and African Canadian scholars and professionals to share their research and showcase ways in which African Nova Scotian students can pursue graduate studies and participate in health and STEM related research.



CURRICULUM DEVELOPMENT

A second area of significant change is the growth of curriculum development specific to Indigenous Health and African Nova Scotian health. Diversity within the curriculum was recognized as a gap and both programs (IHIM and PLANS) were the point of contact to develop and implement curriculum development.

Truth and Reconciliation

The three faculties and their Indigenous community partners have jointly invested in the creation of new Indigenous Education mini course to be offered as a mandatory course within health programs at Dalhousie. The course was piloted in the academic year of 2018-19 and was offered again in 2019-20. IHIM was active in preparing cases, identifying community members and co-facilitating sessions.

Centering Black Canadian Health

Representation and a reflection of lived experiences of African Nova Scotians matter in academics, especially with faculty. Students from across the faculties of medicine, dentistry and health were able to participate in an interdisciplinary health education mini course on "Centering Black Canadian Health" with African Nova Scotian lecturers

from different health fields (e.g. therapeutic recreation, occupational therapy, nursing, and physiotherapy). The course providing the opportunity to further the discussion on Black health inequities and in the need for the cultural awareness as a new healthcare provider. Assistant Professor in the department of Human Kinetics at St. Francis Xavier, Dr. Ornella Nzindukiyimana spoke to students and faculty at Dalhousie University during a PLANS lunch & learn.

2019 marked the inaugural Black Research Symposium coordinated by the PLANS led student groups. Bringing together faculty, students and African Nova Scotian scholars to share their research, and showcase ways in which African Nova Scotian students can pursue graduate studies and participate in health and STEM related research



MENTORSHIP

PLANS

Informal mentorship programs were established throughout the first two years. In 2018, a review of best practices for mentorship programs was completed and a new program established for African Nova Scotian students in 2019. The Sophia Jones Mentorship Program for African Nova Scotian/Canadian students in the Faculty of Medicine was established to enhance connections for Black students in medicine with physicians by providing guidance through academic and professional development. Increased supports have shown to improve completion rates of programs, decrease student stress levels, and increase self-efficacy. Representation at the faculty and staff level is lacking for students of African descent, through the mentorship program PLANS hopes to assist in narrowing that gap by partnering with physicians working in the community and across Canada. The pilot of this program is being evaluated and will be re-established in September 2020.

IHIM

In addition, a mentorship program for Indigenous students is being developed for launch in September 2020.

The IHIM, through a collaboration with AIM Network, prepared a resource guide geared towards Indigenous High school students in the Atlantic region who are interested in health-related careers. These materials provide an overview of various health-related careers (health professional programs, health research, public health), high school options to ensure they are eligible for health careers, university/ college programs in the Atlantic region, and what each institution offers in terms of specific supports for Indigenous students. These materials profile Indigenous professors, health professionals, and health students and various universities across the Atlantic.

Dalhousie Student Groups

Four student led groups continued to engage the community on campus and across the region.

- 1) The Atlantic Association of Black Aspiring Physicians (AABAP) in its second year completed events throughout the academic year including medical school admissions and MCAT prep info sessions, and "White Coats, Black Doctors" a panel discussion exploring the experiences of recent graduates from Dalhousie medical school
- 2) Community of Black Students in Nursing (CBSN) held a lunch & learn with high school students interested in nursing; sharing their experiences as student nurses and leading hands on activities with attendees to showcase nursing skills.
- 3) The Health Association of African Canadians
 Student Organization (HAAC-SO) in
 partnership with CBSN created workshops
 on mental health and self-care, and created
 safe spaces for members to share their lived
 experiences in post-secondary education and
 connect with resources on campus and in
 the community.
- 4) Indigenous Health Interest Group (IHIG) is a group of Indigenous and non-Indigenous students in health-related programs at Dalhousie University. IHIG members share common interests in improving the health of Indigenous peoples and reducing Indigenous health inequities through education, empowerment, advocacy and research. IHIG aims to raise awareness of Indigenous health inequities while enabling non-Indigenous people to become better informed about Indigenous cultures and health issues. IHIG also assists in the development of culturally competent health practitioners and researchers, and helps to fulfill the Truth and Reconciliation Commission's (TRC) calls to action. The IHIG Committees (Events & Outreach, Research, and Course/Curriculum Development) work both on and off the Dalhousie campus to achieve these goals.



BURSARIES

Through interviews, students identified that they needed financial support to assist with participation in academic conferences, training seminars and fees for entrance exams. Two bursaries were created to assist African Nova Scotian and Indigenous students in these areas.

First, the Entrance Requirements Bursary was designed for students applying to programs requiring entrance exams (i.e. medicine, nursing and dentistry). This funding was used to reduce the financial burden associated with application requirements.

Second, a Conference Bursary was established to enable Dalhousie students to attend extracurricular programing (i.e. conferences) as part of their professional development (does not include courses). The funds supported registration and/or travel fees. These bursaries are for students enrolled in the Faculties of Medicine (including Bachelor of Medical Sciences), Health and Dentistry.

| Bursary | Year | | | | Total |
|------------|------|------|------|------|-------|
| | 2017 | 2018 | 2019 | 2020 | |
| Conference | 5 | 11 | 10 | 2 | 28 |
| Entrance | 7 | 10 | 16 | 3 | 36 |
| Total | 12 | 21 | 26 | 5 | 64 |





THE FUTURE IS YOUTH

https://blogs.dal.ca/globalhealth/2019/09/16/the-future-is-youth/

By: Afomia Gebre, Dalhousie University College of Pharmacy student

This summer, I had the opportunity to attend the African Youth and Convergence conference held in Accra, Ghana. This conference creates a platform where like-minded delegates from the continent and the diaspora connect to brainstorm ways to progress Africa to a Continent Beyond Aid. At the core of this conference, and the organization that hosts it, is the idea that youth are the future and therefore we should be invited to conversations about the development of the continent (and the world). This conference was made up of different committees. Delegates were placed in a committee of their choosing and each committee was presented with real issues hindering Africa's development and were tasked with creating solutions to these problems. After collaborating with your committee members, you create a motion and present it to the other committees then following a debate, it was voted whether the motion was passed into a resolution or not.

Putting into words how enriching and fulfilling this experience was for me is difficult. Being named chair and being tasked with leading a group, doing intensive research, writing a motion and participating in debates allowed me to further develop my existing skills such

as leadership and develop new ones such as writing a motion. This conference also gave me the opportunity to connect with likeminded individuals with a passion for Africa's development, gain an international perspective on health and participate in conversations about global issues which allowed me to walk away with much more than just memories. Additionally, it gave me an understanding of what health issues were prominent in Africa and an understanding that at the core of these health disparities was the lack of accessibility to health services as well as a lack of education. It also exposed me to what other factors are hindering Africa's develops and what possible solutions would help resolve those issues.

Outside of the days spent in the conference, we were given the opportunity to explore Accra. We were constantly immersed in Ghanaian culture from the jollof rice and fried plantain to the colourful markets filled with street vendors and locals. The experience was nostalgic for me; I haven't been home to Ethiopia in nine years and being in Accra reminded me a lot of being in Addis Ababa; I felt as if I was home. Although the ten days I spent in Ghana were short lived, I returned to Nova Scotia with a head full of ideas and a new place to call home.

ENGAGING WITH COMMUNITY FOR INDIGENOUS CHILD HEALTH

https://blogs.dal.ca/globalhealth/2019/08/26/engaging-with-community-for-indigenous-child-health-iimich-2019/

By: Leah Carrier, BScN, RN, PhD Student – Dalhousie School of Nursing

The International Meeting on Indigenous Child Health (IMICH) was held in Calgary, Alberta in March 2019. This biannual conference focuses on the health and wellbeing of Indigenous children and youth in Canada, the United States, and globally.

Since this conference was centered on Indigenous child health, it is hard to focus on a defining moment since most of the conference material was directly relevant to my research area and clinical practice as a registered nurse! I think one of the most profound sessions was a keynote address by Dr. Nadine Caron, one of the first Indigenous surgeons in Canada. I had the pleasure of meeting Dr. Caron a few years ago at a Dalhousie event and was excited to see her speak again in Calgary! One of the most transformative take-aways from her talk was that we should not be focused on trying to get Indigenous children to meet the benchmarks of their settler Canadian counterparts. Rather, as health professionals we should aim to have Indigenous children exceeding these benchmark and communities can and should be empowered to define their own health pathways to reach these lofty goals. This encouraged me to reflect on how often as clinicians, we take a deficit-based approach when working with Indigenous communities and other marginalized populations. By taking a strengths-based approach, using community-defined pathways to wellness, and aiming to exceed the limits set by a Western model, we have the opportunity to improve the lives of Indigenous children in youth in our communities. This was a brilliant way to start the conference and served to frame the conversations and commitments from conference attendees in a positive, creative, and optimistic way.

Another key takeaway that will have a strong impact on my research and clinical practice was learning about intersectionality between gender, sexual orientation, and Indigeneity. As an Indigenous woman and member of the LGBTQ+ community, I am aware of this intersectionality in my own lived experience, but it was really helpful to learn about other's experiences working with children and youth and how to create affirming care environments for this population.

ONGOING EVALUATION

Ongoing monitoring and evaluation are integrated into the programs and reviewed as part of accreditation standards, particularly for the medical program. As part of quality improvement, a formal evaluation will begin in September 2020.

A communications plan has guided both programs. However, in light of COVID-19, a new communications plan will be developed to mitigate programming changes and student needs post pandemic.

Both programs maintain contact with alumni from the camps and students through social media, school visits and newsletters.

A formalized communication with alumni will be developed and implemented for September 2020.

ENHANCED PARTNERSHIPS

In addition to funds from donors through the Office of Advancement, the program has developed three additional partners committed to the work of PLANS and IHIM.

- Nova Scotia Department of Labour and Advanced Education
- Nova Scotia Department of Education African Nova Scotian Branch
- Dartmouth General Hospital, Royal Bank and Health Association of African Canadians (HAAC)

SCHOLARSHIPS

As part of our collaboration with JSF, there is a scholarship component to our program. The scholarships are being promoted within the community and the deadline for applications will be March 2021. A committee across the three health faculties was established and guided by a Terms of Reference. The first allocation of funds will be distributed in September 2021.

NEWS STORIES

PLANS Grad Profile (Dal News)

https://www.dal.ca/news/2017/05/26/grads-profile--dalhousie-medical-school-graduates-its-largest-ev.html

Indigenous Health Summer Camps (Dal News)

https://medicine.dal.ca/news/2018/07/16/ junior_university_helps_prepare_indigenous_ teens_for_careers_in_health.html

Kitpu Wise March Break camp (GHO Blog)

https://blogs.dal.ca/globalhealth/2018/06/25/ new-camp-reaches-high-school-indigenousstudents/

PLANS Grad Profile (Dal News)

https://medicine.dal.ca/news/2018/05/24/grad_profiles_stepping_forward_while_looking_back.html

Supporting Indigenous Students towards a career in Health (video)

https://www.youtube.com/
watch?v=KorVq1EATis

Indigenous Health camps (GHO Blog)

https://blogs.dal.ca/globalhealth/2019/01/28/health-sciences-camp-for-indigenous-students/



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