

**Against the Odds: An Update on Aboriginal Nursing in  
Canada**

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Note: The views expressed in this Report are not necessarily those of CASN or Health Canada.

## Executive Summary

In 2002, Health Canada (First Nations and Inuit Health Branch) funded the Canadian Association of Schools of Nursing (CASN) to facilitate a national task force on Aboriginal nursing. The task force was co-chaired by Dr. David Gregory and Professor Fjola Hart Wasekeesikaw. Recommendations from this task force centered on five thematic areas: preparation; recruitment; admission, nursing access and bridging programs; student progression; and, post-graduation recruitment and retention.

*Against the Odds: An Update on Aboriginal Nursing in Canada* provides a “snapshot” picture of progress made during the past five years.

CASN-member Schools (N=91) were surveyed and areas of interest were explored:

- Number and location of seats dedicated to Aboriginal students in schools of nursing;
- Actual number of Aboriginal students and their locations, regardless of seats;
- Location of general and nursing access programs, transition/preparatory years and bridging programs;
- Special admission categories;
- Attrition rates;
- Student support programs (including financial support) designated for Aboriginal students; and,
- The number of Aboriginal faculty.

The survey response rate was 64.8% (59/91); while 59 Schools participated (compared to 42 in 2002), 32 Schools either declined or did not respond to the e-mail and fax invitations.

### **The Number of Aboriginal Nursing Students in Canadian Schools of Nursing**

Aboriginal nursing students self-declare their “status” and thus, the data in this Report must be considered an estimate, i.e., there may be Aboriginal nursing students who do not declare their status. Furthermore, the majority of Schools do not “track” or monitor the progress of their Aboriginal students—which may undermine confidence in the reported data. With these limitations in mind, the overall number of Aboriginal nursing students is estimated to have increased from 237 in 2002 to 730 in 2007; an increase of 500 students.

Rank Order: Number of Aboriginal Nursing Students by Province/Territory

Saskatchewan	211
Manitoba	202
British Columbia	97
Ontario	54
Alberta	49
New Brunswick	47
Newfoundland & Labrador	34
Nunavut	27
Nova Scotia	11
Québec	5
NWT	Not reported

It is interesting to note that significant increases in the real number of Aboriginal nursing students have occurred in Western Canada. Manitoba, Saskatchewan, and British Columbia have made significant strides in this regard. Alberta ranked lowest among the Western provinces with 49 students.

The low number of Aboriginal students in Ontario is partly explained given the representation of Schools [52.7% (19/36)]. With the exception of Prince Edward Island (no participants), Ontario had the lowest participation rate among the Schools of Nursing. Despite the lower participation rate, there is likely an opportunity to increase the number of Aboriginal nursing students in Ontario; the average number of Aboriginal students per School is 2.8 (54 students/19 schools). Schools reporting larger numbers included: Lakehead University (n=33); Laurentian (n=5) and Northern College (n=6). The other Schools with Aboriginal nursing students reported, on average, 1-2 students each.

Québec also had a modest response rate: 55.6% or 5/9 Schools. That stated, the number of reported Aboriginal students appears low (n=5) compared to other jurisdictions.

The number of Aboriginal nursing students in Atlantic Canada has significantly increased since 2002—especially in New Brunswick and, Newfoundland and Labrador.

Unfortunately, the number of Aboriginal nursing students in the NWT (Aurora College) was not reported. Nunavut Arctic College indicated an enrolment of 27 Aboriginal students.

Note: In this Report, the generic term “Aboriginal” was used; the specific composition of Aboriginal students, i.e., First Nations, Inuit, and Métis, was not established.

Absolute numbers are helpful in understanding the progress being made, however, the relative proportion of Aboriginal nursing students in comparison to the total number of students in a program would better speak to the strides made among CASN-member Schools.

### Designated Seats for Aboriginal Nursing Students

Saskatchewan is noteworthy on several accounts; it has the highest number of dedicated seats for Aboriginal students in Canada (n=91). In comparison, the other provinces have considerably fewer dedicated seats: British Columbia (n=34); Ontario (n=19); Alberta (n=13); and Manitoba (n=12). The “location” of these seats (i.e., specific schools) is noted in the detailed provincial perspectives throughout the Report.

As reported by the participating schools, dedicated seats are absent in Québec and New Brunswick, and are limited in number in Nova Scotia and Newfoundland and Labrador.

A more accurate “picture” would include the proportion of dedicated seats relative to absolute program seats. For example, in Saskatchewan, 16.6% of available program seats (Nursing Education Program [NEPS]) are dedicated for Aboriginal nursing students.

### The Number of Aboriginal Faculty

Western Canada is demonstrating some progress in relation to increasing the number of Aboriginal nursing faculty (n= 22). Both Ontario and British Columbia have the same number of faculty (n=9). There is, however, a virtual absence of Aboriginal nursing faculty east of Ontario. Their presence necessitates, at minimum, baccalaureate preparation (clinical instructors), and typically at least master’s level preparation to teach theory courses in Schools of Nursing. Of course this “picture” is not complete given the number of Schools participating in the survey—and given that Aboriginal faculty may or may not self-declare their status. Role models, however, are very important to Aboriginal learners and hence the need for Aboriginal faculty members is critical.

The presence of Aboriginal faculty depends on the “pool” of available Aboriginal nurses who are educated at the baccalaureate level—and who are then encouraged and supported to pursue graduate-level education (master’s and PhD degrees). Listed in the following table is the number of Aboriginal graduate students (n=21). In 2002, the number of reported graduate students was eight.

Jurisdiction	Number of Aboriginal Graduate Nursing Students
British Columbia	4
Alberta	None reported
Saskatchewan	4
Manitoba	6
Ontario	5
Québec	2
Nova Scotia	None reported
New Brunswick	None reported
Newfoundland & Labrador	None reported
NU/NWT	No on-site graduate programs in nursing

### Attrition Rates: Aboriginal Nursing Students

The issue of “self-declaration” is real and of concern to Schools of Nursing and Aboriginal nursing students. The majority of Schools are not keeping statistics regarding the progress of self-declared Aboriginal students. Less than 20% (18.9%; 11/58) of the Schools have data regarding the attrition rate of their Aboriginal students. This percentage is also likely inflated given that some of the Schools noted their attrition rates were “low” or “the same as non-Aboriginal students” with no corresponding data to support such observations.

One School (Camosun College) noted the attrition rate among its self-declared Aboriginal students was higher than the non-Aboriginal students (33% in 2004; 33% in 2005) and took relevant action to foster success among these students. Students struggled with their biology course. Once a tutor was put in place to assist the students, the attrition rate dropped to 10% in 2006.

At present, and when known, the reported attrition rates and for Schools ranged from 10% to 50%. When *estimated* attrition rates are elevated (e.g., 30% to 50%) likely systemic interventions by Schools are warranted. If not addressed systemically, a significant loss of Aboriginal nursing students will occur.

### Aboriginal Specific Recruitment Strategies

Across the nation, the clear majority of Schools of Nursing are making a concerted effort to recruit Aboriginal students. Québec (20%) and Alberta (57.1%) reported the lowest percentage of university/school recruitment activity. Two jurisdictions (New Brunswick, Northwest Territories) reported no Aboriginal-

specific recruitment strategies. In Québec, McGill University was the exception to non-specific Aboriginal recruitment strategies.

Note: The data profile may be an artifact of “who” completed the survey, i.e., the extent to which this person was knowledgeable about this and other questions asked.

## General Supports for Aboriginal Students

With the exception of Québec, Newfoundland and Labrador, and the Northwest Territories, CASN-member Schools reported general (college/university-based) support programs (n=21). These programs typically include: First Nations Centre (or its equivalent); tutoring services; information related to scholarships and bursaries; housing assistance; access to an Elder(s); academic and personal advisement; participation in cultural traditions (e.g., Pow-wows, feasts, sweat lodges), access to computers, and student lounges.

## General Bridging/Transition Programs

General bridging/transition programs were explored among CASN-member Schools. A total of 19 programs were identified from across the country. The exact locations of these programs are located in the details of the Report. Normally, these programs enable students to meet the admission requirements for professional programs (like nursing). Alternatively, they foster success in those students who meet admission criteria, but who require up to a year (with supports) to transition to the college and/or university culture. These programs often consist of a mix of college/university courses along with non-college/university courses. For example—the programs often include math, English, and science (biology, chemistry) courses. Survival skills are also taught, eg., writing papers, time management skills, study skills, budget management, etc.

## Nursing Specific ACCESS/Bridging/Transition Programs

Nursing-specific programs were reported by eight CASN-member Schools. These programs typically (1) assist students to meet the specific admission criteria to nursing and offer personal/scholastic supports to nursing students (2) extend these supports to nursing students once admitted into a program. In 2002 there were three nursing specific access/bridging/transition programs.

### **British Columbia**

- School of Nursing, Thompson Rivers University: Aboriginal Nursing Project, including the Pre-Health Program

**Saskatchewan**

- College of Nursing, University of Saskatchewan; Nursing Division, Saskatchewan Institute of Applied Science and Technology (SIAST), Native Access Program to Nursing/Medicine (NAPN/M).

**Manitoba**

- Nursing, Red River College, ACCESS Southern Nursing

**Ontario**

- School of Nursing, Lakehead University, Native Nurses Entry Program (NNEP)
- School of Nursing, St. Clair College, Pre-Nursing Program

**Newfoundland and Labrador**

- School of Nursing, Memorial University of Newfoundland, Centre for Nursing Studies, Integrated Nursing Access Program (INAP)

**Northwest Territories**

- School of Nursing, Aurora College, Nursing Access Program

**Nunavut**

- Collaboration for Academic Education in Nursing (CAEN), School of Nursing, Nunavut Arctic College, Nursing Access Program

## Curriculum Changes

With the exception of CASN-member Schools in Québec and New Brunswick, the majority of Schools engaged in curriculum initiatives regarding Aboriginal people, health, and students.

A brief overview follows; detailed accounts are located in specific tables by province/territory and School.

- **British Columbia**
  - 1/3 of the Schools offer undergraduate courses focused on First Nations Health and Nursing either as electives or mandatory courses;
  - Students can complete clinical practica in First Nations communities;
  - Several Schools have incorporated cultural safety and post-colonial perspectives into their curricula;



- In some Schools, faculty development has occurred.
- **Alberta**
  - Most Schools [71.4% (5/7)] have initiated curriculum changes related to Aboriginal people and/or Aboriginal students;
  - Three of the Schools use general problem-based (case-based) approaches involving Aboriginal “scenarios.”
- **Saskatchewan**
  - All Schools have implemented curriculum changes related to Aboriginal people and/or Aboriginal students;
  - The curriculum has courses about Aboriginal Health and Healing.
- **Manitoba**
  - All Schools have engaged in curriculum revisions that address Aboriginal people and which are supportive of Aboriginal students;
  - At Red River College, students are required to take Native Peoples of Canada Part II and Native Medicine and Health.
  - At the University of Manitoba Faculty of Nursing, students must complete a course from Native Studies.
- **Ontario**
  - More than half of the Schools [53% (9/17)] have engaged in curriculum revisions with respect to Aboriginal people;
  - Confederation College/Lakehead University are exploring a “community-based BScN program in 4 smaller western regional campuses;
  - Loyalist College has a strong cultural nursing component within the program;
  - Nipissing University emphasizes the rural/northern population which includes Aboriginal people;
  - Northern College included information about Aboriginal Peoples in the nursing courses and the content is integrated throughout the program rather than in a separate “course of study;”
  - An Aboriginal Curriculum Committee has been established at the School of Nursing, Laurentian University;
  - Case studies and/or problem-based learning have been incorporated into Aboriginal “studies” (e.g., Mohawk College);
  - Specific courses have been developed, e.g., “Politics of Aboriginal Health,” by the Faculty of Nursing, University of Toronto;
  - At the University of Western Ontario, the curriculum philosophy is “people’s experiences with health and healing and the program incorporates many aspects related to Aboriginal health and healing.

- **Québec**
  - No curriculum changes were reported by the participating Schools.
- **Nova Scotia**
  - No curriculum changes were reported by the participating Schools.
- **New Brunswick**
  - Content related to Aboriginal people has been incorporated into the curriculum, Faculty of Nursing, University of New Brunswick.
- **Newfoundland and Labrador**
  - All Schools have engaged in curriculum revisions that include Aboriginal cultures and that are supportive of Aboriginal students.
- **Nunavut**
  - Inuit culture incorporated throughout the curriculum of the Collaboration for Academic Education in Nursing (CAEN) at Nunavut Arctic College, eg., use of Inuit words in relation to anatomy and physiology.
- **Northwest Territories**
  - Aurora College emphasizes northern issues and northern people in the curriculum.

### Communication of Information about Programs and Initiatives

Some Schools have developed materials (pamphlets, DVDs, websites, etc.) which inform prospective Aboriginal students (and others) about their programs and initiatives. However, the majority of Schools of Nursing are lacking in this regard.

## Conclusions

1. The number of Aboriginal nursing students in Canada has increased from 237 to 737 within the past 5 years.
2. Western and Atlantic Canada have demonstrated significant growth in the number of Aboriginal nursing students. There are likely opportunities for growth in the following jurisdictions: Alberta, Ontario, and Québec. Estimating the number of Aboriginal nursing students in Québec should be conducted by a researcher based in the Province—who is fluently bilingual, and who is known to the Deans/Directors of the Schools.
3. Although some progress has been made in fostering the presence of graduate students, this is an area warranting further attention by educators and governments. Increasing the number of Aboriginal graduate students (master's and PhD) is important on several accounts: these students are the source of future faculty members, and PhD prepared Aboriginal nurses are necessary to contribute to the indigenous research agenda in Canada.
4. Further exploration of attrition rates among Aboriginal nursing students is required. This is a complex matter and further dialogue and discussion is warranted. Beyond moral/ethical or philosophical concerns, Schools may require additional but modest resources to engage in following-through their Aboriginal nursing students. Attrition rates of 30% to 50% warrant immediate systematic and/or programmatic interventions if Aboriginal students are not to be lost in significant numbers.
5. In the past five years, there has been a significant increase in the number of bridging/transition programs (n=19). Students completing these programs are then eligible to apply for professional studies—like nursing.
6. The number of nursing-based ACCESS/bridging/transition programs has increased from 3 (2002) to 8 (2007). It is interesting to note that those Schools with nursing-based support programs are also demonstrating ongoing growth in the number of Aboriginal nursing students.
7. With the exception of Saskatchewan, other jurisdictions have evidenced low or modest growth in the number of dedicated seats for Aboriginal nursing students.
8. The clear majority of CASN-member Schools have engaged in curriculum revisions related to Aboriginal people and health.
9. Most Schools reported the need to develop communication materials (e.g., pamphlets, website, DVD, etc.) to foster information sharing among Aboriginal students and other relevant stakeholder groups.

## Sommaire

En 2002, Santé Canada (Direction générale de la santé des Premières nations et des Inuits) a octroyé une subvention à l'Association canadienne des écoles de sciences infirmières (ACESI) pour qu'elle dirige un groupe de travail national sur la profession infirmière chez les Autochtones. Coprésidé par David Gregory et par la professeure Fjola Hart-Wasekeesikaw, le groupe de travail a formulé des recommandations visant cinq grands thèmes : la préparation; le recrutement; les programmes d'admission, d'accès et de transition aux sciences infirmières; la progression des étudiantes et étudiants ainsi que le recrutement et la persévérance dans les études aux cycles supérieurs.

Against the Odds: An Update on Aboriginal Nursing in Canada présente un « instantané » des progrès réalisés ces cinq dernières années.

Les écoles membres de l'ACESI (n=91) ont été sondées sur sujets d'intérêt :

- nombre et lieu des places réservées aux étudiantes et étudiants autochtones dans les écoles de sciences infirmières;
- nombre réel d'étudiantes et d'étudiants autochtones inscrits et endroit où ils font leurs études, quel que soit le nombre de places qui leur sont réservées;
- endroits où sont offerts des programmes d'accès généraux et d'accès aux sciences infirmières, des programmes de transition ou de préparation;
- catégories spéciales pour l'admission;
- activités de recrutement;
- taux d'abandon;
- programmes de soutien (y compris d'aide financière) destinés aux étudiantes et étudiants autochtones;
- nombre de professeures et de professeurs autochtones;
- adaptation du programme d'études aux Autochtones;
- matériel de promotion des études de sciences infirmières auprès des Autochtones.

Le taux de réponse au sondage a été de 64,8 p. 100 (59/91); 59 écoles ont répondu au sondage (comparativement à 42 en 2002) tandis que 32 ont refusé d'y répondre ou n'ont pas donné suite aux courriels et télécopies les invitant à le faire.

### Nombre d'étudiantes et d'étudiants autochtones dans les écoles canadiennes de sciences infirmières

Les étudiantes et étudiants autochtones de sciences infirmières ne sont pas obligés de faire état de leur appartenance à un groupe autochtone. Leur nombre dans le présent rapport constitue donc une estimation. De plus, la majorité des

écoles ne surveillant pas les progrès de leurs étudiantes et étudiants autochtones, les données présentées sont moins fiables qu'on l'aurait souhaité. Compte tenu de ces restrictions, le nombre total d'étudiantes et d'étudiants autochtones de sciences infirmières au Canada serait passé de 237 en 2002 à 730 en 2007, une augmentation de 500.

Classement : nombre d'étudiantes et d'étudiants autochtones en sciences infirmières, par province ou territoire

Saskatchewan	211
Manitoba	202
Colombie-Britannique	97
Ontario	54
Alberta	49
Nouveau-Brunswick	47
Terre-Neuve-et-Labrador	34
Nunavut	27
Nouvelle-Écosse	11
Québec	5
T.N.-O.	aucune donnée

Il est intéressant de constater que le nombre réel d'étudiantes et d'étudiants autochtones de sciences infirmières a beaucoup augmenté dans l'Ouest canadien, où de grands progrès ont été observés à cet égard au Manitoba, en Saskatchewan et en Colombie-Britannique. L'Alberta se classe au dernier rang des provinces de l'Ouest, avec 49 étudiantes et étudiants.

Le petit nombre affiché par l'Ontario s'explique en partie par la représentation des écoles au sondage [52,7 p. 100 (19/36)]. Exception faite de l'Île-du-Prince-Édouard (aucune école participante), l'Ontario enregistre le taux de réponse au sondage le plus bas. Malgré cela, le nombre d'étudiantes et d'étudiants autochtones de sciences infirmières dans cette province est susceptible d'augmenter, la moyenne se situant autour de 2,8 Autochtones par école (54 étudiantes et étudiants/19 écoles). Les écoles où l'effectif étudiant autochtone est le plus élevé sont l'Université Lakehead (n=33), l'Université Laurentienne (n=5) et le Collège Northern (n=6). Quant aux autres écoles ontariennes, la moyenne des étudiantes et étudiants autochtones qui y sont inscrits varie de 1 à 2 par école.

Le taux de réponse au Québec est faible également : 55,6 p. 100, soit cinq écoles sur neuf. Cela dit, le nombre d'étudiantes et d'étudiants autochtones déclaré semble peu élevé (n=5) comparativement à d'autres provinces ou territoires.

Quant au Canada atlantique, le nombre d'étudiantes et d'étudiants autochtones de sciences infirmières s'est considérablement accru depuis 2002, surtout au Nouveau-Brunswick et à Terre-Neuve-et-Labrador.

Malheureusement, aucune donnée n'a été communiquée sur la population étudiante autochtone de sciences infirmières dans les Territoires du Nord-Ouest (Collège Aurora). Le Collège Arctique du Nunavut a indiqué une clientèle autochtone de 27 étudiantes et étudiants en sciences infirmières.

Remarque : Dans le présent rapport, le terme « autochtone » est employé de façon générique; la population étudiante autochtone est composée de membres des Premières nations, d'Inuits et de Métis, sans distinction.

Les nombres absolus permettent de mesurer les progrès réalisés dans les écoles membres de l'ACESI; la proportion relative d'étudiantes et d'étudiants autochtones de sciences infirmières par rapport au nombre total d'étudiantes et d'étudiants inscrits à un programme serait toutefois plus éloquente encore.

### Places réservées aux étudiantes et étudiants autochtones de sciences infirmières

La Saskatchewan se distingue à plusieurs égards. Elle réserve aux étudiantes et étudiants autochtones le plus grand nombre de places au pays (n=91). Par comparaison, la Colombie-Britannique (n=34), l'Ontario (n=19), l'Alberta (n=13) et le Manitoba (n=12) arrivent loin derrière. L'« endroit » où se trouvent ces places (c.-à-d. les écoles où elles sont réservées) est indiqué dans les perspectives provinciales détaillées que renferme le Rapport.

Les écoles du Nouveau-Brunswick et du Québec qui ont répondu au sondage ont dit ne réserver aucune place aux étudiantes et étudiants autochtones. Le nombre de ces places est par ailleurs limité en Nouvelle-Écosse et à Terre-Neuve-et-Labrador.

Pour dresser un « portrait » plus fidèle de la situation, il faudrait tenir compte de la proportion des places réservées aux Autochtones par rapport au nombre total de places dans les programmes. Par exemple, en Saskatchewan, 16,6 p. 100 des places en sciences infirmières sont réservées aux étudiantes et étudiants autochtones.

### Nombre de professeures et de professeurs autochtones

L'Ouest canadien fait des progrès pour ce qui est de l'augmentation du nombre de professeures et de professeurs autochtones de sciences infirmières (n= 22). L'Ontario et la Colombie-Britannique sont à égalité avec neuf professeures et professeurs autochtones chacune. Par contre, les Autochtones sont

pratiquement absents du corps professoral de l'est de l'Ontario. Il faut au moins un baccalauréat pour l'enseignement clinique et normalement une maîtrise pour l'enseignement théorique dans les écoles de sciences infirmières. Bien entendu, le « tableau » n'est pas complet puisque les écoles n'ont pas toutes répondu au sondage et que le personnel enseignant n'est pas tenu de déclarer son appartenance autochtone. La présence de modèles pour les étudiantes et étudiants autochtones n'en demeure pas moins importante, d'où la nécessité absolue de professeures et de professeurs autochtones dans les écoles.

Le nombre de ces professeures et professeurs dépend du « bassin » d'infirmières et d'infirmiers autochtones ayant suivi un programme de baccalauréat et ayant reçu l'encouragement et le soutien voulus pour pousser leurs études au niveau de la maîtrise et du doctorat. Le tableau ci-dessous présente le nombre actuel d'étudiantes et d'étudiants autochtones diplômés (n=21), qui était de huit en 2002.

Province/Territoire	Nombre d'étudiantes et d'étudiants autochtones diplômés
Colombie-Britannique	4
Alberta	Aucune donnée
Saskatchewan	4
Manitoba	6
Ontario	5
Québec	2
Nouvelle-Écosse	Aucune donnée
Nouveau-Brunswick	Aucune donnée
Terre-Neuve-et-Labrador	Aucune donnée
Nunavut/Territoires du Nord-Ouest	Aucun programme de sciences infirmières aux cycles supérieurs

### Taux d'abandon : étudiantes et étudiants autochtones de sciences infirmières

Le problème de « l'autodéclaration » est bien réel pour les écoles de sciences infirmières et pour leur population étudiante. La majorité des écoles ne tiennent pas de statistiques sur les progrès des étudiantes et étudiants ayant déclaré leur appartenance autochtone. Moins de 20 p. 100 d'entre elles (18,9 p. 100; 11/58) possèdent des données sur le taux d'abandon de ces étudiantes et étudiants. Ce pourcentage est vraisemblablement gonflé puisque certaines écoles disent avoir un taux « bas » ou « égal à celui des étudiantes et étudiants non autochtones », sans fournir de données pour appuyer ces affirmations.

Une école, le Collège Camosun, a remarqué que le taux d'abandon de ses étudiantes et étudiants ayant déclaré leur appartenance autochtone était

supérieur à celui des autres (33 p. 100 en 2004 et en 2005) et a pris les mesures nécessaires pour favoriser le succès des Autochtones. Ceux-ci avaient de la difficulté dans leur cours de biologie. Une fois qu'un tuteur a été mis à leur disposition, leur taux d'abandon est passé à 10 p. 100 en 2006.

À l'heure actuelle, les taux d'abandon déclarés varient entre 10 et 50 p. 100. Lorsque les taux estimés sont élevés (de 30 à 50 p. 100), des interventions systémiques devraient s'imposer aux écoles en cause, à défaut de quoi le nombre d'Autochtones qui abandonnent leurs études risque d'être important.

### Stratégies de recrutement destinées aux Autochtones

Dans tout le pays, la grande majorité des écoles de sciences infirmières font des efforts concertés pour recruter des étudiantes et des étudiants autochtones. C'est au Québec (20 p. 100) et en Alberta (57,1 p. 100) qu'on observe le plus faible pourcentage d'écoles ou d'universités cherchant activement à recruter des Autochtones. Au Nouveau-Brunswick et dans les Territoires du Nord-Ouest, il n'existe aucune stratégie à cet égard, tandis qu'au Québec, seule l'Université McGill en a une pour l'ensemble de ses programmes.

Remarque : Les données fournies pourraient dépendre du degré de connaissance du sujet et des autres questions que possède la personne ayant répondu au sondage.

### Aide générale offerte aux étudiantes et étudiants autochtones

Sauf au Québec, à Terre-Neuve-et-Labrador et dans les Territoires du Nord-Ouest, les écoles membres de l'ACESI ont dit offrir des programmes d'aide générale (formation collégiale/universitaire) (n=20). Cette aide prend le plus souvent les formes suivantes : Centre des Premières nations (ou l'équivalent); services de tutorat; renseignements sur les bourses; aide au logement; possibilité de consulter une ancienne ou un ancien; conseils d'ordre pédagogique et personnel; participation à des traditions culturelles (pow-wow, fêtes, sueries, etc.), accès à des ordinateurs et salon réservé aux étudiantes et étudiants.

### Programmes de transition généraux

Les programmes de transition généraux ont été examinés dans le cadre du sondage auprès des écoles membres de l'ACESI. En tout, il existe 19 de ces programmes au pays (pour connaître le lieu exact de chacun, consulter la section détaillée du rapport). Ils permettent normalement à la population étudiante visée de satisfaire aux exigences d'admission aux programmes professionnels (comme ceux de sciences infirmières). Ils peuvent aussi faciliter le succès des étudiantes et des étudiants qui répondent aux critères d'admission mais qui ont besoin d'une aide pouvant aller jusqu'à un an pour



faire la transition vers la vie collégiale ou universitaire. Ils combinent souvent des cours de niveau collégial ou universitaire avec des cours d'autres niveaux. Par exemple, ils comportent fréquemment des cours de mathématiques, de français ou d'anglais et de science (biologie, chimie). On y enseigne aussi les connaissances élémentaires suivantes : rédaction de travaux, gestion du temps, techniques d'étude, gestion budgétaire, etc.

### Programmes d'accès et de transition aux programmes de sciences infirmières

Huit écoles membres de l'ACESI ont dit offrir des programmes conçus spécifiquement pour les étudiantes et étudiants de sciences infirmières. Ces programmes visent généralement 1) à aider les étudiantes et étudiants à répondre aux critères d'admission en sciences infirmières et à offrir un soutien scolaire et personnel à ceux déjà inscrits et 2) à continuer de leur offrir cette aide une fois qu'ils sont admis à un programme de sciences infirmières. En 2002, on comptait trois programmes de la sorte au pays.

#### **Colombie-Britannique**

- École de sciences infirmières, Université Thompson Rivers : projet de sciences infirmières pour étudiantes et étudiants autochtones, y compris le programme de préparation aux études dans le domaine de la santé.

#### **Saskatchewan**

- Collège des sciences infirmières, Université de la Saskatchewan; division des sciences infirmières de l'Institut des sciences et des technologies appliquées de la Saskatchewan, programme d'accès des Autochtones aux sciences infirmières et à la médecine.

#### **Manitoba**

- Sciences infirmières, Collège Red River, programme ACCESS Southern Nursing.

#### **Ontario**

- École des sciences infirmières de l'Université Lakehead, programme d'introduction pour infirmières et infirmiers autochtones;
- École de sciences infirmières, Collège St. Clair, programme de préparation aux sciences infirmières.

**Terre-Neuve-et-Labrador**

- École de sciences infirmières, Université Memorial de Terre-Neuve, Centre des sciences infirmières, programme intégré d'accès aux sciences infirmières.

**Territoires du Nord-Ouest**

- Écoles de sciences infirmières, Collège Aurora, programme d'accès aux sciences infirmières.

**Nunavut**

- Collaboration pour la formation universitaire en sciences infirmières, école de sciences infirmières, Collège Arctique du Nunavut, programme d'accès aux sciences infirmières.

### Modification du programme d'études

La majorité des écoles membres de l'ACESI, exception faite de celles du Québec et du Nouveau-Brunswick, ont pris des initiatives touchant le programme d'études et concernant les peuples, la santé et la population étudiante autochtones.

Un aperçu de ces initiatives est donné ci-dessous. Les initiatives sont décrites en détail dans les tableaux portant sur chaque province, territoire et école.

- **Colombie-Britannique**
  - Un tiers des écoles offrent des cours de baccalauréat obligatoires ou au choix, portant sur la santé et les sciences infirmières au sein des Premières nations;
  - Les étudiantes et étudiants peuvent faire leurs stages cliniques au sein de communautés autochtones;
  - Plusieurs écoles ont incorporé à leur programme d'études des questions de sécurité culturelle et des perspectives postcoloniales;
  - Dans certaines écoles, des possibilités de perfectionnement ont été offertes au corps professoral.
- **Alberta**
  - La plupart des écoles [71,4 p. 100 (5/7)] ont modifié leur programme d'études en ce qui touche les peuples et la population étudiante autochtones;
  - Dans trois écoles, la méthode d'enseignement fondée sur la résolution de problèmes comporte des « scénarios » autochtones.

- **Saskatchewan**
  - Toutes les écoles ont modifié leur programme d'études en fonction des peuples et de la population étudiante autochtones;
  - Le programme d'études comporte des cours sur la santé et la guérison chez les Autochtones.
  
- **Manitoba**
  - Toutes les écoles ont modifié leur programme d'études de façon à tenir compte des Autochtones et des besoins des étudiantes et étudiants autochtones;
  - Au Collège Red River, le deuxième volet du cours sur les peuples autochtones du Canada et le cours sur la médecine et la santé autochtones sont obligatoires;
  - À la Faculté des sciences infirmières de l'Université du Manitoba, il est obligatoire de suivre un cours d'études autochtones.
  
- **Ontario**
  - Plus de la moitié des écoles [53 p. 100 (9/17)] ont modifié leur programme d'études en ce qui touche les Autochtones;
  - Le Collège Confederation et l'Université Lakehead envisagent d'offrir dans quatre petits campus régionaux de l'ouest un programme de baccalauréat en sciences infirmières axé sur la collectivité;
  - Au Collège Loyalist, le programme de sciences infirmières comporte une forte composante culturelle;
  - L'Université Nipissing met l'accent sur la population rurale et du nord, ce qui englobe les Autochtones;
  - Au Collège Northern, des renseignements sur les Autochtones sont intégrés dans tous les cours de sciences infirmières plutôt que de constituer un cours distinct;
  - Un comité autochtone des programmes d'études a été mis sur pied à l'École des sciences infirmières de l'Université Laurentienne;
  - Des études de cas et un apprentissage centré sur la résolution de problèmes font désormais partie des études autochtones (p. ex. au Collège Mohawk);
  - Des cours portant spécifiquement sur les Autochtones, p. ex. « Politique de la santé chez les Autochtones », ont été élaborés par la Faculté des sciences infirmières de l'Université de Toronto;
  - À l'Université Western Ontario, le programme d'études repose sur « les expériences en santé et en guérison » et incorpore de nombreux aspects de la santé et de la guérison chez les Autochtones.
  
- **Québec**
  - Les écoles qui ont répondu au sondage n'ont pas signalé de changement dans leurs programmes d'études.

- **Nouvelle-Écosse**
  - Les écoles qui ont répondu au sondage n'ont pas signalé de changement dans leurs programmes d'études.
- **Nouveau-Brunswick**
  - La faculté des sciences infirmières de l'Université du Nouveau-Brunswick a incorporé à son programme d'études de la matière portant sur les Autochtones.
- **Terre-Neuve-et-Labrador**
  - Toutes les écoles ont modifié leur programme d'études de façon à tenir compte des cultures autochtones et à appuyer les étudiantes et étudiants autochtones.
- **Nunavut**
  - La culture inuite a été incorporée tout au long du programme d'études de collaboration pour la formation universitaire en sciences infirmières du Collège Arctique du Nunavut; par exemple, des termes inuits sont employés en anatomie et en physiologie.
- **Territoires du Nord-Ouest**
  - Le Collège Aurora met l'accent dans son programme d'études sur les questions particulières au Nord et sur les peuples qui y vivent.

### Communication d'information sur les programmes et les initiatives

Des écoles ont préparé à l'intention d'éventuels étudiantes et étudiants autochtones (et non autochtones) du matériel (dépliants, DVD, site Web, etc.) sur leurs programmes et initiatives. Cependant, la plupart des écoles de sciences infirmières sont déficientes sur ce plan.

## Conclusions

1. Le nombre d'étudiantes et d'étudiants autochtones de sciences infirmières au Canada est passé de 237 à 730 au cours des cinq dernières années.
2. Dans l'Ouest canadien et au Canada atlantique, on observe une croissance importante du nombre d'étudiantes et d'étudiants autochtones de sciences infirmières. On pourrait s'attendre à une croissance dans les provinces suivantes : Alberta, Ontario et Québec. Il faudrait retenir les services d'une chercheuse ou d'un chercheur québécois bilingue et bien connu des directrices et directeurs des écoles de sciences infirmières pour estimer la population étudiante autochtone en sciences infirmières au Québec.
3. Bien que des progrès aient été accomplis pour augmenter le nombre d'étudiantes et d'étudiants autochtones aux cycles supérieurs (maîtrise et doctorat), les éducateurs et les gouvernements devraient se pencher davantage sur cette question, qui importe à plusieurs égards : ces étudiantes et étudiants sont les professeurs de l'avenir et il faut que des Autochtones possèdent un doctorat en sciences infirmières pour contribuer à la recherche sur les Autochtones au Canada.
4. Il est nécessaire d'étudier plus en profondeur les taux d'abandon des étudiantes et étudiants autochtones en sciences infirmières. C'est une question complexe qui exige un dialogue et une discussion continus. Mises à part les considérations morales ou éthiques et philosophiques, les écoles pourraient avoir besoin de ressources supplémentaires, quoique modestes, pour suivre de plus près leurs étudiantes et étudiants autochtones. Si l'on veut éviter de perdre ceux-ci en grands nombres, il faut intervenir immédiatement par des changements au système ou au programme lorsque leur taux d'abandon oscille entre 30 et 50 p. 100.
5. Ces cinq dernières années, on observe une hausse importante du nombre de programmes de transition (n=19). Les étudiantes et étudiants qui en sortent sont admissibles à des programmes d'études professionnelles comme ceux des sciences infirmières.
6. Le nombre de programmes d'accès et de transition s'appliquant particulièrement aux sciences infirmières est passé de 3 (2002) à 8 (2007). Fait intéressant, les écoles offrant ces programmes de soutien enregistrent une augmentation constante de leur population étudiante autochtone.
7. À l'exception de la Saskatchewan, on remarque partout au pays une croissance faible ou modeste du nombre de places réservées aux étudiantes et étudiants autochtones dans les programmes de sciences infirmières.

8. La grande majorité des écoles membres de l'ACESI ont entrepris de modifier leur programme d'études en ce qui touche les Autochtones et leur santé.
9. La plupart des écoles ont fait état de la nécessité d'élaborer du matériel (dépliants, site Web, DVD, etc.) pour faire connaître leur programme aux étudiantes et étudiants autochtones et à d'autres groupes pertinents.

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## Introduction

In 2002, Health Canada (First Nations and Inuit Health Branch) funded the Canadian Association of Schools of Nursing (CASN) to facilitate a national task force on Aboriginal nursing in Canada. The task force was co-chaired by Dr. David Gregory and Professor Fjola Hart Wasekeesikaw. The task force was charged to:

- Conduct a literature review on the successful recruitment of Aboriginal people into nursing programs—and how to promote success among these students;
- Explore the extent to which Aboriginal people are enrolled in nursing programs in Canada;
- Identify nursing programs in Canada which are demonstrating success in educating registered nurses;
- Ascertain barriers faced by Aboriginal people who pursue nursing as a career;
- Create a national inventory of college and university resources supporting Aboriginal people in their nursing studies;
- Explore funding sources and financial supports available to nursing students;
- Determine how to better retain Aboriginal nurses “in the field”; and,
- Offer recruitment and retention strategies to promote and enhance the presence of Aboriginal registered nurses within FNIHB, Band-transferred, and northern Inuit communities.

The title of the Report, “Against the Odds,” was formulated after interviewing the Aboriginal nursing students and learning of their struggles to become registered nurses. Aboriginal nursing students face formidable challenges in completing post-secondary programs. Against these odds, men and women are pursuing their educational goals, drawing on the support of their families and communities, other Aboriginal students, their teachers, and available program infrastructure. They are strong and determined; they will succeed.

The major findings of the Report were organized along five themes:

Preparation. There is an urgent need to ensure that Aboriginal youth complete their high school education. In addition, students must include math, science, and English in their program of studies. Otherwise, they will not meet admission criteria for nursing programs offered by colleges and universities. Aboriginal youth need encouragement and guidance to consider nursing as an achievable career option.

Recruitment. Successful recruitment of Aboriginal people into nursing programs depends upon concerted and targeted recruitment efforts, visible role models,



community development, and ongoing partnerships among FNIHB, schools of nursing, and Aboriginal communities. In particular, the Task Force is concerned about the virtual absence of Inuit registered nurses in Canada.

Admission, Nursing Access and Bridging Programs. Affirmative actions around the admission of Aboriginal students into nursing programs are critically important. Programs demonstrating success or which have the potential to foster success include Nursing Access Programs and bridging programs for Licensed Practical Nurses (LPNs) and Registered Practical Nurses (RPNs).

Progression. The progression of Aboriginal students through nursing programs is enhanced when schools of nursing offer flexible programming and curricula that are relevant to the world views and life experiences of these students. Community-based programs have eliminated some of the barriers that students face when pursuing post-secondary education. The presence of personal and academic supports also enhances progression. Adequate funding is central to the successful completion of nursing programs.

Post-Graduation Recruitment and Retention. Targeted mentoring programs, further development of nurse managers, and capacity enhancement of Community Health Representatives (CHRs) hold potential for supporting new graduates and/or new employees. Designated field teaching units may have a positive impact on retention rates as well as foster partnerships among FNIHB, schools of nursing, and Aboriginal communities.

The Report is located at the following website:

[http://www.umanitoba.ca/faculties/nursing/media/aboriginal\\_nursing.pdf](http://www.umanitoba.ca/faculties/nursing/media/aboriginal_nursing.pdf)

In 2007, Health Canada (First Nations and Inuit Health Branch) approached CASN to update the “Against the Odds” Report. In particular, the deliverables included:

- Number and location of seats dedicated to Aboriginal students in schools of nursing;
- Actual number of Aboriginal students and their locations, regardless of seats;
- Location of general and nursing access programs, transitional/preparatory years and bridging programs;
- Special admission categories;
- Attrition rates;
- Student support programs (including financial support) designated for Aboriginal students; and,
- The number of Aboriginal faculty.

## Methodology

### Participants

The survey sample (n = 91) was comprised of member schools from the Canadian Association of Schools of Nursing (CASN). Participating schools were selected from CASN's current membership as listed at [www.casn.ca](http://www.casn.ca)

### Procedure

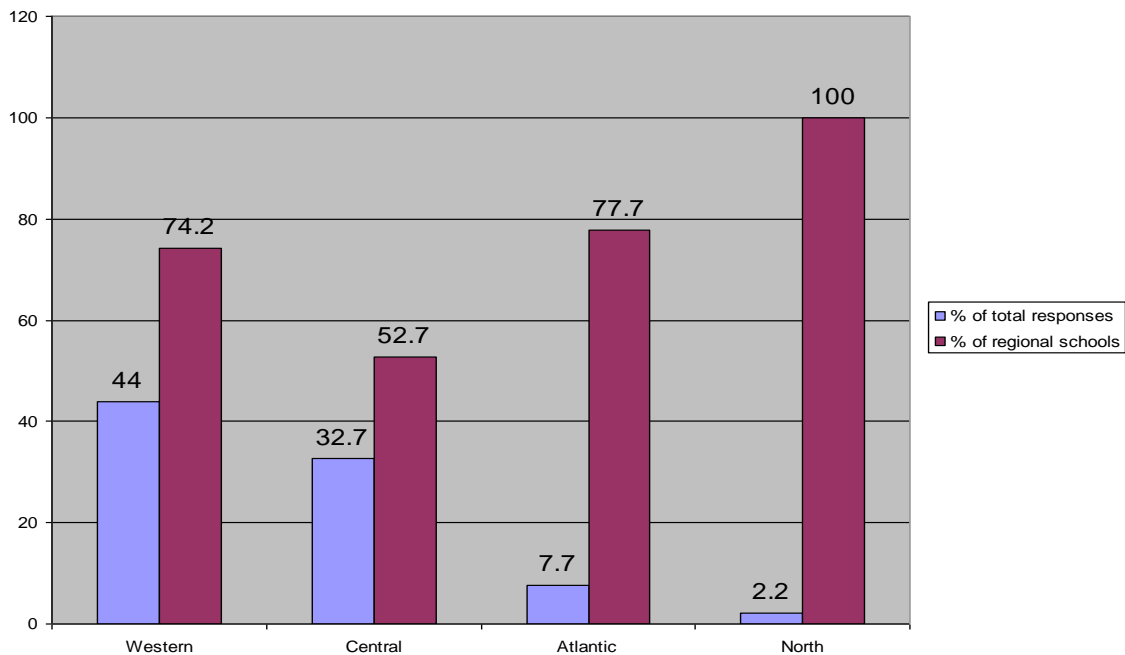
Each CASN member (Dean/Director) was e-mailed an invitation to participate in updating information from the 2002 Report "Against the Odds: Aboriginal Nursing. National Task Force on Recruitment and Retention Strategies." The e-mails were extended to participants in Canada's two official languages as appropriate. The English and French e-mail scripts are located in Appendix A and B respectively. A phone call and a follow-up fax were then directed to those Schools which did not respond to the e-mail within five working days. The Executive Director of CASN, Dr. Pat Griffin, also sent out a follow-up e-mail (see Appendix C) to all Deans and Directors thanking them for contributing to the Report.

Note: The project was to commence on February 1, 2007 with "deliverables" due by February 28, 2007. In reality, a contract was finalized between CASN and the University of Lethbridge on February 16, 2007. However, the University of Lethbridge provided "advanced" funding prior to finalization of the contract enabling work to commence on the project. It took until February 11, 2007 to assemble the project team and hire the project manager and research assistants. Moreover, the project was conducted during "Spring Break" and this resulted in slower data responses from the Schools—and indeed, placed pressure on the Schools to respond in a timely fashion.

## Response Rates

The total (national) response rate was  $59/91 = 64.8\%$ ; in 2002, the response rate was  $42/62$  (67.7%). While 59 Schools participated in the 2007 project, 32 Schools either declined or did not respond to the e-mail and fax invitations.

## Representation of Schools: Nationally and Regionally



The first bar represents the participation of Schools relative to the total sample. For example, the Western Schools (BC, AB, SK, and MB) represent 27.5% of the total sample. The second bar reveals the extent to which the sample represents the percentage of “local” Schools. Thus, 52.7% of Schools from Central Canada (ON, QC) are represented in the sample.

Participating and non-participating Schools are listed in Appendix D.

Province	Response Rate	
	2007	2002
British Columbia	12/17 (70.6%)	↓ 9/10 (90%)
Alberta	8/11 (72.7%)	↑ 5/8 (62.5%)
Saskatchewan	3/3 (100%)	= 3/3 (100%)
Manitoba	3/4 (75%)	↓ 3/3 (100%)
Ontario	19/36 (52.7%)	↓ 12/18 (66.6%)
Québec	5/9 (55.6%)	↑ 3/10 (30%)
Nova Scotia	2/3 (66.7%)	↓ 3/3 (100%)
New Brunswick	2/2 (100%)	↑ 1/3 (33.3%)
PEI	0/1 (0%)	= 0/1 (0%)
Newfoundland & Labrador	3/3 (100%)	= 1/1 (100%)
Nunavut	1/1 (100%)	= 1/1 (100%)
Northwest Territories (NWT)	1/1 (100%)	= 1/1 (100%)

↓ decrease in 2007 response rate; ↑ increase in 2007 response rate; = no change in response rate between 2002 and 2007

### Survey Questions

Participants were asked to address 11 areas concerning Aboriginal nursing students and these included:

1. The number and location of seats dedicated to Aboriginal students;
2. The number of undergraduate and graduate Aboriginal students;
3. Attrition rates;
4. Recruitment strategies for Aboriginal students;
5. Transition/preparatory (high school) or bridging programs;
6. Special admission categories or policy;
7. Student support programs (including financial support) for Aboriginal nursing students;
8. The number of Aboriginal faculty members;
9. Any curriculum changes related to Aboriginal People and/or Aboriginal students;
10. Other information related to the Aboriginal students; and,
11. Pamphlets or materials about Aboriginal nursing which could then be “showcased” in the Report.

### The Number of Aboriginal Nursing Students in Canadian Schools of Nursing

The following table arises from the 2002 Report. Wherever possible, the change in the total number of undergraduate Aboriginal nursing students for each School is noted. Since Aboriginal students must “self-declare” their identities, these numbers should be viewed as an *estimate* only.

College/University	Number of Students	
	2002	2007
Okanagan University College	6	Estimate not provided
University College of the Cariboo	16	19
University of Victoria	8 (approx)	5
University of Alberta	19	31
University of Lethbridge	5	Unknown
Saskatchewan Institute of Applied Sciences and Technology	46	64
University of Saskatchewan	29	42
Red River College	19	
University of Manitoba (Fort Garry Site)	17	91
University of Manitoba (Norway House site)	10	Estimate nor provided
Lakehead University	12	33
University of the Brunswick (Fredericton)	7	5
Dalhousie University	5	9
Memorial University	5	34
Aurora College	26 diploma**	41 (graduates)
Nanavut Arctic College	7	27

It is worth repeating that these student numbers are considered “soft” (estimates really), however, a trend evident with them. Where reported, the overall number of Aboriginal nursing students has substantially increased between 2002 and 2007. This trend is also supported throughout the Report. One School also observed the following:

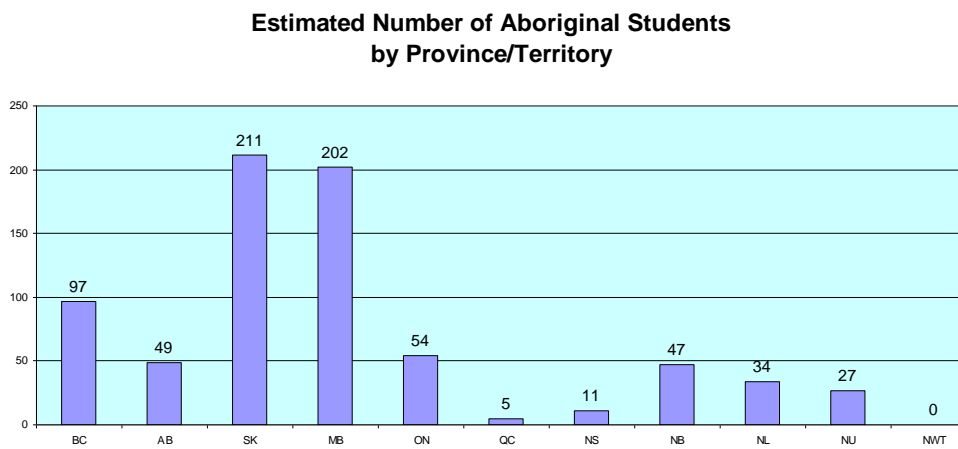
*“We do not require our students to formally identify, and in fact we have always had more Aboriginal students who resist being identified as such than those who choose to self-identify in that manner. This may partly reflect our context in which the pressures from the community on some may be greater if their status as health care professional students is known. Students regularly report that they prefer not to be seen as a “poster girl” or “poster boy” for Aboriginal nursing.*

*This is especially the case for those who were raised off-reserve, but can be a problem for others whose communities place high expectations on their returning after their education.”*

<b>Number of Aboriginal Nursing Students</b>	
2002	237
2007	730

During this 5-year period, the number of Aboriginal students increased by 493.

In the next graph, the distribution of current Aboriginal nursing students is noted.



<b>Rank Order: Number of Aboriginal Nursing Students by Province/Territory</b>	
Saskatchewan	211
Manitoba	202
British Columbia	97
Ontario	54
Alberta	49
New Brunswick	47
Newfoundland and Labrador	34
Nunavut	27
Nova Scotia	11
Québec	5
NWT	Not reported

It is interesting to note that significant increases in the real number of Aboriginal nursing students have occurred in Western Canada. Of note are Saskatchewan, Manitoba, and British Columbia. Alberta ranked lowest among the Western provinces with 49 students.

The low number of Aboriginal students in Ontario is partly explained given the representation of Schools [52.7% (19/36)]. With the exception of Prince Edward Island (no participants), Ontario had the lowest participation rate among the Schools of Nursing. Likely there is an opportunity to increase the number of Aboriginal nursing students in Ontario; the average number of Aboriginal students per School is 2.8 (54 students/19 schools). Schools reporting larger numbers include: Lakehead University (n=33); Laurentian (n=5) and Northern College (n=6). The other Schools with Aboriginal nursing students reported, on average, 1-2 students each.

Québec also had a modest response rate: 55.6% or 5/9 Schools. That stated, the number of Aboriginal students appears low (n=5) relative to other jurisdictions.

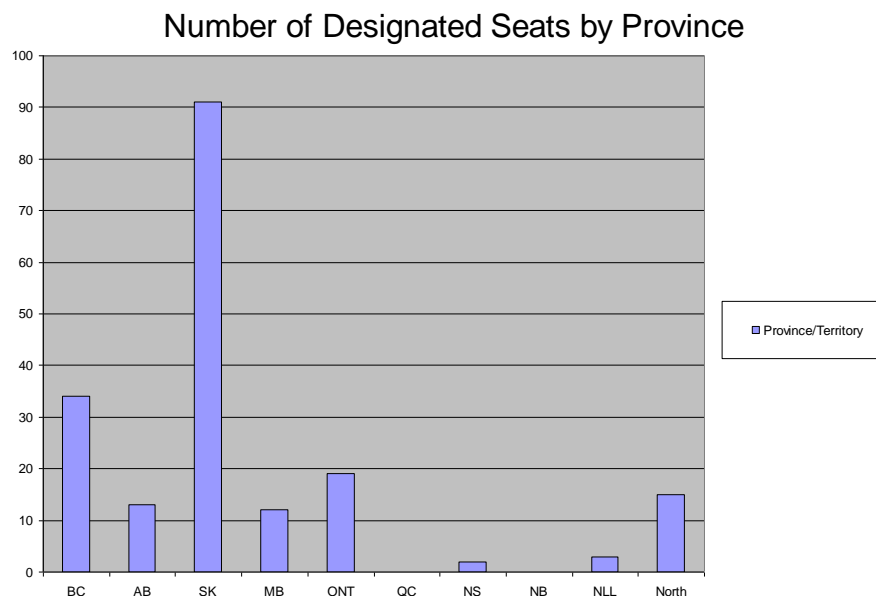
The number of Aboriginal nursing students in Atlantic Canada has significantly increased since 2002—especially in New Brunswick and, Newfoundland and Labrador.

Unfortunately, the number of Aboriginal nursing students in the NWT (Aurora College) was not reported. Nunavut Arctic College indicated an enrolment of 27 Aboriginal students.

That students self-declare to make their Aboriginal status known is a complex matter (ethically, morally, politically, and socially). Again, the numbers included in this Report are simply an estimate. Furthermore, the data reported were dependent on the person completing the survey.

With respect to graduate students, the survey data suggest some progress in Western Canada. No data in this regard, however, was provided by the Ontario Schools. Overall, the number of Aboriginal nursing students pursuing graduate studies in Canada remains low.

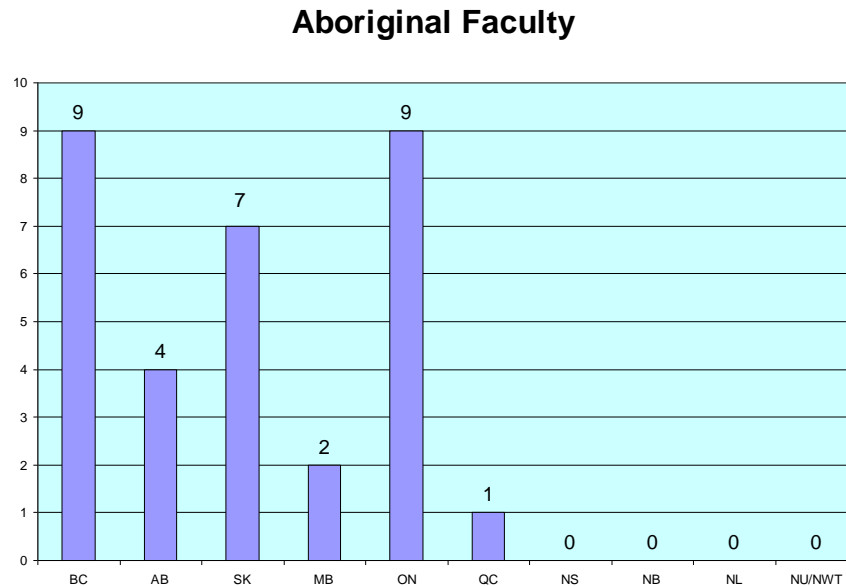
### The Number of Designated Seats for Aboriginal Nursing Students



Saskatchewan is of note as it has the highest number of dedicated seats for Aboriginal students in Canada. In comparison, the other provinces have considerably fewer dedicated seats: British Columbia (n=34); Ontario (n=19); Alberta (n=13); and Manitoba (n=12). As reported by the participating schools, dedicated seats are absent in Québec and New Brunswick, and are limited in number in Nova Scotia and Newfoundland and Labrador. A more accurate “picture” would include the proportion of dedicated seats relative to absolute program seats. For example, in Saskatchewan, 16.6% of available program seats (Nursing Education Program [NEPS]) are dedicated for Aboriginal nursing students.



## The Number of Aboriginal Nursing Faculty



The number of Aboriginal nursing faculty has not changed between 2002 and 2007 ( $n=22$ ). Both British Columbia and Ontario reported the same number of faculty ( $n=9$ ). There is, however, a virtual absence of Aboriginal nursing faculty east of Ontario. Their presence necessitates, at minimum, baccalaureate preparation (clinical instructors), and typically at least master's level preparation to teach theory courses in Schools of Nursing. Of course this "picture" is not complete given the Schools missing from the project—and given that Aboriginal faculty may or may not self-declare their status. That stated role models are very important to Aboriginal learners and such role models are few in number in Canada.

The presence of Aboriginal faculty depends on a pool of Aboriginal nurses who are educated at the baccalaureate level—and who are then encouraged and supported to pursue graduate-level education (master's and PhD degrees). Listed in the following table is the number of Aboriginal graduate students ( $n=21$ ). In 2002, the number of reported graduate students was eight.

Province/Territory	Aboriginal Graduate Nursing Students
British Columbia	4
Alberta	None reported
Saskatchewan	4
Manitoba	6
Ontario	5
Québec	2
Nova Scotia	None reported
New Brunswick	None reported
Newfoundland & Labrador	None reported
Nunavut	No on-site graduate program in nursing
NWT	No on-site graduate program in nursing

### Attrition Rates: Aboriginal Nursing Students

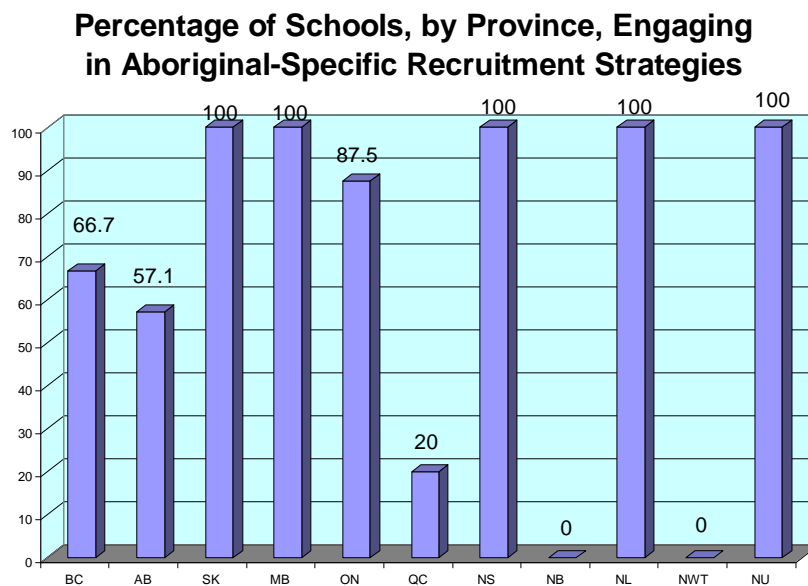
The issue of “self-declaration” is real and of concern to Schools of Nursing and Aboriginal nursing students. This concern seems to have eclipsed the need to track or monitor the progress of Aboriginal students in nursing programs. The majority of Schools are not keeping statistics regarding the progress of self-declared Aboriginal students. Less than 20% [18.9% (11/58)] of Schools had data on the attrition rate associated with their Aboriginal students. This percentage is likely inflated given that some of the Schools noted their attrition rates were “low” or “the same as non-Aboriginal students” with no corresponding data to support such observations.

One School (Camosun College) noted the attrition rate among its self-declared Aboriginal students was higher than the non-Aboriginal students (33% in 2004; 33% in 2005) and took appropriate actions to foster success among these students. Students struggled with their biology course. Once a tutor was put in place to assist the students, the attrition rate dropped to 10% in 2006.

At present, and when known, the reported attrition rate and for some Schools—the *estimated* attrition rates are very high (eg., 50%). Such rates likely warrant systemic interventions by Schools or risk a significant loss of Aboriginal nursing students.

## Aboriginal Specific Recruitment Strategies

Across the nation, the clear majority of Schools of Nursing are making a concerted effort to recruit students—as is evidenced in the following chart.



In two jurisdictions (New Brunswick, Northwest Territories) no Schools reported Aboriginal-specific recruitment strategies. The exception was McGill University in Québec. Note: The data may be an artifact of “who” completed the survey, i.e., the extent to which this person was knowledgeable about the questions asked.

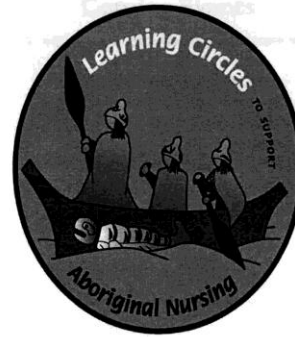
### Recruitment Strategies: Exemplars

Throughout Canada, Schools and their respective colleges and/or universities are engaged in recruitment activities—to increase the number of Aboriginal students in nursing programs. Collectively, these exemplars offer a range of approaches that operate at different levels of impact. The following three exemplars are from British Columbia

#### **Learning Circles Supporting Aboriginal Nurses (LCSAN)**

In this recruitment approach, a consortium has been created among education institutions, Tribal Health Councils, and Tribal Health Authorities to (a) encourage and support Aboriginal people to consider nursing as a career option, (b) to support Aboriginal nurses “in the field.”

Collaborative Partners In LCSAN	
<p><b>Camosun College</b> www.camosun.bc.ca</p> <p><b>Cowichan Tribes</b> www.cowichantribes.com</p> <p><b>InterTribal Health Authority</b> www.itha.ws</p> <p><b>Kwakiutl District Council</b> www.kwakiutldistrictcouncil.com</p> <p><b>Malaspina University-College</b> www.mala.bc.ca</p> <p><b>Namgis Health Centre</b> www.namgis.bc.ca</p> <p><b>Aboriginal Nursing Association of Canada</b> www.anac.on.ca</p>	<p><b>North Island College</b> www.nic.bc.ca</p> <p><b>Nuu chah nulth Tribal Council Nursing Program</b> www.nuuchahnulth.org</p> <p><b>Sh'ulh-etun Health Society</b> www.vifn-ehealth.ca</p> <p><b>Ts'ewulhun Health Centre, Cowichan Tribes</b> www.cowichantribes.com</p> <p><b>University of Victoria</b> www.uvic.ca</p> <p><b>Vancouver Island Health Authority, Aboriginal Liason</b> www.viha.ca</p>



**“The need for a common vision gets stronger every day”**

*Nellie Cournoyea; Aboriginal Youth Network*

### What is LCSAN?

Learning Circles to Support Aboriginal Nursing (LCSAN) is a collaboration of working professionals, Aboriginal Health Authorities, Aboriginal Organizations and Schools of Nursing, who have come together to link Vancouver Islands First Nations communities in contributing to the wellness of Aboriginal people, to support those entering the health care profession and those already participating in the provision of service.

### What guides our way?

In February of 2006 a Memorandum of Understanding (MOU) was signed by LCSAN member organizations. This MOU helped to formalize the 7 identified areas of mutual interest and collaboration between the committed parties.

### Areas of Mutual Understanding

1. To establish a network of working professionals within the Aboriginal Health Authorities, Vancouver Island Health Authority Aboriginal Health, Camosun College, Malaspina University-College, North Island College, and the University of Victoria.
2. To support the development of an educational model that includes Aboriginal community standards, Aboriginal Health Authority Standards and Nursing School Standards.
3. To create a venue that fosters and supports indigenous knowledge and cultural safety with a view to influencing curricular change.
4. To create a variety of activities to encourage First nations people from Vancouver Island Communities to enter schools of nursing.
5. To create activities that provide appropriate cultural support for existing First nations students enrolled in Vancouver Island Nursing Programs.
6. To begin discussions about capacity building required to facilitate partnerships between Aboriginal health Authorities and Schools of Nursing.
7. To work toward the establishment of a Vancouver Island based Centre for Excellence for Aboriginal Nursing as a Specialty

### Coming Events

Through out the year there will be many learning circles held in various Vancouver Island communities. These learning circles are intended to provide encouragement and appropriate cultural support to First Nations people interested in entering the Nursing profession. All Interested individuals are encouraged to contact their local schools of nursing or Aboriginal Health Authority.

#### Learning Circle to Support Aboriginal Nursing

Invites you to an Island wide learning circle event

November 27, 2006

10:00 to 2:00

Comox Indian Band Community Center

3325 Comox Road

To register for this event contact

Michelle Hamm

250 923 4704

m\_kham@telus.net

Register by November 13, 2006  
a space is limited

## Kwantlen Capacity Development Camp

At Kwantlen University College, the School of Nursing among other partners, hosts a free summer day-camp for Aboriginal youth in grades 5 to 8. The camps are designed to engage the participants in educational activities that will increase their knowledge of health-related careers. Lunches and snacks are included as well as transportation by chartered bus to various out-trips. The program incorporates learning activities focusing on science, math, computer applications, and Traditional as well as Western approaches to health and wellness. A typical camp day will run Monday through Friday, 9 am to 3:30 pm, involving 40 participants in each session. There are usually six Aboriginal Team Leaders, a Project Manager, as well as an Elder (or Cultural Consultant) who helps to supervise the campers. Interested families complete an application. Team leaders are provided with two weeks of leadership training, first aid training, and curriculum review at the beginning of the summer.

**Kwantlen Capacity Development Camp**  
(KCDC) 2006



**Explore**

Education and cultural values based on the concepts of the Medicine Wheel: Spiritual, Mental, Physical and Emotional



**Discover**

Traditional plants & medicines



**Traditional Health Activities**

**Meet New Friends & Have Lots of Fun !!**

...at Kwantlen University College  
Surrey Campus  
12666 - 72 Avenue, Surrey BC

**Previously Sponsored by :**  
First Nations Chiefs Health Council  
Fraser Health Authority  
Kwantlen University College  
Ministry of Advanced Education,  
Ministry of Health Planning,  
the Sto:Lo Nation HRDC  
BC Hydro Powersmart and the  
Surrey School District

**FREE 2 week Summer Daycamps**  
July 17-28  
OR August 14-25  
(tentative dates)  
Monday - Friday  
9:00am-3:30pm



**Kwantlen**  
UNIVERSITY COLLEGE

FOR FURTHER INFORMATION REGARDING THE CAMP:  
Call Ann Moniz at 604 599 2053  
REGISTRATIONS & APPLICATIONS CAN BE FAXED TO : 604 599 3130

## Aboriginal Nursing Project

In 2003, the Thompson Rivers University (TRU) School of Nursing (Kamloops and Williams Lake campuses), the TRU Coordinator for Aboriginal Students, the Seewepemc Cultural Education Society/Simon Fraser University Partnership (SCES/SFU), and the Kamloops Indian Band/Simon Fraser University Partnership (KIB/SFU) undertook a joint initiative in the area of Aboriginal nursing student recruitment and retention. The purpose is to improve the educational experience of Aboriginal students and to create a sustainable Aboriginal nursing workforce.

An Advisory Committee of Elders, Aboriginal nurses, and nurse educators, direct the project and it is overseen by a coordinator from the School of Nursing. The BC Ministry Nursing Directorate has funded the project over its first four phases for a total of \$105,000.00.

The project consists of strategies in three areas:

1. The production of culturally relevant recruitment materials and processes for reaching prospective students in their unique community contexts;
2. An analysis of how practical support strategies influence the retention of Aboriginal students in the nursing program; and,
3. Implementation of strategies for faculty development.

The goals are to provide culturally safe nursing education and practice with Aboriginal students and patients, and curriculum reform. Part of these activities involves increased public awareness and commitment within the School of Nursing, the University, and the community to a successful post-secondary experience of Aboriginal students.

The partnership created a recruitment DVD that includes Aboriginal nurses role modeling the potential of the nursing profession, and Aboriginal Nurses and Pre-Health Students discussing the challenges and successes of pursuing a nursing career. In addition, the partners developed recruitment posters and brochures for the Bachelor of Science in Nursing and for the Pre-Health Program.

THOMPSON RIVERS UNIVERSITY

# Aboriginal Nursing

KAMLOOPS / WILLIAMS LAKE

*Make It Your Choice*

*Aboriginal nurses build healthy communities*

**PRE-HEALTH PROGRAM**  
Prepares First Nations students for entry into the TRU School of Nursing  
Call: (250) 828-9799 or toll free: 1-800-399-5565

**TRU SCHOOL OF NURSING**  
Call: (250) 828-5401 • webpage: [www.tru.ca/nursing](http://www.tru.ca/nursing)

**SERVICES FOR ABORIGINAL STUDENTS**  
"The Gathering Place"  
Coordinator - Joanne Brown  
Call: (250) 828-5246  
email: [jobrown@tru.ca](mailto:jobrown@tru.ca)

*You can strengthen the future*

Original artwork by Luke Johnston

## General Supports for Aboriginal Students

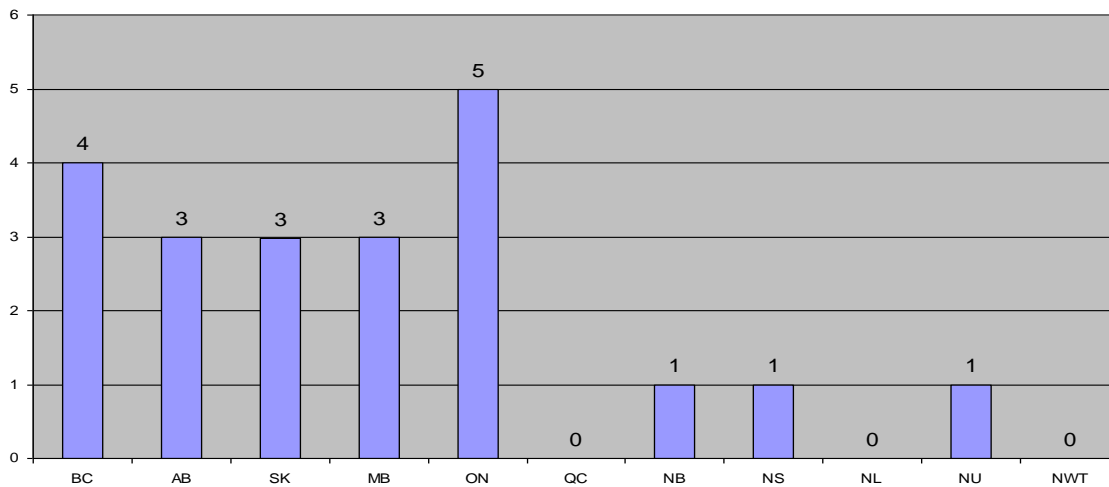
With the exception of Québec, Newfoundland & Labrador, and the Northwest Territories, CASN-member Schools reported general (college/university-based) support programs (n=20). These programs typically include: First Nations Centre (or its equivalent); tutoring services; information related to scholarships and bursaries; housing assistance; access to an Elder(s); academic and personal advisement; participation in cultural traditions (e.g., Pow-wows, feasts, sweat lodges), access to computers, and student lounges.

### General Bridging/Transition Programs

General bridging/transition programs were explored among CASN-member Schools. A total of 20 programs were identified from across the country. Normally, these programs enable students to meet the admission requirements for professional programs (like nursing). Alternatively, they foster success in those students who meet admission criteria, but who require up to a year (with supports) to transition to the college and/or university culture. These programs often consist of a mix of college/university courses along with non-college/university courses. For example—the programs often include math, English, and science (biology, chemistry) courses. Survival skills are also taught, eg., writing papers, time management skills, study skills, budget management, etc.

Province/Territory-based general bridging programs are included throughout the Report. The following is an example of a general bridging program available to Aboriginal students, including nursing students.

### General Support Programs for Aboriginal Students





## First Nations University of Canada



### What is the Access Year?

The Access Year is a program designed to help students enter a variety of health programs offered by: First Nations University of Canada, Saskatchewan Institute of Applied Science & Technology (SIASST), and University of Saskatchewan (UoFS). Following the completion of the Access Year, students will be required to meet the current entrance requirements for each health program.



### What is the goal of the Access Year?

The goal of the Access Year is to improve the recruitment, admission, and retention of First Nations and Métis students into health professions.



### What are the objectives of the Access Year?

- To enhance success in sciences, math, and English by providing a 10 month preparatory program.
- To provide a basic introduction to the health field, with special emphasis on nursing as a career choice.

- To prepare students to meet the entrance requirements:
  - For the Nursing Education Program of Saskatchewan (NEPS) and;
  - Other health professions.



### How long is the Access Year?

The Access Year is a 10-month program from September to the end of June. Classes are held at the Prince Albert campus located at 1301 Central Avenue.



### What classes are included?

Term One	Term Two
English 90	English 91
Chemistry Bridging	Chemistry 30
AMTH 001	AMTH 002
Computer Skills	Biology 30
Professional Shadowing	

Term Three
INDG 104
Medical Terminology
Anatomy & Physiology
CPR/First Aid
Professional Shadowing

**Note:** Skill levels for English, Math, Biology, and Chemistry will be assessed upon entrance to the Access Program.



### What are the entrance requirements?

- Academic Requirements**
  - Complete Grade 12 Standing with a minimum 60% average
  - or
  - Adult 12 standing with a minimum 60% average
  - or
  - Mature entrance requirements - must be 21 years of age before classes begin in **September**. (Only 4 students will be selected from the mature entrance category every September.)
- Other**
  - 2 Letters of Support from recognized leaders in your community.
  - A one (1) page essay outlining why you have chosen health as a career.
  - Proof of Aboriginal ancestry if applicable eg. copy of Treaty card or Métis card.

Revised Dec. 20, 06



### What does it cost?

- The NHSAP will cover the cost of tuition and books; however, a book deposit fee of \$200 is required for the use of the textbooks which is refunded upon completion of program.
- Students accepted into the NHSAP must secure their own living allowance.



### How and when do I apply for the program?

Applications will be processed from January 1 to March 31. Forward completed application form by March 31 to:

Faye Cote  
Assistant Registrar  
Office of the Registrar  
First Nations University of Canada  
1 First Nations Way  
Regina, SK  
S4S 7K2

Telephone: (306) 790-5950, ext. 3107 or 3108.  
Fax: (306) 790-5996

Applicants meeting the entrance requirements will be reviewed and screened by a committee.

**If the seats are not filled, applications received after March 31<sup>st</sup> will be considered first qualified, first admitted until the quota is filled.**



### Questions? Need more information?

- Telephone:**
  - Northern Health Sciences Access Program Student Counsellor (306) 765-3333, Extension 7133
- Fax:** (306) 765-3330
- Mail:**
  - Northern Health Sciences Access Program  
First Nations University of Canada  
Northern Campus  
1301 Central Avenue  
Prince Albert, Saskatchewan  
Canada S6V 4W1

## Northern Health Sciences Access Program (NHSAP)

FIRST NATIONS  
UNIVERSITY  
OF CANADA



Revised Dec. 20, 06

## Nursing Specific ACCESS/Bridging/Transition Programs

Nursing-specific programs were reported by eight CASN-member Schools. These programs typically (1) assist students to meet the specific admission criteria to nursing and offer specific supports to nursing students (2) extend ongoing supports to nursing students once admitted into a program.

### **British Columbia**

- School of Nursing, Thompson Rivers University: Aboriginal Nursing Project, including the Pre-Health Program

### **Saskatchewan**

- College of Nursing, University of Saskatchewan; Nursing Division, Saskatchewan Institute of Applied Science and Technology (SIAST), Native Access Program to Nursing/Medicine (NAPN/M).

### **Manitoba**

- Nursing, Red River College, ACCESS Southern Nursing

### **Ontario**

- School of Nursing, Lakehead University, Native Nurses Entry Program (NNEP)
- School of Nursing, St. Clair College, Pre-Nursing Program

### **Newfoundland & Labrador**

- School of Nursing, Memorial University of Newfoundland, Centre for Nursing Studies, Integrated Nursing Access Program (INAP)

### **Northwest Territories**

- School of Nursing, Aurora College, Nursing Access Program

### **Nunavut**

- Collaboration for Academic Education in Nursing (CAEN), School of Nursing, Nunavut Arctic College, Nursing Access Program
-

The following exemplary programs have demonstrated ongoing success with Aboriginal nursing students.



## Native Access Program to Nursing/Medicine

### Sihtoskatowin: Supporting One Another

Advisement for Aboriginal nursing, medical, and pre-health science students dealing with the academic demands of university  
 Access to Elders and culturally appropriate counselling  
 Personal and academic advisement  
 Advocacy - childcare, housing, funding concerns  
 Tutoring, mentorship, computer and internet access  
 Fall orientation for new students entering into N.E.P.S. or medicine



### ACCESS Southern Nursing (ACCESS SN)

One-year certificate program with an August entry date. The program is designed to prepare students with the academic and developmental skills necessary to enter the Joint Baccalaureate Nursing (JBN) program.

This program is intended to meet the needs of low-income residents of Manitoba who have not had the opportunity to become nurses because of social, economic, or cultural factors, lack of formal education, or geographical location. Priority is given to Aboriginals, recent immigrants, and single parents.

Students remain formally and informally connected to the ACCESS program for the four years that they are in the JBN program. During that time, academic and personal counselling, financial guidance, tutorial assistance and supplementary classes, and other support services are provided to ACCESS students on both a scheduled and informal basis by ACCESS staff.

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### **Welcome to the Native Nursing Entry Program (NNEP)**

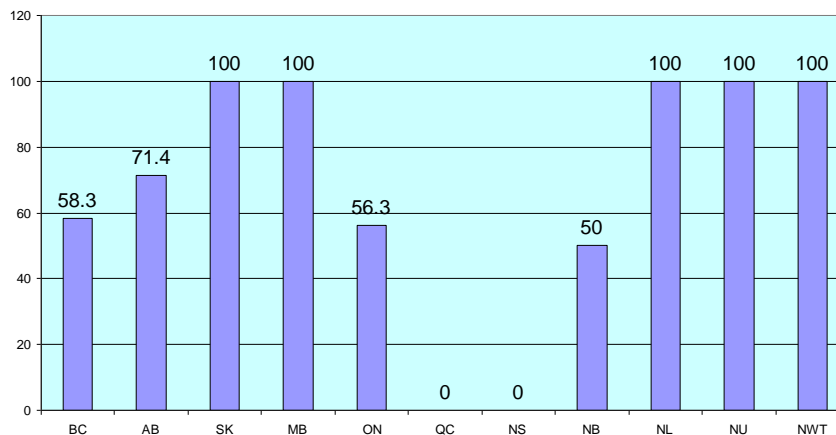
Established in 1986, the Native Nursing Entry Program (NNEP) is a nine-month access program designed to provide the necessary skills and academic preparation required for the successful completion of the Bachelor of Science in Nursing (BScN) degree program at Lakehead University. You, too, can realize your dreams to become a qualified nurse by beginning your studies with NNEP here at Lakehead University.

Boozhoo!



## Curriculum Changes

**Curriculum Changes: The Percentage of Schools Reporting Aboriginal-Related Content**



The clear majority of CASN-member Schools engaged in curriculum initiatives regarding Aboriginal people, health, and students.

A brief overview follows; detailed accounts are located in specific tables by province/territory and School.

- **British Columbia**

- 1/3 of the Schools offer undergraduate courses focused on First Nations Health and Nursing either as electives or mandatory courses;
- Students can complete clinical practica in First Nations communities;
- Several Schools have incorporated cultural safety and post-colonial perspectives into their curricula; and,
- In some Schools, faculty development has occurred.

- **Alberta**

- Most Schools [62.5% (5/8)] have initiated curriculum changes related to Aboriginal people and/or Aboriginal students; and,
- Three of the Schools use general problem-based (case-based) approaches involving Aboriginal “scenarios.”

- **Saskatchewan**

- All Schools have implemented curriculum changes related to Aboriginal people and/or Aboriginal students; and,

- The curriculum has courses about Aboriginal Health and Healing.
- **Manitoba**
  - All Schools have engaged in curriculum revisions that address Aboriginal people and which are supportive of Aboriginal students;
  - At Red River College, students are required to take Native Peoples of Canada Part II and Native Medicine and Health; and,
  - At the University of Manitoba School of Nursing, students must complete a course arising from Native Studies.
- **Ontario**
  - More than half of the Schools [53% (9/17)] have engaged in curriculum revisions with respect to Aboriginal people;
  - An Aboriginal Curriculum Committee has been established at the School of Nursing, Laurentian University;
  - Case studies and/or problem-based learning have been incorporated into Aboriginal “studies” (e.g., Mohawk College); and,
  - Specific courses have been developed, e.g., “Politics of Aboriginal Health,” by the Faculty of Nursing, University of Toronto.
- **Québec**
  - No curriculum changes were reported by the participating Schools.
- **Nova Scotia**
  - No curriculum changes were reported by the participating Schools.
- **New Brunswick**
  - Content related to Aboriginal people has been incorporated into the curriculum, Faculty of Nursing, University of New Brunswick.
- **Newfoundland and Labrador**
  - All Schools have engaged in curriculum revisions that include Aboriginal cultures and that are supportive of Aboriginal students.
- **Nunavut**
  - Inuit culture incorporated throughout the curriculum of the Collaboration for Academic Education in Nursing (CAEN) at Nunavut Arctic College, eg., use of Inuit words in relation to anatomy and physiology.
- **Northwest Territories**
  - Aurora College emphasizes northern issues and northern people in the curriculum.

## Communication of Information about Programs and Initiatives

Some Schools have developed materials (pamphlets, DVDs, websites, etc.) which inform prospective Aboriginal students (and others) about their programs and initiatives. However, the majority of Schools of Nursing are lacking in this regard. A brief overview by province and territory follows:

- **British Columbia**
  - Most Schools [66.7% (8/12)] have limited or no available pamphlets or other materials on Aboriginal nursing.
- **Alberta**
  - None of the Schools reported that they have pamphlets and/or other materials on Aboriginal nursing programs and/or initiatives.
- **Saskatchewan**
  - Most Schools [66.7% (2/3)] have pamphlets and materials about Aboriginal nursing.
- **Manitoba**
  - None of the Schools reported that they have available pamphlets or materials on Aboriginal nursing.
- **Ontario**
  - The majority of Schools [63.2% (12/19)] have not developed pamphlets or materials related to programs and/or initiatives.
- **Québec**
  - No Schools have pamphlets or materials in relation to initiatives or programs.
- **Nova Scotia**
  - No pamphlets or materials in relation to initiatives or programs.
- **New Brunswick**
  - No Schools have pamphlets or materials related to initiatives and/or programs.
- **Newfoundland and Labrador**
  - Schools reported they lacked pamphlets and/or other materials regarding their initiatives.
- **Nunavut and Northwest Territories**
  - Schools lacking pamphlets and other collateral materials regarding programs and initiatives.

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The next section of the Report consists of provincial perspectives—and the data provided by each School of Nursing arising from the 11 areas of interest.

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British Columbia  
Schools of Nursing

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## Summary: British Columbia Schools of Nursing

With 70.6% (12/17) of CASN member Schools represented in the Report, the following observations can be made:

- Aboriginal Nursing Students. Number of *estimated* undergraduate (entry level programming) Aboriginal nursing students = 97; Note: Data not complete.
- Number of *estimated* designated/dedicated seats for Aboriginal nursing students = 34; Note: Data not complete.
- Most Schools are not tracking attrition rates [66.7% (8/12)] regarding their Aboriginal nursing students. The most recent and known attrition rates were reported as 10%, 10% to 15% for non-Aboriginal students, or as absolute student numbers, e.g., one student.
- Number of estimated graduate Aboriginal nursing students = 4 located within 3 universities. Number of *estimated* designated/dedicated seats for Aboriginal nursing students in a graduate program= 4; Note: Data not complete.
- Recruitment Strategies. The majority of schools [66.7% (8/12)] have recruitment strategies for Aboriginal nursing programs. The principal strategies include:
  - Creating and distributing multimedia resources to different Aboriginal communities and Bands. These resources disseminate information regarding the successes and challenges of pursuing a career in nursing. Different mediums are used: DVDs, posters, brochures, and advertisements in local papers;
  - Three schools [25% (3/12)] involved youth between the ages of 10-14 years (Grades 5-8) in different recruitment strategies such as free field trips to Nursing Labs, health promotion day camps, and role model videos. Several initiatives are worthy of note:
    - Learning Circles to Support Aboriginal Nurses (LCSAN). This is an “Island-wide” effort on the part of Schools, in partnership with Tribal Councils and Tribal Health Authorities, to foster the presence of Aboriginal nursing students and to support nurses in the field;
    - Kwantlen Capacity Development Camp (KCDC). Enables Aboriginal youth in Grades 5 to 8 to participate in a free day-camp held at the Kwantlen Surrey Campus; and,
    - Aboriginal Nursing Project ~ Thompson Rivers University. Partnership between the School of Nursing and a consortium of Aboriginal agencies and education institutions. The project addresses recruitment of Aboriginal nursing students, improve the educational experience of admitted students, and create a sustainable Aboriginal nursing workforce.

- The BC Nursing Directorate is providing grants to fund projects/programs that will develop Aboriginal recruitment strategies, e.g., Aboriginal Nursing Project, \$150,000.00;
  - Three schools [25% (3/12)] are participating in Aboriginal education/career fairs; and,
  - Three schools [25% (3/12)] have implemented faculty research in furthering Aboriginal education, or have Aboriginal/culturally knowledgeable or sensitive faculty.
- Bridging/Transition Programs. Although most of the schools [75% (9/12)] currently have no bridging program, there are at least three examples of “best practice”. See Malaspina University College, Thompson Rivers University, and University of Northern British Columbia. One School (College of New Caledonia) is discussing initiatives for a bridging program.
  - The existing bridging programs are one-year programs offering school credit that work on addressing strategic, academic, cultural, personal, and financial challenges that Aboriginal students may encounter while pursuing a career in nursing.
- Aboriginal-Supportive Admission Policies. Most of the schools [66.7% (8/12)] currently have no special admission categories or policies regarding Aboriginal students;
    - Special admission includes reserving of seats or considering applications outside of the general competitive admissions process.
- Support Programs. Almost all schools [91.7% (11/12)] have student support programs for Aboriginal nursing students. This support includes:
    - Access to a First Nations Centre for 50% (6/12) of the schools. The Centre provides: counseling, career planning, and community services.
    - General Aboriginal student scholarship funding and Aboriginal Advisors.
- Aboriginal Faculty. Number of Aboriginal Faculty = 9. Half of the schools [50% (6/12)] have unknown (not self-declared) or no Aboriginal Faculty.
- Curriculum Development. The majority of Schools [58.3% (7/12)] have engaged in curriculum revisions that are supportive of Aboriginal nursing students—and which foster socio-political and historical understandings among non-Aboriginal students. Mandatory courses (e.g., *College of New Caledonia*: Introduction to First Nations Health; First Nations Health and Nursing; *Malaspina University College*: Health and Wellness in Aboriginal Communities), the incorporation of cultural safety and post-colonial perspectives (*Malaspina University College*; *North Island College*; *Thompson Rivers University*), faculty development (*Thompson Rivers University*), the involvement of Aboriginal communities in the education

- process (*Selkirk College; Thompson Rivers University*), electives in Aboriginal health (*University of British Columbia*), and opportunities to engage in clinical practica with First Nations Communities—are illustrative of significant curriculum shifts within the Schools of Nursing in British Columbia; and
- A third of the schools [33.3% (4/12)] offer undergraduate courses focused on First Nations Health and Nursing either as electives or mandatory courses.
  - Pamphlets and Other Information. Most of the schools [66.7% (8/12)] have limited or no available pamphlets or materials on Aboriginal nursing;
  - A quarter of the schools [25% (4/12)] recognize the necessity of innovative approaches/strategies to increase the relevancy and strength of the Aboriginal nursing program.

### British Columbia: Number of Aboriginal Nursing Students, Designated Seats, and Attrition Rates

The following tables note whether Schools have designated or dedicated seats for undergraduate Aboriginal nursing students, the number of students enrolled in the program, and the attrition rates.

College/University	# of Students	Designated Seats
Camosun College	<p>2004 = Intake of 8 2005 = Intake of 9 2006 = Intake of 9</p> <hr/> <p>N = 8 + 9 + 9 26 students admitted to program</p> <hr/> <p>Attrition rates: 2004 = 33%* 2005 = 33%* 2006 = 10%</p> <hr/> <p>Based on the above attrition rates, there are approximately 19 Aboriginal nursing students in the program</p> <p>* Primarily failure of biology course (See Table re: Student Support Programs and the action taken by Camosun to address this situation).</p>	<p>5% of maximum designated for intake of Aboriginal students</p> <p>2004 = 8 designated seats out of a class of 160 2005 = 9 designated seats out of a class of 180 2006 = 9 designated seats out of a class of 168</p>
College of New Caledonia	<p>Year 1 = 10 Year 2 = 10</p> <hr/> <p>Attrition Rate Unknown Non-Aboriginal Rate = 10 to 15%</p>	<p>20% of seats dedicated to self-declared Aboriginal students; Total intake for the program is 104</p>

<b>College/University</b>	<b># of Students</b>	<b>Designated Seats</b>
Douglas College	College does not record this information <hr/> Not applicable	None
Kwantlen University College	2.1% of all nursing students are Aboriginal N=5 <hr/> Attrition rate unknown	None
Malaspina University College	Number of Aboriginal students unknown <hr/> Attrition rate unknown	N=2 seats reserved for each fall intake
North Island College	Intake of Aboriginal students 2002/03 = 5 2003/04 = 5 2004/05 = 6 2005/06 = 7 2006/07 = 2 2003-07 = 25 <hr/> Attrition rates 2004/05; n=1 student (data incomplete; best estimate) n=24	No designated seats, however, discussions with faculty and college are in process.
Selkirk College	Not tracking intake of Aboriginal students; some students choose to self-identify; some choose not to self-identify <hr/> Attrition rate unknown	None
Thompson Rivers University	Year 1 = 10 Year 2 = 4 Year 3 = 5 19 Aboriginal students  Admitting 6 to 10 students/year <hr/> Attrition rate not provided	2002 = 4/84 seats 2007 = 8/84 seats (4 seats = undergraduate—students from the SCES/SFU Pre-Health Program; 4 seats = graduate)
University of British Columbia	Number of Aboriginal students is unknown <hr/> Aboriginal and non-Aboriginal = same	None  A strong interest in supporting Aboriginal students

<b>College/University</b>	<b># of Students</b>	<b>Designated Seats</b>
University of British Columbia (Okanagan)	N=1 (BSN Program) Attrition rate unknown	None
University of Northern British Columbia	N=4 (2.4% of Nursing Collaborative Program) Attrition:1 student from the BScN Program	20 % of seats
University of Victoria	N=5 self-disclosed Aboriginal students Attrition rate unknown (not tracked); estimated as low for Years 3 and 4	8-9 dedicated seats in Year 1 (Collaborative partner = Camosun College); University of Victoria responsible for Years 3 and 4

### **British Columbia: Number of Aboriginal Graduate Students**

<b>College/University</b>	<b># of Graduate Students</b>
Thompson Rivers University	4 seats designated for Aboriginal nursing students Number of graduate students not reported.
University of British Columbia (Okanagan)	N=1 MSN Program
University of Northern British Columbia	N=1 MScN (33.3% of all students)
University of Victoria	N=2

## British Columbia: Recruitment Strategies for Aboriginal Nursing Students

College/University	Recruitment Strategies
Camosun	<ul style="list-style-type: none"> <li>• Participates in the “Island-wide” (Vancouver Island) “Learning Circles to Support Aboriginal Nurses (LCSAN) in partnership with the Tribal Councils and Tribal Health Authorities.</li> <li>• LSCAN Career Fairs</li> <li>• Advertisements in the local papers that are distributed to local bands on the Island.</li> <li>• Nuuchahnulth Tribal Council serves as a central communication centre on Vancouver Island to inform all prospective students of nursing programs.</li> </ul>
College of New Caledonia	<ul style="list-style-type: none"> <li>• Received a small grant from the BC Nursing Directorate. At present, running a program to recruit students in Grade Seven. A number of schools in Prince George and outlying areas such as Burns Lake and Quensel. Program consists of a presentation in the school followed by a day-trip to the Nursing Lab at the College of New Caledonia.</li> </ul>
Douglas College	<ul style="list-style-type: none"> <li>• No Aboriginal-specific recruitment initiatives.</li> </ul>
Kwantlen University College	<ul style="list-style-type: none"> <li>• Kwantlen Capacity Development Camp (KCDC). See poster in “Program Materials.” The KCDC enables Aboriginal youth in grades 5 to 8 to participate in a free day-camp held at the Kwantlen Surrey Campus. The camps are designed to engage participants in educational activities that will increase their knowledge of health related careers. Lunches and snacks are included as well as transportation by chartered bus to various out-trips. The program incorporates learning activities focusing on science, math, computer applications, and</li> </ul>

	<p>Traditional as well as Western approaches to health and wellness. The program focuses on promoting increased understanding and interest in health careers and post-secondary education. A typical Camp day will run Monday through Friday, 9 am to 3:30 pm, involving 40 participants in each session. There are usually six Aboriginal Team Leaders, a Project Manager, as well as an Elder (or Cultural Consultant) who helps to supervise the campers. Interested families complete an application. Team leaders are provided with two weeks of leadership training, first aid training, and curriculum review at the beginning of the summer.</p>
Malaspina University College	<ul style="list-style-type: none"> <li>• First Nations Student Services recruits for all programs.</li> </ul>
North Island College	<ul style="list-style-type: none"> <li>• Participates in the LCA initiative. See "Program Materials". In the last year there have been 3 events in the Comox Valley; Port Alberni (5 prospective students), Comox Valley (3 prospective students), Campbell River (4 prospective students).</li> </ul>
Selkirk College	<ul style="list-style-type: none"> <li>• No specific recruitment strategies given a two-year wait list for the nursing program.</li> </ul>
Thompson Rivers University	<ul style="list-style-type: none"> <li>• <b>Aboriginal Nursing Project.</b> Since 2003 the TRU School of Nursing (Kamloops and Williams Lake campuses), the TRU Coordinator for Aboriginal Students, the Seewepemc Cultural Education Society/Simon Fraser University Partnership (SCES/SFU), and the Kamloops Indian Band/Simon Fraser University Partnership (KIB/SFU) undertook a joint initiative in the area of Aboriginal nursing student recruitment and retention. Our goals are to improve the educational experience of Aboriginal students and to create a sustainable Aboriginal nursing workforce.</li> </ul>



	<ul style="list-style-type: none"><li>• An Advisory Committee of Elders, Aboriginal nurses, and nurse educators direct the project and it is overseen by a coordinator from the School of Nursing. The BC Ministry Nursing Directorate has funded the project over its first four phases for a total of \$105,000.00.</li><li>• The project consists of strategies in three areas. 1. The production of culturally relevant recruitment materials and processes for reaching prospective students in their unique community contexts. 2. An analysis of how practical support strategies influence the retention of Aboriginal students in the nursing program. 3. Implementation of strategies for faculty development. The goals are to provide culturally safe nursing education and practice with Aboriginal students and patients, and curriculum reform. Part of these activities involves increased public awareness and commitment within the School of Nursing, the University, and the community to a successful post-secondary experience of Aboriginal students.</li><li>• We created a recruitment DVD that includes Aboriginal nurses role modeling the potential of the nursing profession and Aboriginal Nurses and Pre-health students discussing the challenges and successes in pursuing a nursing career. In addition, we developed recruitment posters and brochures for the Bachelor of Science in Nursing and for the Pre-Health Program. This DVD and these brochures are for use in schools in all First Nations communities in the TRU Region; they travel to Health Career Fairs sponsored by individual Bands, and they are presented to “return to school groups,” Weekend University, and Adult Basic Education groups.</li></ul>
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<p>University of British Columbia</p>	<ul style="list-style-type: none"> <li>• Faculty (n=2) research programs.</li> <li>• Participation with National Aboriginal Nursing organizations in various recruiting/information sessions.</li> <li>• Culturally sensitive program advisors.</li> <li>• First Nations House of Learning colleagues support career education in geographically isolated reserve schools.</li> </ul>
<p>University of British Columbia (Okanagan)</p>	<ul style="list-style-type: none"> <li>• No targeted recruitment</li> </ul>
<p>University of Northern British Columbia</p>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<p>University of Victoria</p>	<ul style="list-style-type: none"> <li>• Aboriginal education fairs</li> <li>• Role model video targeted to children aged 10 to 14 years distributed province-wide.</li> <li>• Printed material is also distributed.</li> </ul>

## British Columbia: Bridging Programs, Admission Categories/Policies, and Student Support Programs

College/University	Bridging Pgms	Admission Policies	Student Supports
Camosun College	None	No specific special admission category or policy	<ul style="list-style-type: none"> <li>• Grant funded by the Ministry of Health, Nursing Directorate to address attrition rates and foster success. Monies were used to develop an assessment approach and skills training in English and math. All First Nations students offered assessment tests in writing composition, English comprehension, and math skills. This was given at start-up and is now being offered 6 months prior to commencement. They were then able to access short courses to upgrade these skills at the College free of charge.</li> <li>• Free tutoring in biology; one-on-one tutoring for all First Nations students.</li> <li>• A First Nations support faculty person devotes ¼ of her time to First Nations students who present with any concern.</li> </ul>
College of New Caledonia	None Discussion initiated for bridging programs	None	<ul style="list-style-type: none"> <li>• <b>First Nations Centre</b>, a social network designed to help and refer Aboriginal students to other resources and services on campus and in the community. [Editor's comment: Unable to locate url or website regarding this Centre]</li> </ul>
Douglas College	None	None	<ul style="list-style-type: none"> <li>• <b>First Nations Centre</b> and Coordinator are located on campuses. Students self-refer. <a href="http://www.douglas.bc.ca/services/first-nations.html">http://www.douglas.bc.ca/services/first-nations.html</a></li> </ul>
Kwantlen University College	None	None	<ul style="list-style-type: none"> <li>• No Aboriginal support programs evident on website.</li> </ul>

College/University	Bridging Pgms	Admission Policies	Student Supports
	Aboriginal University-		First Nations Student Services

<p>Malaspina University College</p>	<p>College Bridging Program  <a href="http://www.mala.ca/ccs/certificates/fnbprogramguide.pdf">http://www.mala.ca/ccs/certificates/fnbprogramguide.pdf</a>.</p> <p><b>Pathways to Learning.</b>                  Pathways is a three-credit, one-year course to support Aboriginal learners in their transition to academic learning. The course is designed to address the strategic, academic, cultural, and personal challenges students often face as they begin post-secondary learning.</p> <p>Admission Requirements.                  Placement assessment for English and Math (if grade 12 is not completed). Registration in part-time or full-time course work (ABE or University) for September. Financial support identified.</p> <p>Pathways was developed in collaboration with Chemainus, Nanoose, Halalt, Nanaimo, Penelakut and Cowichan First Nations.</p>	<p>Two seats reserved for each year in nursing for Aboriginal applicants</p>	<p><a href="http://www.mala.ca/fnss/index.asp">http://www.mala.ca/fnss/index.asp</a></p>
<p>North Island College</p>	<p>None</p>	<p>None</p>	<ul style="list-style-type: none"> <li>• The Coordinators and Director of Aboriginal Education work as a college-wide team, in consultation with three Aboriginal Advisory Committees and provide assistance to First Nations students in a number of areas such as</li> </ul>

			<p>interacting with sponsors during the application process and course of study at NIC. Additionally, the Coordinators and Director provide a combination of general information and/or referral to Aboriginal students.</p> <ul style="list-style-type: none"> <li>• In addition, Aboriginal students are supported through the LCSAN project with events and networking that is Island-wide.</li> <li>• We have no specific networking or group support for Aboriginal nursing students but this is being addressed by a third-year nursing student. He is finding out what other schools do and what students would see as support or connections.</li> <li>• National Aboriginal Achievement Foundation Scholarship is listed on the website</li> <li>• <a href="http://www.naaf.ca/html/education_program_e.html">www.naaf.ca/html/education_program_e.html</a></li> </ul>
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College/University	Bridging Pgms	Admission Policies	Student Supports
Selkirk College	None	None	<ul style="list-style-type: none"> <li>• On-campus Aboriginal Advisor</li> <li>• Student Access and Support is located at the following website:</li> <li>• <a href="http://selkirk.ca/services/student_services/sas/default.html">http://selkirk.ca/services/student_services/sas/default.html</a></li> <li>• Aboriginal students access funding from their own sponsoring organizations.</li> </ul>
Thompson Rivers University	<p>With the goal of decreasing attrition rates, we implemented and began evaluation of practical supports (academic, personal, social, cultural, and financial) for students enrolled in TRU School of Nursing. This includes bridging supports to students in the Pre-Health Program and building a stronger bridge between SFU-Kamloops and TRU students, faculty, programs, and resources, and academic planning to enable students to have a reduced course load in their first year of the nursing program. The 2005 NURS 430/431 students developed, implemented, and evaluated a comprehensive mentoring and support program for our Aboriginal students, which is continuing today, in collaboration with the Coordinator for</p>	<p>8/84 seats for Aboriginal students</p> <p>4 = undergraduate 4= graduate</p>	<ul style="list-style-type: none"> <li>• TRU Aboriginal Cultural Centre: The Gathering Place <a href="http://www.tru.ca/dsd/aboriginal/acc.html">http://www.tru.ca/dsd/aboriginal/acc.html</a></li> <li>• Services for Aboriginal Students</li> <li>• <a href="http://www.tru.ca/dsd/aboriginal">http://www.tru.ca/dsd/aboriginal</a></li> </ul>

	Services for Aboriginal Students and other resources through the Gathering Place (TRU's Aboriginal Cultural Centre).		
University of British Columbia	<p>General Transition Program for new students</p> <p><a href="http://www.students.ubc.ca/welcome/counselors/transition.cfm">http://www.students.ubc.ca/welcome/counselors/transition.cfm</a></p>	<p>If Aboriginal students do not meet program specific requirements, UBC has an Aboriginal admission policy that allows the University to consider these students' applications individually, outside of the competitive process of admission.</p>	<ul style="list-style-type: none"> <li>• First Nations House of Learning: <a href="http://www.longhouse.ubc.ca">http://www.longhouse.ubc.ca</a></li> <li>• Support services for Aboriginal students</li> <li>• <a href="http://www.welcome.ubc.ca/aboriginal.cfm">http://www.welcome.ubc.ca/aboriginal.cfm</a></li> <li>• <b>Aboriginal Health Nursing Preceptor Program</b>; partnership under the auspices of the Institute of Aboriginal Health. Purpose is to: greatly increase the enrolment of First Nations peoples in a wide range of study areas by actively recruiting and providing support services; expand the range and depth of program and course offerings within the various faculties, schools and institutes at UBC related to needs identified by First Nations people and communities in BC; and identify and promote research that would extend the frontiers of knowledge for the benefit of the First Nations of B.C." (Website follows)</li> <li>• <a href="http://www.health-disciplines.ubc.ca/iah/education/nursing.php">http://www.health-disciplines.ubc.ca/iah/education/nursing.php</a></li> </ul>

College/University	Bridging Pgms	Admission Policies	Student Supports
University of British Columbia (Okanagan)	None	<p>UBC Aboriginal Admissions Policy: Most Aboriginal students are admitted to UBC because they meet the University's basic admission requirements and program specific requirements, including the necessary Grade Point Average or GPA.</p> <p>If you have Aboriginal students who do not meet program specific requirements, UBC has an Aboriginal admission policy that allows the University to consider these students' applications individually, outside of the competitive process of admission.</p> <p>See:  <a href="http://www.students.ubc.ca/welcome/counselors/admission.cfm?page=aboriginal">http://www.students.ubc.ca/welcome/counselors/admission.cfm?page=aboriginal</a></p>	<ul style="list-style-type: none"> <li>• General Aboriginal Student Supports  <a href="http://okanagan.student.s.ubc.ca/current/aboriginal.cfm">http://okanagan.student.s.ubc.ca/current/aboriginal.cfm</a></li> <li>• Financial assistance  <a href="http://okanagan.student.s.ubc.ca/current/aboriginal.cfm?go=assistance">http://okanagan.student.s.ubc.ca/current/aboriginal.cfm?go=assistance</a></li> </ul>
University of Northern British Columbia	<p><b>Northern Advancement Program</b>— transition year of study for students from small communities including First Nations communities. See <a href="http://www.unbc.ca/nap/index.html">http://www.unbc.ca/nap/index.html</a></p>	None	<ul style="list-style-type: none"> <li>• General support for Aboriginal Students is through the First Nations Centre:  <a href="http://www.unbc.ca/firstnationscentre/index.html">http://www.unbc.ca/firstnationscentre/index.html</a></li> </ul>



College/University	Bridging Pgms	Admission Policies	Student Supports
University of Victoria	None	Mature student access at the graduate level	LCSAN (Learning Circles to Support Aboriginal Nurses. A network throughout Vancouver Island linking educators, students, community and Elders together through a framework that helps and informs Aboriginal nursing practice.

### British Columbia: Number of Aboriginal Faculty and Curriculum Changes

College/University	Aboriginal Faculty	Curriculum Changes
Camosun College	None	None indicated
College of New Caledonia	1 full-time instructor	<ul style="list-style-type: none"> <li>• Program does have an Aboriginal focus with a general First Nation's course in the first year, and an Aboriginal nursing course in the second year. Both courses are mandatory.</li> <li>• <b>NURS 205 Introduction to First Nations Health.</b> Provides an overview of First Nations Health, factors influencing health status, and issues arising from Northern and remote living. Historical events and their impact on health are introduced. Current barriers to health, along with culturally sensitive nursing implications are explored.</li> <li>• <b>NURS 422 First Nations Health and Nursing.</b> Examines historical and current social, political, and economic factors influencing the health of First Nations people in Canada. Current health issues and related nursing implications are emphasized. Topics include: the impact of colonization on health, effects of rapid cultural changes, nursing management of specific health issues, culturally sensitive approaches to nursing care, the health transfer process, and special</li> </ul>

		<p>topics related to health.</p> <ul style="list-style-type: none"> <li>• <b>NURS 441 Practicum: First Nations Health and Nursing.</b> Provides clinical experiences for nursing students interested in working with First Nations clients, families, and communities. Clinical experiences are in agencies within First Nations Communities, or in agencies that primarily service First Nations clients.</li> </ul>
Douglas College	None	<ul style="list-style-type: none"> <li>• Not specifically beyond diversity</li> </ul>
Kwantlen University College	4 faculty (informal reporting)	<ul style="list-style-type: none"> <li>• No specific changes to curriculum regarding Aboriginal people.</li> </ul>
Malaspina University College	2 instructors of Aboriginal descent	<ul style="list-style-type: none"> <li>• A course offered to nursing students and registered nurses is undergoing revision to be more integrated (re: Aboriginal people and health).</li> <li>• NURSING 410 "Health and Wellness in Aboriginal Communities" is a course offered in partnership with North Island Content in the spring.</li> <li>• Health and Wellness in Aboriginal Communities is a fourth year BSN elective being offered through North Island College in the spring of 2007 located for one week in the First Nations community of Oweekeno. Guided by the ideas of cultural safety, Nurs 410 aspires to frame curriculum development and instruction in an understanding of reverence, respect, responsibilities and relational expectations. Cultural Safety, a concept originally derived from the political discourse of nursing education in Aotearoa/New Zealand guides learners to identify meaning within the cultural and technical aspects of their own lifeworlds. It recognizes culture, not as a set of cultural practices, but as a dynamic and complex intersection of personal meanings within a socio-political context. This course frames culture as the context for the learner and makes explicit the movement through, and the zones of cultural</li> </ul>

		<p>intersections between Indigenous and Euroheritage lifeworlds. This culturally safe approach is grounded in decolonization methodology and promotes dialogic, interactive and constructivist approaches to learning. Curriculum development for this course is achieved through critically examining the relationship between education, practice and community and building new relationships through culturally safe processes. We have collaborated with the Collaboration of Academic Education in Nursing (CAEN) Learning Circles for Aboriginal Nursing (LCAN), and the First Nations community of Oweekeno.</p>
North Island College	None	<ul style="list-style-type: none"> <li>We are currently updating our curriculum and we are incorporating <b>cultural safety</b> and <b>postcolonial perspectives</b> as foundations to the curriculum and these concepts will be threaded through the curriculum.</li> </ul>
Selkirk College	None	<ul style="list-style-type: none"> <li>We submitted a proposal to incorporate the protocols and customs of a local Aboriginal group into our nursing curriculum.</li> <li>We also invite local Aboriginal guest speakers to talk with our students on relevant issues.</li> </ul>
Thompson Rivers University	Not reported	<ul style="list-style-type: none"> <li>Curriculum changes: In 2004/05, we organized workshops to introduce faculty to Secwepemc culture and contribute to a beginning understanding of local Aboriginal history, culture, and protocols. Faculty also examined the concept of cultural safety, explored ways to integrate the local Aboriginal perspective into classes, and considered what may facilitate/hinder the success of our students. Chief Dave Belleau, Chief of the Esket First Nation, Colleen Varcoe, RN, PhD, Associate Professor of Nursing at UBC, Sheila Dick, MEd, an Aboriginal Counsellor at Canim Lake BC and Mr. Dan Saul, the Secwepemc Museum and</li> </ul>

		Heritage Park liaison facilitated these workshops. In 2006, we are expanding the scope of the workshops through our work with faculty from several disciplines across the institution, and members of our Aboriginal communities.
University of British Columbia	1 self-identified	<ul style="list-style-type: none"> <li>• Elective courses in Aboriginal health</li> <li>• Aboriginal issues are a primary focus in Culture and Health, an undergraduate course.</li> </ul>
University of British Columbia (Okanagan)	None	<ul style="list-style-type: none"> <li>• None</li> </ul>
University of Northern British Columbia	1	<ul style="list-style-type: none"> <li>• None</li> </ul>
University of Victoria	None	<ul style="list-style-type: none"> <li>• Informed through Learning Circles</li> </ul>

### British Columbia: Other Information and Pamphlets

College/University	Other Information	Pamphlets
Camosun College	No additional information	<ul style="list-style-type: none"> <li>• In the process of developing pamphlets</li> <li>• Making use of pamphlets from the University of Victoria</li> </ul>
College of New Caledonia	No additional information	<ul style="list-style-type: none"> <li>• No pamphlets</li> </ul>
College of the Rockies	We need to develop an approach and strategies since we are doing very little specifically for these students.	<ul style="list-style-type: none"> <li>• No pamphlets</li> </ul>
Kwantlen University College	No additional information	<ul style="list-style-type: none"> <li>• No pamphlets</li> </ul>
Malaspina College	No additional information	<ul style="list-style-type: none"> <li>• Pathways to Learning (Hard copy supplied).</li> </ul>
North Island College	None	<ul style="list-style-type: none"> <li>• LCAN project (See Program Materials)</li> <li>• Aboriginal Nursing at North Island College (See Program Materials).</li> </ul>
Sekirk College	None	<ul style="list-style-type: none"> <li>• None</li> </ul>
Thompson Rivers University	Future Plans: A critical next step is to secure a sustainable source so that momentum in activities and relationships are not interrupted. Emphasis will be on: Further implementation of a community-based	<ul style="list-style-type: none"> <li>• Aboriginal Nursing Kamloops/Williams Lake (See Program Materials)</li> <li>• Aboriginal Pre-Health Kamloops Program from SFU (See Program Materials).</li> </ul>

	<p>recruitment strategy with Bands and with schools; strengthen an environment whereby Aboriginal students enjoy a positive post-secondary experience, culturally, personally, socially, and academically; continue to participate in the provincial research project on Nurse Educators' experience of Cultural Safety toward the goal of creating supportive strategies; and continue faculty development aimed specifically at curriculum reform to enhance the relevance of the nursing curricula to both Aboriginal students and Aboriginal peoples' health and to increase the significance and contribution of Aboriginal knowledge and ways of knowing.</p>	
<p>University of British Columbia</p>	<p>Undergraduate and graduate research assistant opportunities to work with scholarly programs of faculty especially Dr. Vicki Smye and Dr. Colleen Varcoe</p>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<p>University of British Columbia (Okanagan)</p>	<p>None</p>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<p>University of Northern British Columbia</p>	<p>None</p>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<p>University of Victoria</p>	<p>None</p>	<ul style="list-style-type: none"> <li>• Role Model Video</li> </ul>

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Alberta  
Schools of Nursing

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## Summary: Alberta Schools of Nursing

With 72.7% (8/11) of CASN member Schools represented in the Report, the following observations can be made:

- Aboriginal Nursing Students. Number of *estimated* undergraduate (entry level programming) Aboriginal nursing students = 49; Note: Data not complete.
- Number of designated/dedicated seats for Aboriginal nursing students = 13, just under half of the Schools [37.5% (3/8)] have special seat designation/dedication;
- With one exception, Schools are not tracking attrition rates [75% (6/8)] regarding their Aboriginal nursing students. The only reported attrition rate was represented as an absolute student number, i.e. two students in one semester; and,
- Number of reported graduate Aboriginal nursing students = 0; no Schools reported designated seats in graduate nursing programs. Note: Data not complete.
  
- Recruitment Strategies. Most of the Schools [50% (4/8)] reported no specific recruitment strategies for Aboriginal nursing programs. The University of Lethbridge offers a \$500.00 scholarship to prospective Aboriginal students from the Blood Confederacy.
  
- Bridging/Transition Programs. Most of the Schools [62.5% (5/8)] currently do not offer bridging programs. Existing programs offer a general transition year for First Nations students, not exclusively for those in a nursing program, e.g., University of Alberta, University of Lethbridge.
  
- Aboriginal-Supportive Admission Policies. The majority of the Schools [62.5% (5/8)] currently have no special admission categories or policy regarding Aboriginal students;
  - Special admission includes the filling of designated seats with the best-qualified Aboriginal applicants and then considering the rest in the general applicant pool (e.g., *Grande Prairie Regional College; University of Alberta*); and
  - *The School of Health Sciences*, University of Lethbridge, identified a Special Admission Category for Aboriginal students who complete the First Nations Transition Year—the details of which were not included in the data provided.
  
  - Support Programs. None of the Schools [100% (8/8)] reported school-based or nursing-specific support programming. The three university-based Schools offer centralized supports for Aboriginal students (*University of Alberta; University of Calgary; University of Lethbridge*). These supports include access to Aboriginal Student

Services, The Native Centre, or the Native American Students' Lounge. Information regarding scholarships and bursaries are offered by these centres. Students also have access to tutors, counseling (academic/personal), study space, computer labs and other supports.

- Aboriginal Faculty. Number of Aboriginal Faculty = 4. Over half of the Schools [50% (4/8)] have unknown (not self-declared) or no Aboriginal Faculty.
- Curriculum Development. The majority of the Schools 62.5% (5/8)] have initiated curriculum changes related to Aboriginal people and/or Aboriginal students.
  - Three of these Schools (*Lethbridge College; University of Alberta; University of Lethbridge*) use general problem-based cases involving Aboriginal “scenarios” throughout the curriculum.
  - There is a focus on Aboriginal nursing in rural sectors, as well as Aboriginal healing in response to populations in Northern Alberta.
- Pamphlets and Other Information. None of the Schools [0% (0/7)] have available pamphlets or materials on Aboriginal nursing; and,
- The majority of the Schools have made efforts to embrace Aboriginal culture, obtain more funding for Aboriginal access programming (*University of Alberta*), and integrate relevant content in nursing curricula.



## Alberta: Number of Aboriginal Nursing Students, Designated Seats, and Attrition Rates

College/University	# of Aboriginal Students	Designated Seats
Athabasca University	Data are not specifically tracked. Students may elect to self-identify but this is optional <hr/> Attrition rates: Unknown	None
Grande Prairie Regional College	13 students from 2003-2006 Aboriginal students in non-designated seats not tracked	4 seats to self-identified aboriginal students
Grant MacEwan College	Data not provided	None
Lethbridge Community College	Year 1 = 1 Year 2 = 1 <hr/> 2005 = 2 failures in semester one	None
Medicine Hat College	Data incomplete <hr/> Unknown	None
University of Alberta	2007 = 31 <hr/> Not tracked	6 seats dedicated to Aboriginal students in collaborative and undergraduate program (4yrs)
University of Calgary	Bachelor of Nursing Regular Track 3 out of 147 Bachelor of Nursing Accelerated Track 0 <hr/> No attrition for 2006	2% in both Bachelor of Nursing Regular Track and Bachelor of Nursing Accelerated Track Programs
University of Lethbridge	Unknown. Self-identification only for statistical purposes <hr/> Unknown	None, however, there is a special admission category upon completion of First Nations Transition Year.

### Alberta: Number of Aboriginal Graduate Students

College/University	# of Graduate Students
Athabasca University	None reported
Grande Prairie Regional College	None reported
Grant MacEwan College	None reported
Lethbridge Community College	None reported
Medicine Hat College	None reported
University of Alberta	None reported
University of Calgary	None reported
University of Lethbridge	None reported

### Alberta: Recruitment Strategies for Aboriginal Nursing Students

College/University	Recruitment Strategies
Athabasca University	No specific recruitment strategies
Grande Prairie Regional College	No specific recruitment strategies
Grant MacEwan College	No specific recruitment strategies
Lethbridge Community College	No specific recruitment strategies
Medicine Hat College	No specific recruitment strategies
University of Alberta	Transition Year Program (TYP) (University-wide initiative)
University of Calgary	University of Calgary Native Centre <a href="http://www.ucalgary.ca/nativecr/policy">http://www.ucalgary.ca/nativecr/policy</a>
University of Lethbridge	\$500 scholarship for Aboriginal nursing students to match Red Crow College for members of the Blood Confederacy.

### Alberta: Bridging Programs, Admission Categories/Policies, and Student Support Programs

College/University	Bridging Pgms	Admission Policies	Student Supports
Athabasca University	None	None	<ul style="list-style-type: none"> <li>▪ None specific to Aboriginal students.</li> </ul>
Grande Prairie Regional College	None	Students who self-identify as Aboriginal or Métis are considered separately from general applicants. Qualified are selected for the 4 seats; the rest go into the general applicant pool.	<ul style="list-style-type: none"> <li>• No specific support programs but Aboriginal students may be funded through their Bands.</li> </ul>

Grant MacEwan College	None	None	<ul style="list-style-type: none"> <li>• <a href="http://www.macewan.ca/web/services/aboriginal/services/DetailsPage.cfm?id=6646">http://www.macewan.ca/web/services/aboriginal/services/DetailsPage.cfm?id=6646</a></li> </ul>
Lethbridge Community College	None	None	<ul style="list-style-type: none"> <li>▪ Tribal Band funding if student is full-time.</li> </ul>
Medicine Hat College	None	None	<ul style="list-style-type: none"> <li>▪ No targeted scholarships for Aboriginal students.</li> </ul>
University of Alberta	<p><b>Transition Year Program</b></p> <p><a href="http://www.registrar.ualberta.ca/ro.cfm?id=35">http://www.registrar.ualberta.ca/ro.cfm?id=35</a></p> <p>University-wide initiative</p> <p>In order to apply to the Transition Year Program, you must be an Aboriginal applicant, 18 years old, have a minimum mark of 50% in each required subject, and have a minimum overall average of 60%. You will also need between two and five high school subjects, depending on which degree you want to complete.</p>	6 dedicated seats for non-competitive applicants to the Collaborative (4 year) program	<ul style="list-style-type: none"> <li>▪ University of Alberta Aboriginal Student Services Centre (TYP) <a href="http://www.uofaweb.ualberta.ca/aboriginalservices/typ.cfm">http://www.uofaweb.ualberta.ca/aboriginalservices/typ.cfm</a></li> <li>▪ Aboriginal Student Services includes: Aboriginal Housing, Elder Services, Student-Parent Support Group, etc.</li> <li>▪ Information regarding scholarships are located at the following website:</li> <li>▪ <a href="http://www.uofaweb.ualberta.ca/aboriginalservices/nav01.cfm?nav01=45089&amp;">http://www.uofaweb.ualberta.ca/aboriginalservices/nav01.cfm?nav01=45089&amp;</a></li> </ul>
University of Calgary	None	<p><b>Aboriginal Admission Policy</b></p> <p>(New for the fall of 2007; University-wide)</p> <p>Students may be considered under this policy for their <b>first</b> program choice.</p> <p>Students seeking</p>	<ul style="list-style-type: none"> <li>▪ University of Calgary, The Native Centre <a href="http://www.ucalgary.ca/nativecr/">http://www.ucalgary.ca/nativecr/</a></li> <li>▪ Includes information on scholarships and bursaries</li> <li>▪ <a href="http://www.ucalgary.ca/nativecr/awards">http://www.ucalgary.ca/nativecr/awards</a></li> </ul>

		<p>admission under this policy must be an "Aboriginal Person in Canada" as defined by the University of Calgary's Aboriginal Student Policy Standing Committee:</p> <p><i>An Aboriginal Person in Canada is a member of an Indian/First Nation, Metis or Inuit community. Indian/First Nation includes "Status", "Treaty" or "Registered" Indians as well as "Non-Status" and "Non-Treaty" Indians. An individual who is not included in this definition but who wishes to self-declare should present documentation and/or evidence of community recognition to the Aboriginal Student Policy Standing Committee of the University of Calgary.</i></p> <ul style="list-style-type: none"> <li>▪ For more information on self declaration, please contact the Native Centre at (403) 220-6034.</li> </ul> <p>Applicants must also:</p> <ul style="list-style-type: none"> <li>• meet the minimum admission requirements as specified in the University of Calgary Calendar,</li> <li>• have met the University of Calgary English</li> </ul>	
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		<p>Language Proficiency requirement,</p> <ul style="list-style-type: none"> <li>• are Canadian citizens or permanent residents of Canada.</li> </ul>	
<p>University of Lethbridge</p>	<p><b>First Nations Transition Year Program</b></p> <p>Editor’s Note: This program could not be located on The University of Lethbridge website. Hard copy provided.</p> <p>Program is one academic year. Areas of academic focus include: effective writing skills; information literacy; numeracy; science skills; social science skills; humanities/fine arts perspectives; and, health sciences stream.</p> <p>Students in the Health Sciences Stream must complete 9 courses.</p>	<p>Special admission category upon completion of First Nations Transition Year</p> <p>Editor’s Note: Details regarding this policy were not provided; unable to locate policy on the University or School website.</p>	<ul style="list-style-type: none"> <li>▪ Unofficial Aboriginal liaison person</li> <li>▪ Native American Students Lounge <a href="http://www.uleth.ca/fas/nas/clubs.html">http://www.uleth.ca/fas/nas/clubs.html</a></li> <li>▪ Grant to foster transition to health science programs for Aboriginal students (First Nations Transition Program) <a href="http://www.uleth.ca/notice/display.html?b=4&amp;s=5830">http://www.uleth.ca/notice/display.html?b=4&amp;s=5830</a></li> </ul>

## Alberta: Number of Aboriginal Faculty and Curriculum Changes

College/University	# of Faculty Members	Curriculum Changes
Athabasca University	Not tracking	<ul style="list-style-type: none"> <li>▪ None at this time</li> </ul>
Grande Prairie Regional College	1 Aboriginal, non-status	<ul style="list-style-type: none"> <li>▪ Year 2 focus scenario with Aboriginal healing, Sweat Lodges in response to Aboriginal populations in Northern Alberta.</li> <li>▪ Year 4 focus on population health of prisons which has an Aboriginal population.</li> </ul>
Grant MacEwan College	None	<ul style="list-style-type: none"> <li>▪ Data not provided</li> </ul>
Lethbridge Community College	None	<ul style="list-style-type: none"> <li>▪ Aboriginal clients in problem-based cases throughout curriculum.</li> </ul>
Medicine Hat College	None	<ul style="list-style-type: none"> <li>▪ Trans-cultural nursing covered generically throughout program communications, nursing foundations, mental health, rural nursing and nursing issues.</li> <li>▪ Aboriginal focus specifically in rural nursing.</li> </ul>
University of Alberta	2 faculty members	<ul style="list-style-type: none"> <li>▪ Currently have a scenario (within context-based learning approach) called Denny and Cokum: they are an Aboriginal family living with diabetes.</li> </ul>
University of Calgary	None	<ul style="list-style-type: none"> <li>▪ Nothing specific</li> </ul>
University of Lethbridge	1 faculty member	<ul style="list-style-type: none"> <li>▪ Aboriginal clients in problem-based cases throughout curriculum.</li> </ul>

### Alberta: Other Information and Pamphlets

College/University	Other Information	Pamphlets
Athabasca University	None	None
Grande Prairie Regional College	Aboriginal culture (tipis, Pow-Wow's, celebrations)  Aboriginal Friendship Centre	None
Grant MacEwan College	None	The students are in the process of setting up an ASAP Program whereby they will serve as ambassadors and go out to the communities to promote MacEwan's programs.
Lethbridge Community College	None	None
Medicine Hat College	None	None
University of Alberta	Requested funding for 25 seats for an Aboriginal Access and Success Program (ASCSP), patterned after Saskatchewan's NAPN	None
University of Calgary	Important to note that individual appraisal of previous education and experience (similar to diverse qualifications) of other students is considered upon admission	No data
University of Lethbridge	None	None

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Saskatchewan  
Schools of Nursing

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## Summary: Saskatchewan Schools of Nursing

With 100% (3/3) of CASN member Schools represented in the Report, the following observations can be made:

- Aboriginal Nursing Students. Number of estimated undergraduate (entry level programming) Aboriginal nursing students = 211;
- Number of designated/dedicated seats for Aboriginal nursing students = 91;
- The only reported attrition rate was represented as an absolute student number, i.e. 6 students;
- Number of graduate (master's) Aboriginal nursing students = 4.
  
- Recruitment Strategies. All Schools [100% (3/3)] have implemented recruitment strategies for Aboriginal nursing programs;
- University of Saskatchewan and Saskatchewan Institute of Applied Science and Technology (SIAST) have implemented a systematic Native Access Program to Nursing/Medicine (N.A.P.N/M). The program strives for the 'Success and Excellence for Aboriginal Nursing and Medical students'. In terms of recruitment, N.A.P.N/M:
  - Involves bringing First Nations youth to a summer health career camp;
  - Entails building a student role model/ambassador component using working graduates in various regions of the province, as well as showcasing these role models in photo shoots for Health Science students in Nursing, Medicine, Pharmacy, and Nutrition; and,
  - Partners with Aboriginal First Year Experience Program (AFYEP) to give students a year of experience before applying the following year to Nursing Education Program.
- Other overall recruitment strategies employed are: career fairs, tours of the university by prospective nursing students, sending information and performing presentations to secondary schools.
  
- Bridging/Transition Programs. All Schools [100% (3/3)] have bridging programs. Under the auspices of NAPN, a Pre-Health Science Program is offered to Aboriginal students. The Health Science Access Program is offered by the First Nations University of Canada.
  
- Aboriginal-Supportive Admission Policies. Each School operates under a policy that designates seats for Aboriginal people within the province.
  
- Support Programs. All schools [100% (3/3)] have student supports for Aboriginal students. Overall, this support includes:
  - Tribal Band funding

- Access to an Aboriginal Student Services Centre which provides computer labs, writing skills centre, tutoring, advisor support, counseling, and mentorship;
- In terms of student support, N.A.P.N/M:
  - Offers access to Elders;
  - Offers a summer employment program to undergraduate students; and,
  - Offers a number of summer research awards.
- Aboriginal Faculty. Number of Aboriginal Faculty = 7.
- Curriculum Development. All Schools [100% (3/3)] currently have implemented curriculum changes related to Aboriginal People and/or Aboriginal students. The curriculum involves courses about Aboriginal Health and Healing, as well as a focus on Aboriginal content and pedagogy.
- Pamphlets and Other Information. Most of the Schools [66.7% (2/3)] have pamphlets about Aboriginal nursing;
- All Schools [100% (3/3)] recognize and embrace the diversity of different Aboriginal students. All are finding new approaches/strategies that are dedicated to the support, recruitment, and retention of Aboriginal students.

### Saskatchewan: Number of Aboriginal Nursing Students, Designated Seats, and Attrition Rates

College/University	# of Aboriginal Students	Designated Seats
University of Saskatchewan	106	16.6% for Saskatoon, (26 seats), Moose Jaw and Regina ( 25 seats)
Saskatchewan Institute of Applied Science and Technology (SIASST)	21 graduates anticipated for 2007 <hr/> Attrition rates not provided	
First Nations University of Canada (FNAC)	105  Data not provided regarding total number of students <hr/> 6 students	Prince Albert, up to 40 seats

### Saskatchewan: Number of Aboriginal Graduate Students

College/University	# of Graduates Students
University of Saskatchewan	N=4
Saskatchewan Institute of Applied Science and Technology (SIASST)	No graduate program
First Nations University of Canada (FNAC)	Data not available

## Saskatchewan: Recruitment Strategies for Aboriginal Nursing Students

College/University	Recruitment Strategies
<p>University of Saskatchewan</p> <p>Saskatchewan Institute of Applied Science and Technology (SIASST)</p>	<p>Native Access Program to Nursing/Medicine (NAPN/M)</p> <p>Sihtoskatowin: Supporting One Another</p> <p>Overview: What is N.A.P.N.?</p> <p>The Native Access Program to Nursing (N.A.P.N.) is a support and retention service for Aboriginal Nursing students enrolled in the Nursing Education Program of Saskatchewan (N.E.P.S.). It also serves as a significant recruitment strategy.</p> <p>NAPN provides support at the College of Nursing, on the U of S campus, as well as at the Nursing Division at SIASST Kelsey and SIASST Wascana. Support is also available for Aboriginal students enrolled in the Post-Registration Program and the Master's Program at the College of Nursing. In 2005, NAPN was approached by the College of Medicine to provide similar services to Aboriginal Medical and Pre-Medical students. A name change to reflect this partnership was approved: Native Access Program to Nursing/Medicine. Our mandate is 'Success and Excellence for Aboriginal Nursing and Medical students'.</p> <p>N.A.P.N./M. offers:</p> <ul style="list-style-type: none"> <li>* Advisement for Aboriginal nursing, medical, and pre-health science students dealing with the academic demands of university</li> <li>* Access to Elders and culturally appropriate counselling</li> <li>* Personal and academic advisement</li> <li>* Advocacy - childcare, housing, funding concerns</li> <li>* Tutoring, mentorship, computer and internet access</li> <li>* Fall orientation for new students entering into N.E.P.S. or medicine</li> </ul> <p><a href="http://www.usask.ca/nursing/napn/index.htm">http://www.usask.ca/nursing/napn/index.htm</a></p> <p>Requirements for Medicine:</p> <ul style="list-style-type: none"> <li>* <a href="http://www.medicine.usask.ca/specialprograms/aboriginal">http://www.medicine.usask.ca/specialprograms/aboriginal</a></li> <li>* Heather Mandeville Administrative Coordinator for Admissions and Student Affairs College of Medicine <a href="mailto:heather.mandeville@usask.ca">heather.mandeville@usask.ca</a> 966-6143</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Partnership with Muskoday First Nations to bring 15 First Nations youth to the U of S Campus for two week summer health career camp</li> <li>▪ Working on building a student role model/ambassador component into recruitment activities for Health Sciences using graduates working in the province in various regions, especially in the profession of nursing.</li> <li>▪ Partnership with NAPN/M and Aboriginal First Year Experience Program (AFYEP) to help fill Category B seats for NEPS. Students that are unsuccessful in their acceptance into NEPS are referred by NAPN staff to the Aboriginal Students Centre (ASC) and then if the students are successful in AFYEP, they can apply to NEPS the following year in Category B.</li> <li>▪ NAPN Saskatoon has a Pre-Health Science initiative in partnership with the College of Medicine, the College of Arts and Science, and the Aboriginal Students' Centre.</li> <li>▪ NAPN Saskatoon and the new Health and Wellness Scholarship Coordinator did some photo shoots with Aboriginal Health Science role models in Nursing, Medicine, Pharmacy and Nutrition. Another photo shoot with Health Science role models at SIAST Kelsey Campus</li> <li>▪ NAPN offers a summer employment program to undergraduate students in collaboration with a number of partners. Successful employment to a number of nursing and some pre-health science students over the past 20 years.</li> <li>▪ Number of summer research awards through the Indigenous Peoples Health Research Centre.</li> </ul>
<p>First Nations University of Canada (FNAC)</p>	<ul style="list-style-type: none"> <li>▪ Student Success Coordinator attends career fairs;</li> <li>▪ Information sent to schools and First Nations to promote program;</li> <li>▪ Post Secondary Student Support Program Coordinator meetings, host tours of university.</li> </ul>

## Saskatchewan: Bridging Programs, Admission Categories/Policies, and Student Support Programs

### College/University Bridging Pgms Admissions Categories StudentSupport

<p>University of Saskatchewan</p> <p>Saskatchewan Institute of Applied Science and Technology (SIAST)</p>	<p>NAPN Saskatoon has developed a Pre-Health Science Program in partnership with the College of Medicine, the College of Arts and Science, and the Aboriginal Students Centre.</p>	<p>See designated seats</p>	<p>Please see NAPN/M website at:  <a href="http://www.usask.ca/nursing/napn/index.htm">http://www.usask.ca/nursing/napn/index.htm</a></p> <p>See also information regarding "Recruitment" in previous table.</p> <p>Aboriginal students at SIAST can also access Aboriginal Student Activity/Counseling Centres</p> <p><a href="http://www.siastr.sk.ca/kelsey/servicesforstudents/index.htm#aboriginal">http://www.siastr.sk.ca/kelsey/servicesforstudents/index.htm#aboriginal</a></p>
<p>First Nations University of Canada (FNAC)</p>	<p><b>Northern Health Sciences Access Program:</b> ten months long accepting 40 students every fall  <a href="http://www.firstnationsuniversity.ca/default.aspx?page=64">http://www.firstnationsuniversity.ca/default.aspx?page=64</a>          (Editor's note: link to Northern Health Sciences Access Program could not be accessed via website).</p>	<p>See designated seats</p>	<ul style="list-style-type: none"> <li>▪ Band funded, Student Loan and bursary, tutors, writing clinics</li> <li>▪ Student support services for Aboriginal students include: student success services, writing skills centre, breast feeding clinical, one on one support to find support for personal issues in addiction, health nurse, cultural events, walk-in advisor support and faculty support for students</li> </ul>

### Saskatchewan: Number of Aboriginal Faculty and Curriculum Changes

College/University	Aboriginal Faculty	Curriculum Changes
University of Saskatchewan  Saskatchewan Institute of Applied Science and Technology (SIAST)	N= 2 Aboriginal faculty  N=3 Aboriginal faculty	NAPN Saskatoon was one of the initiators of the new Aboriginal Health and Healing course being taught by the College of Nursing Aboriginal faculty person as a special topics course with the Native Studies Department at the University of Saskatchewan this term. The course has space for 30 students, and was developed in collaboration with Elders, non-Aboriginal and Aboriginal faculty from the College of Nursing and the College of Medicine, including some input from one faculty person from the College of Arts and Science and Native Studies respectively. The course will be evaluated and taught again next year. There are currently 30 students enrolled and studying in the course.
First Nations University of Canada (FNAC)	N=2 Aboriginal faculty	Prince Albert program focuses on Aboriginal content and pedagogy. Assist Aboriginal students in feeling comfortable in attending the program, and assisting them in working in rural and remote areas. All faculty have a desire to alter the program to meet the cultural and educational needs of Aboriginal students.

### Saskatchewan: Other Information and Pamphlets

College/University	Other Information	Pamphlets
<p>University of Saskatchewan</p> <p>Saskatchewan Institute of Applied Science and Technology (SIAST)</p>	<p>The NAPN/M at the Saskatoon site has been negotiating with its partners to develop the program into an Aboriginal Health Sciences Unit dedicated to support, recruitment and retention of Aboriginal students in the various Health Sciences Colleges. NAPN/M staff has presented Health Science Deans Committee which has offered its support and encouragement for NAPN/M to move forward in this direction.</p> <p>NAPN/M Saskatoon also had the privilege of having an Elder build a tipi for our unit. We will be doing a blessing, smudging, and tipi raising in the spring and will use the tipi at recruitment event, as well as for traditional teachings. The tipi will also be available for summer classes and cultural events that happen in the city and in other areas of the province.</p>	<p>Refer to NAPN/M website at: <a href="http://www.usask.ca/nursing/napn/">http://www.usask.ca/nursing/napn/</a> See also (Resource materials).</p>
<p>First Nations University of Canada (FNAC)</p>	<p>We have many Aboriginal cultures and attempt to work with all the differences among the students. We have only been operational 5.5 years, and find each year a new learning opportunity, as our students also experience adjustments and different approaches, that hopefully make it more effective.</p>	<p>None</p>



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Manitoba  
Schools of Nursing

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## Summary: Manitoba Schools of Nursing

With 75% (3/4) of CASN member Schools represented in the Report, the following observations can be made:

- Aboriginal Nursing Students. Number of *estimated* undergraduate (entry level programming) Aboriginal nursing students = 202; Note: Data not complete.
- Most schools [66.7% (2/3)] do not have designated/dedicated seats for Aboriginal nursing students. University of Manitoba offers up to 5% of admission spaces for Special Consideration Category applicants at the Fort Garry Campus in Winnipeg. The ACCESS Programs have likely contributed to the numbers of Aboriginal nursing students;
- One of the Schools, Red River College, has commenced tracking its Aboriginal students in order to establish the attrition rate. Data are not yet available. University College of the North and the University of Manitoba do not collect data regarding attrition rates;
- Number of *estimated* graduate Aboriginal nursing students = 6. Only the Faculty of Nursing, University of Manitoba has a graduate program in nursing.
- Recruitment Strategies. All Schools [100% (3/3)] have recruitment strategies for Aboriginal nursing programs. The principal strategies include:
  - Use of a recruitment officer/team. This individual/team acts as a liaison between Aboriginal organizations, communities, and Bands to create relationships and to initiate interest in post-secondary education;
  - Information distribution and attendance at career fairs and high school activities.
- Bridging/Transition Programs. All Schools [100% (3/3)] currently have a bridging program. These programs:
  - Prepare students lacking academic and development skills and transition them into (a) the Joint Baccalaureate Nursing Programs [*Red River College; University College of the North*]. These transition programs include the ACCESS Southern Nursing (RRC) and the Health Education Access Program (UCN) or (b) Four-Year BN Program [*Faculty of Nursing, University of Manitoba*]. The transition/support program is the University of Manitoba Health Careers Access Program;
- Aboriginal-Supportive Admission Policies. Most schools [66.7% (2/3)] currently have special admission categories or policies regarding Aboriginal students;

- Special admission includes reserving of seats or prioritizing Aboriginal students for access to bridging programs;
- Support Programs. All schools [100% (3/3)] currently have student support programs for Aboriginal nursing students. This support includes:
  - Access to a First Nations Centre (or a version thereof) at each of the Schools. The Centres offer a range of supports including: computer labs, learning assistance, academic advising, cultural activities and fellowship;
  - Academic and personal support, access to an Aboriginal advisor/Elder, and tutor support.
- Aboriginal Faculty. Number of Aboriginal Faculty = 2.
- Curriculum Development. All Schools [100% (3/3)] have engaged in curriculum revisions that are supportive of Aboriginal students. These revisions include mandatory courses in the JBN Programs (e.g. *Red River College: Native Peoples of Canada Part II; Native Medicine and Health*), the required completion of workshops involving active participation in culturally-based experiences (e.g. *University College of the North: Tradition and Change*), and the general incorporation of Aboriginal culture and health content throughout the nursing programs (*Faculty of Nursing, University of Manitoba*);
- None of the Schools [0% (0/3)] have available pamphlets or materials on Aboriginal nursing;
- The partnership between University College of the North and the University of Manitoba (JBN Program) provides the opportunity for students to focus on Aboriginal and Northern health issues.

## Manitoba: Number of Aboriginal Nursing Students, Designated Seats, and Attrition Rates

College/University	# of Students	Designated Seats
Red River College	Southern Nursing Program (SNP) N=11 [SNP = 1 year transition program whereby students enter into the JBN]  N=30 students in the Joint Bachelor of Nursing Program (JBN)  <hr/> RRC has commenced tracking attrition, but data not yet available	None
University College of the North	70 Aboriginal students (self-declared)  <hr/> Attrition rate not available	None
University of Manitoba	91 Students: self-declared  <hr/> Attrition rates unknown	Up to 5% of the admission spaces may be offered to Special Consideration Category applicants at the Fort Garry Campus in Winnipeg. There are no seats dedicated to Aboriginal students who are admitted through the regular admission category.

## Manitoba: Number of Aboriginal Graduate Students

College/University	Number of Graduate Students
University of Manitoba	N = 6 (Master of Nursing Program)
Red River College	No graduate program
University College of the North	No graduate program

## Manitoba: Recruitment Strategies for Aboriginal Nursing Students

College/University	Recruitment Strategies
Red River College	<ul style="list-style-type: none"> <li>• Red River College offers prospective and current students an opportunity to connect with the Aboriginal Recruitment Officer. The Recruitment Officer is a resource for students of Aboriginal ancestry to assist them in finding their way around the campus and to know where and how to access supports and services.</li> <li>• The Recruitment Officer builds relationships by traveling to communities, working cooperatively with band councils, consulting with faculty, liaising with Aboriginal organizations, and connecting with employers. These relationships are developed to assist students in their career connections, funding sponsorship, urban adjustment, and familiarity with Red River College.</li> </ul>
University College of the North	<ul style="list-style-type: none"> <li>• UNC recruiting team attends career fairs and high school initiated activities in most of the major centres in Northern Manitoba. This includes most of the larger Aboriginal communities.</li> </ul>
University of Manitoba	<ul style="list-style-type: none"> <li>• An Aboriginal Recruitment Officer for the University recruits Aboriginal students for Nursing as well as for other programs within the University of Manitoba</li> </ul>

## Manitoba: Bridging Programs, Admission Categories/Policies, and Student Support Programs

College/University	Bridging Pgms	Admission Policies	Student Supports
Red River College	<p><b>ACCESS Model</b></p> <p>The ACCESS Model Program is designed to provide admission to specific Red River College programs for low-income residents of Manitoba who have not had the opportunity to participate or succeed in a college education because of social, economic, or cultural factors, formal education, or geographical location (inaccessibility to post-secondary institutions).</p> <p><b>ACCESS Southern Nursing</b> is a program under the ACCESS Model</p> <p>ACCESS Southern Nursing (ACCESS SN) is a one-year certificate program with an August entry date. The program is designed to prepare students with the academic and developmental skills necessary to enter the Joint Baccalaureate Nursing (JBN) program.</p> <p>Priority is given to Aboriginals, recent immigrants, and single parents. ACCESS bursaries are available and allocated to students based on demonstrated level of need and criteria</p>	See ACCESS Model	<p><b>Aboriginal Centre -</b> The centre is located at the Notre Dame Campus however we also offer the same services at the Princess Street Campus in P 407. The staff are committed to ensuring wherever you are, you are home. There are kitchen facilities, a lounge area, conference room, computer lab, telephone, learning assistance lab, bulletin boards and a team ready to assist you in any way possible.</p> <p>See also: <a href="http://www.rrc.mb.ca/index.php?pid=958">http://www.rrc.mb.ca/index.php?pid=958</a></p> <p>This URL also provides information regarding bursaries and scholarships for Aboriginal students.</p>

	<p>as determined by the ACCESS Model Program. ACCESS counseling staff will assist students to seek alternate funding should they not meet the ACCESS criteria.</p> <p>This program is not designed for students who already have a credit in any one of the following: Math 40S, English 40S, or Chemistry 40S.</p> <p>The program integrates:</p> <ul style="list-style-type: none"> <li>• courses designed to prepare students for the developmental and professional requirements of the JBN program</li> <li>• courses from the first year of the JBN program</li> </ul> <p>After application, students accepted into the ACCESS SN program will be registered in the College Preparation for Nursing program.</p> <p>Students remain formally and informally connected to the ACCESS program for the four years that they are in the JBN program. During that time, academic and personal counselling, financial guidance, tutorial assistance and supplementary classes, and other support services are provided to ACCESS students on both a scheduled and informal</p>		
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	<p>basis by ACCESS staff.</p> <p>Students who require Student Aid financial assistance should contact the Bursary/Loans Officer at 204-632-2186 or pick up an application form from the ACCESS Office</p> <p>See also:  <a href="http://me.rrc.mb.ca/Catalogue/Default.aspx?Link=ProgramFrame.asp?ProgCode=APL">http://me.rrc.mb.ca/Catalogue/Default.aspx?Link=ProgramFrame.asp?ProgCode=APL</a></p>		
University College of the North	<p>UCN offers a bridging program, the Health Education Access Program (HEAP) at one of the largest First Nations communities in Northern Manitoba; Norway House.</p> <p>[Editor's Note: This program could not be located on the UCN website.]</p>	None	<p>Academic advising</p> <p>Personal counseling services</p> <p>Access to a college Elder</p> <p>Aboriginal Centres at each campus (The Pas and Thompson); they provide services such as feasts, sweats, cultural activities, etc.</p>
University of Manitoba	<p>First-year Nursing and general studies courses are offered at Norway House Cree Nation. Upon completion, eligible students may apply for admission to one of the Joint Baccalaureate Nursing Programs offered in partnership with Red River College in Winnipeg or University College of the North in The Pas and Thompson.</p>	See Designated seats	<p><b>Health Careers Access Program</b></p> <p>If you are a Manitoban Aboriginal person, this program is designed to prepare you for entry to the health-related professions such as Medicine, Dentistry, Dental Hygiene, Pharmacy, Medical Rehabilitation (Physical and Respiratory Therapy) and Nursing. Through the cooperation of the Province of Manitoba and the University of Manitoba, as a student in this program, you</p>



			<p>are provided with academic and personal supports.</p> <p>This program is exclusive to Aboriginal (Métis, Status, Non-Status, Inuit) residents of Manitoba with a strong interest in becoming a health professional. Students complete a general first year with a combination of a minimum of 21 credit hours and a maximum of 24 credit hours. After completion of this year, students will be streamed for the Faculty of choice. The intent of the common first year is to place significant focus on inter-professional education with the goal of creating more awareness of the diversity of challenges in various professional health fields and to allow for more informed career choices for HCAP students.</p> <p>Applicants may be required to study Arts and Science courses full time for a maximum of four years. They then apply to a professional health faculty.</p> <p>See "Program Materials"</p> <p><a href="http://www.umanitoba.ca/extended/access/info/hcap.shtml">http://www.umanitoba.ca/extended/access/info/hcap.shtml</a></p>
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### Manitoba: Number of Aboriginal Faculty and Curriculum Changes

College/University	Aboriginal Faculty	Curriculum Changes
Red River College	N = 2 Aboriginal ancestry	Students are required to complete <b>Native Peoples of Canada Part II</b> and <b>Native Medicine and Health</b> .
University College of the North	None of the permanent faculty  The number of Aboriginal part-time faculty (preceptors and clinical instructors) varies given the “pool” of prospective employees at the Regional Health Authority	All students are required to complete a 2-day workshop entitled, “Tradition and Change”. This course introduces students to Aboriginal traditional teachings through the use of sharing circles, group activities and other Aboriginal cultural practices, by working with traditional and non-traditional teachers. Students learn about the historical and contemporary issues of Aboriginal people, and actively participate in various culturally-based experiences, including a feast.
University of Manitoba	Unknown	In 2006 we instituted a revised curriculum in our Four-Year Undergraduate Nursing Program. In recognition of the significant Aboriginal population residing in Manitoba and their unique health care needs, we removed an open elective from the second year of the program and require the students to choose an elective from a number of Native Studies course options. In addition, we incorporate Aboriginal culture and health content throughout our program as part of recognition that cultural competence is a core concept in the conceptual framework of our curriculum.

### Manitoba: Other Information and Pamphlets

<b>College/University</b>	<b>Other Information</b>	<b>Pamphlets</b>
Red River College	None	None
University College of the North	None	None
University of Manitoba	The Baccalaureate Nursing Program is offered in partnership with University College of the North in two northern communities, The Pas and Thompson, where students can focus on Aboriginal and Northern health issues.	None

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Ontario  
Schools of Nursing

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## Summary: Ontario Schools of Nursing

With 52.7% (19/36) of CASN member Schools represented in the Report, the following observations can be made:

- Aboriginal Nursing Students. Number of *estimated* undergraduate (entry level programming) Aboriginal nursing students = 57; Note: Data not complete.
- Three Schools [8.3% (3/36)] have designated/dedicated seats for Aboriginal nursing students. These include: *Mohawk College*, 10% [10 seats]; *Queen's University*, 5 seats; and the *University of Western Ontario*, 4 seats;
- In terms of attrition rates: 12 Schools do not collect such data or track their Aboriginal nursing students; 2 Schools did not respond to the question; 2 Schools indicated the rate was low; one School observed that the attrition rate was the same for Aboriginal and non-Aboriginal students; and finally, one School noted that all Aboriginal students were successful and graduated from the nursing program; *Lakehead University* reports an attrition rate of 10%;
- One School (*Laurentian*) provided an *estimate* related to graduate Aboriginal nursing students, "10 undergraduate and graduate students." The actual number, however, is not clear.
- Recruitment Strategies. Two Schools did not respond to this question. Of the 17 remaining Schools, all but 2 (82.4%; 14/17) actively engaged in the recruitment of Aboriginal nursing students. *Lakehead University* reported that the presence of their Elder had a significant and positive impact on recruitment of prospective students. Recruitment activities occurred at various levels—university and/or School.
  - **University-level recruitment included:** Student Liaison Office, Native Students Services (*Laurentian University*); collaborating with other sectors to market the program to Aboriginal students, e.g., Negahneewin ~School of Academic and Community Development, *Confederation College*; faculty members and/or a university-based recruiter (*Northern College, Lakehead University*); Aboriginal Counsellor (*St. Clair College, York University*); web-based materials (*York University*); and advertising in Aboriginal-based public media (newsletters, educational directories) *York University, Lakehead University*;
  - **School-level recruitment included:** Career fairs attended by faculty members (*Queen's University, University of Toronto, Lakehead University*); faculty members going into schools and into First Nations Communities (*University of Western Ontario, Lakehead University*); working closely with an Aboriginal health clinic and a school-based recruitment committee (*University of Windsor*); and hosting health career fairs and bringing in (bus) Native high school students from the area (*Sault College*).

- Bridging/Transition Programs. One-third of the Schools [33.3% (6/18)] reported offering transition programs. These included: *Confederation College; Mohawk College; Nipissing University; Northern College; St. Clair College; and Sault College*. Such transition programs are clearly within the domain of the Colleges. Two Schools are moving toward the development of transition programs: *Laurentian University, University of Windsor—along with Lambton College*.
- Aboriginal-Supportive Admission Policies. One School reported a mature student category (*Confederation College*) and likely this admission category exists at many of the other Ontario Schools. No School-level admission policies were reported (See section on designated seats). *Queen's University* has an Admission Process Policy for Aboriginal Candidates. Up to 10 Aboriginal students a year can gain access to the University under the auspices of this admission policy.
- Support Programs. The clear majority of Ontario Schools [83.3% (15/18)] have supports in place for Aboriginal students. These supports were offered at the university-wide level, i.e., not based in a School of Nursing. Two Schools did not respond to this question and one School (*Humber Institute of Technology and Advanced Learning*) observed that their supports (and recruitment efforts) are being directed toward immigrant and new Canadians; which is in keeping with their student context and social landscape. Schools provided a host of supports to Aboriginal students and these included:
  - Access to an Elder-in-Residence;
  - Aboriginal counsellor;
  - Academic and personal counselling;
  - Tutor services;
  - Access to information on Aboriginal-specific scholarships and bursaries;
  - Annual Pow-Wows and feasts;
  - Aboriginal Student Associations;
  - Student lounge;
  - Computer areas;
  - Designated and dedicated space for the Aboriginal students, e.g., First Nations House; and,
  - Opportunities for social interaction with fellow Aboriginal students.

Note: Details concerning these supports are located in the Table entitled, "Ontario: Bridging Programs, Admission Categories/Policies, and Student Support Programs".

- Aboriginal Faculty. Number of Aboriginal Faculty, N=8.
- Curriculum Development. Half of the Schools [50% (8/16)] did not provide data in relation to this survey question. With the exception of one School (*Humber Institute of Technology and Advanced Learning*), all the remaining Schools were actively engaged in curriculum development initiatives—with respect to Aboriginal people. *Humber* has very few Aboriginal students in attendance. “We are in the middle of a very large, multi-ethnic, new immigrant community. A large proportion of our students are first generation immigrants and first in their family to attend post-secondary education.” Curriculum initiatives include:
  - Piloting a community-based BScN Program to 4 smaller western regional campuses: Kenora, Sioux Lookout, Dryden and Fort Frances (*Confederation College/Lakehead University*);
  - Creation of an “Aboriginal Curriculum Committee” (*Laurentian University*);
  - We have a strong cultural nursing component to the program. Aboriginal culture is part of that component (*Loyalist College*);
  - The culture is addressed in our problem-based learning approach (*Mohawk College*)
  - Our rural/northern population includes Aboriginal people and one of our curricular threads concerns the health needs of this population (*Nipissing University*);
  - Content related to the Aboriginal Peoples is integrated throughout our program (*Northern College*);]
  - Material is integrated throughout the curriculum; we offer a collaborative program in Aboriginal Health at the graduate level; and the Politics of Aboriginal Health [NUR 1014] is taught by Dr. Rebecca Hagey (*University of Toronto*); and,
  - The curriculum philosophy is “People’s experiences with health and healing” and we incorporate many aspects related to Aboriginal health and healing (*University of Western Ontario*).
- Other Information and Pamphlets. One School (*Northern College*) responded to this question. “We would like to be able to offer the BScN Program on-site in the remote communities, but our main problem is locating qualified faculty to teach locally.”
- The majority of Schools [66.7% (12/18)] have not developed pamphlets related to Aboriginal nursing.

## Ontario: Number of Aboriginal Nursing Students, Designated Seats, and Attrition Rates

College/University	# of Students	Designated Seats
Confederation College	3/27 Aboriginal students (11%) Unlimited access for those Aboriginal students meeting admission requirements <hr/> No data regarding attrition	None
Cité Collégial, La	See University of Ottawa	See University of Ottawa
Fleming College	See Trent University	See Trent University
Humber Institute of Technology and Advanced Learning	None <hr/> Attrition rate unknown	None
Lakehead University	N=33 <hr/> Attrition rates have improved over time = 10%	None No "caps" re: eligible Aboriginal students.
Laurentian University	10 undergraduate and graduate students in the English section of the program  Métis students tend to enroll in the French section of the program, but do not always self-identify <hr/> Attrition rate unknown 2 students were "lost" because of struggles with science courses and writing skills	None
Loyalist College	2 Aboriginal students, however, "we do not ask our students about their origins". We had had Aboriginal students in the program and they have not self-declared. <hr/> Attrition rate not formally tracked; no different from that of other students	None



<b>College/University</b>	<b># of Students</b>	<b>Designated Seats</b>
Mohawk College	Not tracking Attrition rate unknown	10% (ten seats) for Aboriginal students coming directly from high school.
Nipissing University	2 Aboriginal students Attrition rate unknown	None
Northern College	6 Aboriginal students in the undergraduate (BScN) program Attrition rate is low; no students left the program this year; one student left last year (personal and not academic reasons)	Nursing program is undersubscribed; capacity for intake of 35 students; intake = 24-26; therefore no need to designate seats for Aboriginal students. There are 184 Aboriginal students at the College (12.3% of the student body).
Queen's University	2 Aboriginal students (self-identified upon application) Attrition rate unknown	5 designated seats
St. Clair College	2 Aboriginal students in the BScN Program Attrition rate unknown	None
Sault College of Applied Arts and Technology	Not tracking Attrition rate unknown	None
Trent University	No data provided	No data provided
University of Ottawa	Unknown Attrition rate unknown	None
University of Toronto	Unknown Attrition rate unknown	None
University of Western Ontario	Unknown Attrition rate unknown	2 designated seats at each of the two campuses (N=4 seats in total); Students lack competitive average, but meet minimum admission requirements. Aboriginal students meeting the competitive GPA are automatically offered admission to the nursing program.

<b>College/University</b>	<b># of Students</b>	<b>Designated Seats</b>
University of Windsor	1 Aboriginal student	None
	All past students have graduated	
York University	1 Aboriginal student	None
	Attrition rate unknown	

### Ontario: Number of Graduate Students

<b>College/University</b>	<b># of Aboriginal Graduate Students</b>
Confederation College	No graduate program
Cité Collégiale, La	See University of Ottawa
Fleming College	No graduate program
Humber Institute of Technology and Advanced Learning	No graduate program
Lakehead University	No graduate program
Laurentian University	10 undergraduate and graduate students
Loyalist	No graduate program
Mohawk College	No graduate program
Nipissing University	No graduate program
Northern College	No graduate program
Queen's University	No data provided
St. Clair College	No graduate program
Sault College	No graduate program
Trent University	No graduate program in nursing
University of Ottawa	No data provided
University of Toronto	No data provided
University of Western Ontario	No data provided
University of Windsor	No data provided
York University	No data provided

## Ontario: Recruitment Strategies for Aboriginal Nursing Students

College/University	Recruitment Strategies
Confederation College	<ul style="list-style-type: none"> <li>• Within our College we have Negahneewin _ School of Academic and Community Development. Our School of Health and Community Services works with Negahneewin to market and facilitate access of Aboriginal students into our college programs. Marketing is conducted through this department of our College as well as through the Negahneewin Council. Each of our regional campuses also markets the program through traditional means (radio, local and area newspapers, etc.).</li> </ul>
Cité Collégiale, La	<ul style="list-style-type: none"> <li>• See University of Ottawa</li> </ul>
Fleming College	<ul style="list-style-type: none"> <li>• Recent initiative to determine support needs of Aboriginal students; planning to add information to Letters of Offer regarding supports—for Aboriginal students.</li> </ul>
Lakehead University	<ul style="list-style-type: none"> <li>• 3 faculty members engage in recruitment activities: career fairs in the community; visit high schools that have increasing Aboriginal student bodies; advertise in community newspapers and magazines; target advertisements for in-flight magazines which target Aboriginal communities; word of mouth is best and the Program sells itself; designated Elder is very advantageous for recruitment.</li> </ul>
Laurentian University	<ul style="list-style-type: none"> <li>• There are no specific recruitment strategies in the School of Nursing; however, there are recruitment strategies in place for all university programs and these are conducted by our Student Liaison Office. As well, our Native Students Services has someone who travels to various First Nations Communities and offers presentations regarding programs at Laurentian University, and Nursing is definitely an important one.</li> </ul>
Loyalist College	<ul style="list-style-type: none"> <li>• No recruitment strategy for Aboriginal students</li> </ul>
Mohawk College	<ul style="list-style-type: none"> <li>• Nothing specific at this time</li> </ul>
Nipissing University	<ul style="list-style-type: none"> <li>• Aboriginal Learning Units (Canadore College and Nipissing University).</li> </ul>
Northern College	<ul style="list-style-type: none"> <li>• We have faculty members along with our recruiter who visit several secondary schools in the area to provide information about our nursing programs; we travel by aircraft to Aboriginal communities along the James Bay coast to bring information to the students there.</li> </ul>
Queen's University	<ul style="list-style-type: none"> <li>• Recruitment activities include: April 2006, Tyendinaga Post-Secondary Career Fair; February</li> </ul>

	2007 "Making it Happen ~ Career Fair Moose Factory, Ontario. Our intention is to participate in these events on an annual basis.
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College/University	Recruitment Strategies
St. Clair College	<ul style="list-style-type: none"> <li>We have a full-time Aboriginal Counselor for St. Clair College. Part of the Counselor's duties includes recruitment. This is an ongoing activity. Recruitment activities include: presentations at Ontario reserves, participating in Native Education and Career Fairs on- and off-reserve, some are in the high schools; attending award events for Native students; networking with Native communities and Native organizations.</li> </ul>
Sault College	<ul style="list-style-type: none"> <li>Health career fairs; busing in Native high school students from the area with guest speakers providing mentoring and information for the students.</li> </ul>
Trent University	<ul style="list-style-type: none"> <li>No data provided</li> </ul>
University of Ottawa	<ul style="list-style-type: none"> <li>No data provided</li> </ul>
University of Toronto	<ul style="list-style-type: none"> <li>Faculty members who are interested and active in the area have done recruiting on their own.</li> </ul>
University of Western Ontario	<ul style="list-style-type: none"> <li>Recruitment strategies include going out to surrounding First Nations Communities and schools to promote nursing.</li> </ul>
University of Windsor	<ul style="list-style-type: none"> <li>Turtle Island. Our faculty members and students have a presence on Walpole Island and work closely with their clinic nurse who is one of our graduates. This raises our profile in the community and provides an opportunity to speak to potential students about becoming a nurse and entering our program either in Windsor or out Chatham campus. Our faculty member, who is Aboriginal, is a member of our recruitment committee and works closely with high schools and Aboriginal groups in our community.</li> </ul>
York University	<ul style="list-style-type: none"> <li>Aboriginal-community focused material on our website: <a href="http://www.yorku.ca/scld/abserv">http://www.yorku.ca/scld/abserv</a></li> <li>In the process of creating new print materials; IndigeNews on website.</li> <li>Aboriginal counselor on campus.</li> <li>Advertising in Aboriginal educational directories; Aboriginal Student Community Newsletter; Advertising in First Nations College Guide and Ontario Aboriginal Business and Community Directory; Participation in targeted recruitment events across Canada.</li> </ul>

## Ontario: Bridging Programs, Admission Categories/Policies, and Student Support Programs

College/University	Bridging Pgms	Admission Policies	Student Supports
<p>Confederation College</p>	<p><b>Pre-Health Program</b></p> <p>The purpose of the Pre-Health Sciences one-year certificate program is to provide a college level program for students who are recent secondary school graduates or mature students wishing to increase their knowledge of science and mathematics or students who wish to obtain the pre-requisites necessary for admission to Health Science related programs at the College or the Collaborative Nursing program.</p> <p>The Pre-Health Science program offers two streams. The College Program Level stream is geared towards those students who are pursuing health related programs at a college institution. The Advance Program Level stream is geared to preparing students to enroll in the Collaborative Nursing Program, the Medical Radiation Technology Program or other approved university programs.</p> <p><b>Admission Criteria:</b></p> <p>1. Ontario Secondary School Diploma (or equivalent) with courses from the College (C), University (U), University/College (U/C), Grade 12 English and Grade 11 Math, or Open (O) preparation levels.</p>	<p>None</p>	<p>Aboriginal Counselor</p> <p>Financial aid to all students</p> <p><a href="http://www.confederationc.on.ca/studentsuccess">http://www.confederationc.on.ca/studentsuccess</a></p> <p>Negahneewin College (Counsellor &amp; Liaison)</p>

	<p>2. or Successful Completion of Mature Student Test For Mature Student definition <a href="#">click here</a>.</p> <p>3. or appropriate credits from Academic and Career Entrance which includes Communications (or Grade 12 English) Mathematics Technical (or Grade 11 Mathematics) and two from Biology, Chemistry, Physics, Computer Studies or self direction.</p> <p>Those students interested in pursuing the B.S.C. Nursing (Collaborative) Program require Grade 11 Math (U) MCR3U or (U/C) MCF3M. Additionally, a Grade 12 (U/C) English and successful completion of the Pre-Health Science Advanced Level Certificate with an average of 3.0 GPA is required.</p>		
Cité Collégiale, La	See University of Ottawa		
Fleming College	See Trent University		
Humber Institute of Technology & Advanced Learning	None	None	None
Lakehead University	<p><b>NATIVE ACCESS PROGRAM (NAP)</b></p> <p>The Native Access Program (NAP) is a transition program designed for Aboriginal students who need supplementary education in university entry level courses to meet the requirements for regular admissions criteria.</p> <p>All students in NAP have access to tutoring, personal and</p>	None specific to nursing	<p><b>ABORIGINAL CULTURAL &amp; SUPPORT SERVICES</b></p> <p>Aboriginal Cultural and Support Services uses practices based upon a holistic Aboriginal friendly approach. We</p>

	<p>academic counseling, and a culturally sensitive support network designed to create an environment where students can succeed.</p> <p>Upon successful completion of NAP, students are eligible to apply for admission to continue their studies in selected first year programs at Lakehead University.</p> <p>The program is undergoing some changes during 2006-2007. A revised curriculum and application procedure will be in place for students desiring to enter in Fall 2007.</p> <p>Those who still want to be considered for admission for Fall 2006, should submit completed applications to the Office of Admission and Recruitment no later than Monday, July 31, 2006.</p> <p>Persons eligible for Band funding or other sources of financial support, such as OSAP, or Educational Authorities, should also check their deadlines for consideration.</p> <p><b>NATIVE NURSES ENTRY PROGRAM (NNEP)</b></p> <p>The Native Nurses Entry Program is a nine month transition program designed to provide the necessary skills and academic preparation required for successful completion of the four (4) year nursing degree program or the 3-year compressed nursing degree program (NNEP graduates with 80% or higher).</p> <p>The program is based on two (2) semesters of twelve (12) weeks</p>	<p>strive to address the issues of mental, emotional, spiritual, and physical well - being to create a healthy and balanced Aboriginal student - centered experience. We offer confidential academic advising, personal counseling, and referrals. As well, we help co - ordinate tutoring and other learning assistance. We have an Aboriginal student lounge, with a computer lab attached, for studying, visiting or just relaxing among your peers.</p> <p>Please note that the Lakehead University Bookstore also carries a selection of Aboriginal books and materials for purchase as well.</p> <p><a href="http://aboriginalservices.lakeheadu.ca">http://aboriginalservices.lakeheadu.ca</a></p> <p>This site also includes information about financial</p>
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	<p>each, as well as a two (2) week field experience. The student may choose field experiences in their own community or other Aboriginal healthcare settings.</p> <p>The program offers four academic preparatory courses - English, Chemistry, Mathematics and Biology. In addition, three special purpose courses - Communications, Professional Orientation and Study Skills/Logical Reasoning are taken over the University Academic year.</p> <p><b>For more information contact:</b></p> <p><a href="#">Connie Hartviksen</a>: NNEP Co - ordinator , (807) 343 - 8446  Sarah Perrault: NNEP Counsellor/Liaison, (807) 766 - 7180  <a href="#">Lorrie Deschamps</a>: NNEP Administration Assistant, (807) 343 - 8446</p> <p>To visit the NNEP official website, please click <a href="#">here</a>.</p>		<p>supports.</p>
<p>Laurentian University</p>	<p>In development. The need for one is recognized</p>	<p>None</p>	<p>There are no specific support programs for Aboriginal students within the School of Nursing; however, Native Students Services does assist Aboriginal students with: financial support; scholarships and bursaries; counseling; photocopying; fax, etc. An Elder is on campus two</p>

			<p>days a week to provide counseling and to assist with traditional ceremonies; Annual Pow-Wow, feasts, and dances; "Native Organizations Handbook" is given to all First Year students during Orientation Week; "Full Circle" a home away from home service; assistance with computers and computer skills.</p>
Loyalist College	None	None	<p>Loyalist College has an extremely strong and active Aboriginal Student Association which supports all of the Aboriginal students in the College. This Association also receives support from the College administration.</p> <p>Aboriginal Student Association website:  <a href="http://www.loyalist.c.on.ca/Loyalist/index_e.aspx?ArticleID=67">http://www.loyalist.c.on.ca/Loyalist/index_e.aspx?ArticleID=67</a></p>
Mohawk College	<b>Pre-Health Science Program</b> if students do not have the necessary courses to enter directly into nursing.	None	<p>Student Services and Success Initiatives</p>

	<ul style="list-style-type: none"> <li>• Leads to the requirement for entry into the BScN Degree Program.</li> <li>• Alternate route other than the traditional high school entry into the BScN program.</li> <li>• Students who have a 70% average in first term will be promoted to a second semester.</li> <li>• Students must maintain a 70% overall average to be eligible for application into the BScN Collaborative Nursing Degree Program.</li> <li>• Students may enter with advanced standing into the General Arts &amp; Science program.</li> <li>• Graduates with a diploma in General Arts &amp; Science in good academic standing are eligible to apply to most Canadian universities with up to a possible three semesters of exemptions.</li> <li>• Graduates with a diploma in General Arts &amp; Science in good academic standing are eligible to complete a Bachelor of Arts in Contemporary Studies at Laurier University Brantford with an additional two years of study.</li> </ul> <p><b>Admission Requirements</b></p> <ul style="list-style-type: none"> <li>• OSSD or equivalent (GED, College and Career Preparation) including: <ul style="list-style-type: none"> <li>○ Grade 12 English, general, advanced, C or U or equivalent</li> <li>○ Grade 11 Math, M or U or advanced</li> </ul> </li> </ul>		<a href="http://www.loyalistc.on.ca/Loyalist/indexe.aspx?ArticleID=67">http://www.loyalistc.on.ca/Loyalist/indexe.aspx?ArticleID=67</a>
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	<ul style="list-style-type: none"> <li>• Mature applicants are considered individually</li> </ul> <p>See website:  <a href="http://www.mohawkcollege.ca/calendar.html">http://www.mohawkcollege.ca/calendar.html</a></p>		
<p>Nipissing University</p>	<p><b>Preparatory Health Bridging Program</b></p> <p>Editor's Note: Unable to locate program on university's website</p>	<p>None</p>	<p>Aboriginal Services Office</p> <p><a href="http://www.nipissingu.ca/aboriginal">http://www.nipissingu.ca/aboriginal</a></p>
<p>Northern College</p>	<p>Our Aboriginal Counselors offer upgrading courses in English, science and math for secondary students in these (First Nations) communities to upgrade for entry into our health science programs.</p>	<p>None</p>	<p>We do have financial support for our Aboriginal students as well as an Aboriginal counselor who provides support and guidance for students on campus.</p> <p>We have a separate Aboriginal student lounge and computer area that was</p>

			<p>established in response to a request from our Aboriginal Advisory Group.</p> <p>We also have a medical clinic where Aboriginal students can access an Aboriginal social worker for assistance.</p>
<p>Queens' University</p>	<p>None</p>	<p><b>Admission Process Policy for Aboriginal Candidates</b></p> <p>The Faculty of Arts and Science offers Aboriginal candidates an alternative procedure for admission to the first year of a full-time degree program. A maximum of ten qualified Aboriginal students per year, whose home community is in Canada, may be admitted to Bachelor of Arts or Bachelor of Arts (Honours) programs by this alternative procedure. Aboriginal candidates may also choose to apply through the regular admission procedures.</p> <p><a href="http://www.queensu.ca/calendars/archive/2005-06/asc/TextOnly/AdmissionPolicyforAboriginalCandidates_2529.htm">http://www.queensu.ca/calendars/archive/2005-06/asc/TextOnly/AdmissionPolicyforAboriginalCandidates_2529.htm</a></p>	<p><b>Four Directions Centre</b></p> <p>See website:</p> <p><a href="http://www.queensu.ca/dsao/4dasc/4D-1.htm">http://www.queensu.ca/dsao/4dasc/4D-1.htm</a></p>

<p>St. Clair College</p>	<p><b>Pre-Health Program</b> (preparatory programs); Require a cumulative GPA of 2.7 (B) or greater</p> <p>The Pre-Nursing program is designed for students interested in the University of Windsor/St. Clair College Nursing program (BScN). To be considered for admission to the Collaborative Nursing (BScN) Program, the following minimum program requirements must be achieved:</p> <ul style="list-style-type: none"> <li>• cumulative average of B (70%) in all courses;</li> <li>• combined average of B (70%) in GAS11, GAS21, GAS11A &amp; GAS21A</li> </ul> <p>*Please note that the Pre-Nursing program provides successful graduates with consideration for admission to the University of Windsor/St. Clair College Nursing program (BScN) only and does not qualify students for admission to other University programs.</p> <p>* The Pre-Health Science Program at Chatham (K900) is intended specifically for students preparing for admission to the Collaborative Nursing (B.Sc.N) program. Students who are preparing for other Health Science programs at Chatham are advised to apply for the General Arts &amp; Science Program (K858) and consult the Chatham Program Coordinator.</p> <p>See:</p> <p><a href="http://www.stclaircollege.ca/programs/postsec/Calendar2006-07/backups/old/schoolofappartstep.html#pre-hsn">http://www.stclaircollege.ca/programs/postsec/Calendar2006-07/backups/old/schoolofappartstep.html#pre-hsn</a></p>	<p>None</p>	<p>The Aboriginal Counselor provides support to all Aboriginal students attending St. Clair College. Most Aboriginal students are sponsored through the Department of Indian Affairs and each has his/her own sponsoring agency (Education Authority).</p>
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College/University	Bridging Pgms	Admission Policies	Student Supports
Sault College	<p align="center"><b>Pre-Health Certificate Program</b></p> <p>Ontario College Certificate (1 Year - 2 Semesters) (3030)</p> <p><b>Other Links:</b>  <a href="#">Visit our department site.</a></p> <p><b>Program Overview</b>            This option allows students to prepare for a variety of health science degree, diploma or certificate programs. Students who successfully complete two semesters of full-time studies in Pre-Health Sciences will be awarded a Pre-Health Sciences Ontario College Certificate. Pre-Health Sciences graduates with appropriate electives and a GPA of 2.6 will meet the minimum academic requirements for the North Eastern Ontario Collaborative Nursing Program offering a Bachelor of Science in Nursing at Sault College. Applicants wishing to pursue this pathway are encouraged to meet with the coordinator when selecting their electives.</p> <p>See Website:<a href="http://www.saultc.on.ca/Programs/3030.asp">http://www.saultc.on.ca/Programs/3030.asp</a></p>	Not Applicable	<p>Native student counselor and Native Student Centre            See Website:  <a href="http://www.saultc.on.ca/Academics/NativeEducation/NativeServices.asp">http://www.saultc.on.ca/Academics/NativeEducation/NativeServices.asp</a></p>
Trent University	None reported	None reported	<p><a href="http://www.trentu.ca/academic/nativestudies/students/students.html">http://www.trentu.ca/academic/nativestudies/students/students.html</a></p> <p>Indigenous Studies Student Services</p>

College/University	Bridging Pgms	Admission Policies	Student Supports
University of Ottawa	None	None	<p><b>Aboriginal Resource Center</b> (includes information on Scholarships)</p> <p><a href="http://www.sass.uottawa.ca/aboriginal">http://www.sass.uottawa.ca/aboriginal</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Aboriginal Multi-Media Society, Bursary Guide for Aboriginal Scholarships</a></li> <li>• <a href="#">Royal Bank of Canada, RBC Aboriginal Student Awards Program</a></li> <li>• <a href="#">Canadian Council for Aboriginal Business, Foundation for the Advancement of Aboriginal Youth</a></li> <li>• <a href="#">National Aboriginal Achievement Foundation</a></li> <li>• <a href="#">The Aboriginal Nurses Association of Canada Scholarships</a></li> <li>• <a href="#">Xerox, Aboriginal Scholarship Program</a></li> </ul>
University of Toronto	None	None	<p>Office of Aboriginal Students Services and Program</p> <p><b>First Nations House</b> First Nations House houses the Office of Aboriginal Student Services (OASSP) and the Native Students' Association. The Office provides culturally supportive student services and programs to Aboriginal students at the University of Toronto. Leadership, spiritual growth and academic excellence is the motto of First Nations House. First Nations</p>



		<p>House provides a home for Aboriginal people on campus, a place to interface with the Native community in Toronto, and a place where the University community can learn about Native people. An open, caring and safe environment is promoted and maintained and all are welcome. A weekly social on most Fridays of term is combined with information sessions from a variety of organizations intended to provide students with information regarding their future careers. Programs and services include recruitment, academic counselling and admissions, personal counselling, academic tutoring, computers, and financial aid and planning services. First Nations House also has a library with a large collection of Aboriginal specific books as well as the texts for the core ABS courses. Some of the courses in the Aboriginal Studies Program are held at First Nations House.</p> <p>First Nations House is located on the third floor of the North Borden Building at 563 Spadina Avenue; phone 416-978-8227. We can also be reached via email at <a href="mailto:fnh.info@utoronto.ca">fnh.info@utoronto.ca</a> or visit our website <a href="#">First Nations House</a> .</p> <p><b>Native Students' Association (NSA)</b></p> <p>The Native Students' Association has an office and a lounge at First Nations House where students can relax, work on an essay, enjoy a cup of coffee, and develop new friendships. It is a place where students can meet and provide support and information to one another. The NSA organizes social get-togethers and various cultural and recreational events</p>
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			<p>throughout the year. Special events and Aboriginal Awareness Week at U of T are the NSA's mandate. For more information on the NSA or to join, you may call us at 416-978-1042 or drop by First Nations House.</p> <p><b>Elder-in-Residence</b> An essential aspect of the Native community at the University of Toronto is our Elders-in-Residence, Lillian McGregor and Grafton Antone. They are available for personal consultation, conversation and guidance at First Nations House. Contact First Nations House for their hours of availability.</p> <p><b>Financial Support</b> A variety of scholarships and bursaries are available to all students of the University of Toronto. For scholarships and bursaries directed to Aboriginal students, contact Shannon Simpson at 416 978-1290 or by email at <a href="#">Shannon Simpson</a></p>
<p>University of Western Ontario</p>	<p>None We are hoping to offer a First Nations Transition Year Program commencing in September 2007</p>	<p>4 dedicated seats</p>	<p>First Nations Services (Includes financial support opportunities for Aboriginal students).  <a href="http://www.sdc.uwo.ca/firstN">http://www.sdc.uwo.ca/firstN</a></p>
<p>University of Windsor</p>	<p>Lambton College (collaborative partner in Sarnia) is developing a Pre-Health Sciences Program for Aboriginal students in coordination with our Aboriginal Education Centre to prepare students for health science programs.</p>	<p>None</p>	<p>Aboriginal Education Centre (Includes financial support opportunities)  Website: <a href="http://www.uwindsor.ca/aec">http://www.uwindsor.ca/aec</a></p>

<p>York University</p>	<p>None</p>	<p>None</p>	<ul style="list-style-type: none"> <li>• Office of Aboriginal Students: full-time Coordinator, Aboriginal Student Community and provides; academic advice, personal counseling, liaison, advocacy, referral service to on- and off-campus resources such as First Nations communities; education and awareness regarding Aboriginal culture, issues; services to all students, staff and professionals.</li> <li>• Aboriginal Resource Centre: area for study, social events, meetings and information sessions, and resource library.</li> <li>• Aboriginal Awareness Days and Pow-Wow in March</li> <li>• More than 10 bursaries and scholarships available to Aboriginal students <a href="http://www.yorku.ca/sclsd/abserve/scholarships">http://www.yorku.ca/sclsd/abserve/scholarships</a></li> <li>• Aboriginal Student Association</li> <li>• Dr. Allen T. Lambert Scholars Award: \$3,347 for 2 outstanding undergraduate and 2 outstanding graduate Canadian Aboriginal or First Nations students.</li> </ul>
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## Ontario: Number of Aboriginal Faculty and Curriculum Changes

Confederation College	None	<ul style="list-style-type: none"> <li>Confederation College is piloting a “Community-based BScN Program (in collaboration with Lakehead University) to our 4 smaller western regional campuses: Kenora, Sioux Lookout, Dryden, and Fort Frances. These smaller communities have higher populations of Aboriginal people and this community-based program will provide greater access to those in the western part of the province—who cannot move to Thunder Bay for 4 years of study.</li> </ul>
Cité Collégiale, La	No data	<ul style="list-style-type: none"> <li>No data</li> </ul>
Fleming College	No data	<ul style="list-style-type: none"> <li>No data</li> </ul>
Humber Institute of Technology & Advanced Learning	Unknown	<ul style="list-style-type: none"> <li>Recent recommendation by CASN accreditation to expand content will be discussed during regularly scheduled curriculum review in June 2007.</li> <li>As background, Humber has not had a focus on Aboriginal students who tend to be virtually invisible here. Less than 1% self declare and designated scholarships and bursaries often go unapplied for. We are in the middle of a very large, multi-ethnic, new immigrant community. A large proportion of our students are first generation immigrants and first in their family to attend post-secondary education.</li> <li>We recently held an invitational event to coax Aboriginal students out and invited an Elder and representatives from the University of Toronto (First Nations House, OISE, and the Faculty of Nursing) to attend. The event was sponsored by Student Services with support from the School of Health Sciences and Liberal Arts and Sciences. A total</li> </ul>

		of 5 students participated. This was a constructive and positive initial meeting and we obtained a number of suggestions for which we will be acting upon.
Lakehead University	1 Aboriginal faculty	<ul style="list-style-type: none"> <li>The University has an Indigenous Learning Centre; transcultural nursing course; mandatory placement of students in a 2-week practicum in the community in an Aboriginal health organization.</li> </ul>
Laurentian University	1 Aboriginal faculty	<ul style="list-style-type: none"> <li>Newly created in February 2007 "Aboriginal Curriculum Committee"</li> </ul>
Loyalist College	None	<ul style="list-style-type: none"> <li>We have a strong cultural nursing component to the program. Aboriginal culture is part of that component. <a href="http://www.loyalistc.on.ca/Loyalist/index_e.aspx?CategoryID=57">http://www.loyalistc.on.ca/Loyalist/index_e.aspx?CategoryID=57</a></li> </ul>
Mohawk College	1 Aboriginal faculty	<ul style="list-style-type: none"> <li>The culture is the subject of some of our problem-based learning approach and it is included in the curriculum.</li> </ul>
Nipissing University	None	<ul style="list-style-type: none"> <li>Rural/northern population which includes Aboriginal people identified the need for a common thread throughout the curriculum to highlight health needs.</li> </ul>
Northern College	None In the past two years, we have offered practical nursing on the request of remote communities and hired a part-time Aboriginal nursing professor to deliver the curriculum there.	<ul style="list-style-type: none"> <li>We do provide information on Aboriginal Peoples in our nursing courses, but the content is integrated throughout the program rather than a separate "course of study." Last year we did offer an elective in anthropology-native studies for our 3<sup>rd</sup> year BScN students.</li> </ul>
Queen's University	No data provided	<ul style="list-style-type: none"> <li>No data provided</li> </ul>
St. Clair College	1 faculty member specific to the Aboriginal students	<ul style="list-style-type: none"> <li>Not really, but the Aboriginal counselor is invited to speak to the first year collaborative nursing students.</li> </ul>
Sault College	None	<ul style="list-style-type: none"> <li>None</li> </ul>
Trent University	Data not provided	<ul style="list-style-type: none"> <li>Data not provided</li> <li></li> </ul>

University of Ottawa	None	<ul style="list-style-type: none"> <li>• None</li> </ul>
University of Toronto	Unknown	<ul style="list-style-type: none"> <li>• Material is integrated throughout the curriculum.</li> <li>• Collaborative Program in Aboriginal Health (graduate level)</li> <li>• The Politics of Aboriginal Health NUR 1014 taught by Dr. Rebecca Hagey.</li> </ul>
University of Western Ontario	1 Aboriginal faculty	<ul style="list-style-type: none"> <li>• The curriculum philosophy is “Peoples experiences with health and healing” and incorporates many aspects related to Aboriginal health and healing.</li> </ul>
University of Windsor	1 Aboriginal faculty	<ul style="list-style-type: none"> <li>• No data provided</li> </ul>
York University	Not tracking but 3 self-identified faculty	

**Ontario: Other Information and Pamphlets**

<b>College/University</b>	<b>Other Information</b>	<b>Pamphlets</b>
Confederation College	None	None
Cité Collégiale, La	No data provided	No data provided
Fleming College	No data provided	No data provided
Humber Institute of Technology & Advanced Learning	None	None
Lakehead University	Generally, the majority of students are women; 2/3 of the class have children and are single moms; 2/3 class are from out of town, remote, or fly-in communities; most students are from Ontario; Trends: cohorts are getting younger (18 to 47 years of age in 2005/06; 16/20 students had children; students entering the program are more technologically savvy.	Poster, CD, and website
Laurentian University	None	None
Loyalist College	None	None
Mohawk College	None	None
Nipissing University	None	None
Northern College	We would like to be able to offer the BScN Program on-site in the remote communities but our main problem is locating qualified faculty to teach locally (we find out students do need more on-site support and do not do well with distance delivery alone). Although we do have our own faculty who would consider traveling north to teach for short periods, the cost of travel and support for this is cost prohibitive for our small college. To date, we have not been able to access funds to support this initiative. The Aboriginal students who come here from the remote communities for their nursing education do not return there. They stay here or travel south to other locations for jobs. This is why it is so important to provide nursing	None

	education in the smaller remote Aboriginal settlements.	
Queen's University	No data provided	No data provided
St. Clair College	None	None
Sault College	None	None
Trent University	None	None
University of Ottawa	None	None
University of Toronto	None	None
University of Western Ontario	None	Pamphlets provided
University of Windsor	No data provided	No data provided
York University	None	Aboriginal Research Brochure: <a href="http://www.research.yorku.ca/publications/file_2_Aboriginal_Brochure.pdf">http://www.research.yorku.ca/ publications/file_2_Aboriginal Brochure.pdf</a>



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Québec  
Schools of Nursing

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## Summary: Québec Schools of Nursing

With 55.6% (5/9) of CASN member Schools represented in the Report, the following observations can be made:

- Aboriginal Nursing Students. Number of *estimated* undergraduate (entry level programming) Aboriginal nursing students = 5; Note: Data incomplete.
- None of the Schools reported having designated/dedicated seats for Aboriginal nursing students;
- In terms of attrition rates: One School (Université du Québec à Trois-Rivières) reported a 0% attrition rate while the remaining Schools [80% 4/5] noted that their attrition rates were unknown; and,
- One School (*Université du Québec à Chicoutimi*) noted that two students of Aboriginal ancestry were enrolled in the graduate program.
  
- Recruitment Strategies. Most of the Schools [80% (4/5)] did not report specific recruitment activities for prospective Aboriginal students. At *McGill University*, the First People's House organizes an annual Pow-Wow. A High Performance Camp is held for Aboriginal students; nursing is one of several disciplines represented at the Camp.
  
- Bridging/Transition Programs. None of the Schools offered a bridging or transition program.
  
- Aboriginal-Supportive Admission Policies. None of the Schools identified admission policies for Aboriginal students. *McGill University* is engaged in ongoing discussions in this regard, however, no policies are in place at this time.
  
- Support Programs. Four of the five Schools indicated that no student supports were available to Aboriginal students. At *McGill University*, First People's House offers a range of supports to students—mentoring, hot lunch program, legal aid, computer facilities, meeting place for Aboriginal students, academic counselling, housing assistance, and a Native Alumni Reunion site.
  
- Aboriginal Faculty. Number of Aboriginal Faculty, N=1 (*Université du Québec à Chicoutimi*).
  
- Curriculum Development. No curriculum changes were reported in relation to Aboriginal peoples, health, or students.
  
- Other Information and Pamphlets. No additional information was provided. No Schools have pamphlets in relation to Aboriginal nursing.

### Québec: Number of Aboriginal Nursing Students, Designated Seats, and Attrition Rates

College/University	# of Aboriginal Students	Designated Seats
McGill University	N=2 Attrition rate unknown	None
Université du Québec à Chicoutimi	N=2 Attrition rate unknown	None
Université du Québec en Outaouais (Hull)	None Unknown	None
Université du Québec à Trois-Rivières	N=1 0%	None
Université de Sherbrooke	None Attrition rate unknown	None

### Québec: Number of Aboriginal Graduate Nursing Students

College/University	# of Graduate Students
McGill University	None reported
Université du Québec à Chicoutimi	N=2
Université du Québec en Outaouais (Hull)	Unknown
Université du Québec à Trois-Rivières	None reported
Université de Sherbrooke	None reported

## Québec: Recruitment Strategies for Aboriginal Nursing Students

College/University	Recruitment Strategies
McGill University	<ul style="list-style-type: none"> <li>▪ Annual Pow-Wow organized by First People's House (part of Student Services)</li> <li>▪ High Performance camp organized annually (since two years) for Aboriginal students, with a nursing presence but focus not just nursing</li> </ul>
Université du Québec á Chicoutmimi	None
Université du Québec en Outaouais (Hull)	None
Université du Québec á Trois-Rivières	None
Université de Sherbrooke	None

## Québec: Bridging Programs, Admission Categories/Policies, and Student Support Programs

College/University	Bridging Pgms	Admission Policies	Student Supports
McGill University	None	Ongoing discussions, nothing currently in place	<ul style="list-style-type: none"> <li>▪ First Peoples' House offers a range of supports for students-mentoring, hot lunch program, legal aid, computer facilities, meeting place for Aboriginal Students' Association, academic counseling, housing assistance, native alumni reunion site <a href="http://www.mcgill.ca/fph/">http://www.mcgill.ca/fph/</a></li> </ul>
Université du Québec á Chicoutimi	None	None	None
Université du Québec en Outaouais (Hull)	None	None	None
Université du Québec á Trois-Rivières	None	None	None
Université de Sherbrooke	None	None	None

**Québec: Number of Aboriginal Faculty and Curriculum Change**

<b>College/University</b>	<b># of Faculty Members</b>	<b>Curriculum Changes</b>
McGill University	None	None
Université du Québec á Chicoutimi	1 Aboriginal faculty	Unknown
Université du Québec en Outaouais (Hull)	None	None
Université du Québec á Trois-Rivières	None	None
Université de Sherbrooke	None	None

**Québec: Other Information and Pamphlets**

<b>College/University</b>	<b>Other Information</b>	<b>Pamphlets</b>
McGill University	None	None
Université du Québec á Chicoutimi	None	None
Université du Québec en Outaouais (Hull)	None	None
Université du Québec á Trois-Rivières	None	None
Université de Sherbrooke	None	None

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Nova Scotia  
Schools of Nursing

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## Summary: Nova Scotia Schools of Nursing

With 66.6% (2/3) of CASN member Schools represented in the Report, the following observations can be made:

- Aboriginal Nursing Students. Number of *estimated* undergraduate (entry level programming) Aboriginal nursing students = 11; Note: Data incomplete.
- *Dalhousie University* reported having two designated/dedicated seats for Aboriginal nursing students;
- Both Schools (*Dalhousie, St. Francis Xavier*) indicated that attrition rates remain unknown.
- No Aboriginal students were enrolled in the graduate program at *Dalhousie University*.
  
- Recruitment Strategies. Faculty members from the School of Nursing at *Dalhousie University* have been invited into Aboriginal communities for recruitment purposes. Collaboration with the Native Counseling Unit and the [Transition Year Program](#) has enabled increased visibility of First Nations in the health care professions. At *St. Francis Xavier University*, the School of Nursing has established a “Nursing Recruitment Committee” which is developing recruitment strategies with members of First Nations in Cape Breton.
  
- Bridging/Transition Programs. *Dalhousie University* offers a university-wide Transition Year Program.
  
- Aboriginal-Supportive Admission Policies. None of the Schools identified admission policies for Aboriginal students.
  
- Support Programs. *Dalhousie University* has information concerning undergraduate scholarships for Aboriginal students on its website.
  
- Aboriginal Faculty. The Schools reported that no faculty members were Aboriginal.
  
- Curriculum Development. No curriculum changes were reported in relation to Aboriginal peoples, health, or students.
  
- Other Information and Pamphlets. No additional information or pamphlets were noted. *St. Francis Xavier* reported that “most Aboriginal students who have graduated from our program have been from Newfoundland.”

### Nova Scotia: Number of Aboriginal Nursing Students, Designated Seats, and Attrition Rates

College/University	# of Students	Designated Seats
Dalhousie University	9 Attrition rate unknown	2
St. Francis Xavier University	2 Attrition rate unknown	None

### Nova Scotia: Number of Aboriginal Graduate Students

College/University	# of Graduate Students
Dalhousie University	None reported
St. Francis Xavier University	None reported

### Nova Scotia: Recruitment Strategies for Aboriginal Nursing Students

College/University	Recruitment Strategies
Dalhousie University	<ul style="list-style-type: none"> <li>In Nova Scotia the School of Nursing participates in activities to which we are invited in Aboriginal communities</li> <li>Collaboration with the Native Counseling Unit and the <a href="#">Transition Year Program</a> has enabled increased visibility of First Nations in the health care professions. The Primary Health Care Nurse Practitioner program at Dalhousie University was the first Atlantic University to graduate a Nurse Practitioner of Mi'kmaq ancestry.</li> </ul>
St. Francis Xavier University	<ul style="list-style-type: none"> <li>Nursing Recruitment Committee is currently developing strategies with members of the First Nations community in Cape Breton</li> </ul>



## Nova Scotia: Bridging/Transition Programs, Admission Policies, and Student Supports

### College/University   Bridging Prgms   Admission Policies   Student Supports

College/University	Bridging Prgms	Admission Policies	Student Supports
Dalhousie University	<p><b>The Transition Year Program (TYP)</b>, a one-year program designed for First Nations and African Canadian adults, prepares students who do not yet meet standard Dalhousie entrance requirements. Dalhousie University, in partnership with the two communities, established the TYP to redress educational inequities faced by members of the First Nations and African Canadian communities.</p> <p>The TYP introduces students to the university in a variety of ways. Its curriculum, which includes a variable number of credit courses, can be adapted to individual needs and objectives. The TYP core curriculum includes courses in <a href="#">Black</a> and <a href="#">Native Studies</a>, <a href="#">Study Skills</a>, <a href="#">English</a>, <a href="#">Mathematics</a> and a credit course at Dalhousie. A <a href="#">Computer</a> course is also offered at the introductory level, which offers basic skill development in e-mail, internet use and word processing.</p> <p><u>All TYP courses are full-year, university preparatory courses and are not for credit.</u> Students with significant overall strengths may be given the opportunity to take a university credit course, with the approval of the Director.</p> <p>All program tutorials scheduled as part of the TYP are mandatory. Students who request additional tutorial assistance must have their request supported by the instructor of the course. TYP pays the costs associated with obtaining tutorial service once the tutor is approved</p>	None	<ul style="list-style-type: none"> <li>▪ Undergraduate scholarship for Aboriginal students <a href="http://moneymatters.dal.ca/files/FNIBSApp.pdf">http://moneymatters.dal.ca/files/FNIBSApp.pdf</a></li> </ul> <p><b>The Native Education Counselling Unit</b>, a division of The Confederacy of Mainland Mi'kmaq, is a program providing educational and support services to all native postsecondary students in the Halifax/Metro area.</p> <p>The Unit prides itself on being accessible and its ability to address the needs of native students from various First Nation communities. It is there to offer support and assistance or simply an attentive ear, regardless of the circumstances. It also provides students with the opportunity to form networks in the areas of study relating to Arts, Science, Law, Health, Social Work and life in general.</p> <p>Native Education Counselling Unit First Floor, A-1220 LeMarchant Street Telephone: 494-8863; Fax: 494-3875 Website:<a href="http://www.mns-firstnet.ca">www.mns-firstnet.ca</a></p>

	<p>by the instructor and Director.</p> <p>Classroom instruction is complemented by an orientation week, special lectures, campus tours, workshops and field trips.</p> <p>The program's staff includes members of the Dalhousie University community as well as the First Nations and Nova Scotian Black communities.</p> <p><b>Financial Assistance</b></p> <p>African Canadian non-status Aboriginal and Metis students accepted into the program may be eligible for university bursaries during their transition year. If they successfully complete TYP with a "B" average, they may become eligible for continued tuition fee waivers as long as they remain in good academic standing and progress towards a first degree. Beginning with the TYP class of 2000-2001, TYP students must maintain a 2.0 average in their degree program to maintain their tuition waiver.</p> <p>Status Indian students attending the program may approach their individual band councils for financial assistance.</p>		<p><b>Ten renewable entrance scholarships</b> valued at \$12,000 (\$3,000 per year) are available to First Nations and indigenous black students, who are residents of Nova Scotia, New Brunswick or Prince Edward Island, and are entering Dalhousie for the first time.</p> <p>Scholarships are available to both high school students and those transferring from other post-secondary institutions. The scholarships will be awarded on the basis of a student's financial need and academic standing.</p>
<p>St. Francis Xavier University</p>	<p>None</p>	<p>None</p>	<p>None</p>

### Nova Scotia: Number of Aboriginal Faculty and Curriculum Changes

<b>College/University</b>	<b># of Aboriginal Faculty</b>	<b>Curriculum Changes</b>
Dalhousie University	None	None
St. Francis Xavier University	None	None

### Nova Scotia: Other Information and Pamphlets

<b>College/University</b>	<b>Other Information</b>	<b>Pamphlets</b>
Dalhousie University	None	None
St. Francis Xavier University	Most Aboriginal students who have graduated from our program have been from Newfoundland	None

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New Brunswick  
Schools of Nursing

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## Summary: New Brunswick Schools of Nursing

With 100% (2/2) of CASN member Schools represented in the Report, the following observations can be made:

- Aboriginal Nursing Students. Number of *estimated* undergraduate (entry level programming) Aboriginal nursing students = 47;
- Number of designated/dedicated seats for Aboriginal nursing students= 0;
- Neither of the Schools (*Moncton University/Université de Moncton; University of New Brunswick*) track attrition rates regarding their Aboriginal nursing students;
- Number of *estimated* graduate Aboriginal nursing students= 0.
  
- Recruitment Strategies. Neither of the Schools currently have specific recruitment strategies for Aboriginal nursing programs. One of the Schools (*University of New Brunswick*) is initiating a recruitment strategy through meetings with Aboriginal leaders.
  
- Bridging/Transition Programs. One of the Schools (*University of New Brunswick*) has a Bridging Year Program.
  
- Aboriginal-Supportive Admission Policies. Neither of the Schools have special admission categories or policies regarding Aboriginal students.
  
- Support Programs. Neither of the schools have support programs for Aboriginal nursing students.
  
- Aboriginal Faculty. Number of Aboriginal faculty= 0.
  
- Curriculum Development. One of the Schools (*University of New Brunswick*) has incorporated information related to Aboriginal culture within the curriculum.
  
- Other Information and Pamphlets. Neither of the schools have available pamphlets or materials on Aboriginal nursing.

### New Brunswick: Number of Aboriginal Nursing Students, Designated Seats, and Attrition Rates

College/University	# of Students	Designated Seats
University of Moncton/Université de Moncton	42 Attrition Rate Unknown	None
University of New Brunswick	5 undergraduates Moncton = 1 Fredricton = 4 Attrition Rate Unknown	None

### New Brunswick: Number of Graduate Aboriginal Nursing Students

College/University	# of Graduate Students
University of Moncton/Université de Moncton	None
University of New Brunswick	None

### New Brunswick: Recruitment Strategies for Aboriginal Nursing Students

College/University	Recruitment Strategies
University of Moncton/ Université de Moncton	None
University of New Brunswick	<ul style="list-style-type: none"> <li>▪ 2 meetings with Aboriginal leaders thus far, follow-up planned</li> </ul>

## New Brunswick: Bridging/Transition Programs, Admission Policies, and Student Supports

College/University	Bridging Pgms	Admission Policies	Student Supports
University of Moncton/Université de Moncton	None	None	None
University of New Brunswick	<p>The Faculty of Education offers a <b>Bridging Year Program</b> for Aboriginal students who are preparing for admission to a UNB degree program. Applications for the program are welcome from:</p> <ol style="list-style-type: none"> <li>1. High school graduates.</li> <li>2. Students with Grade 11 who have been out of school for at least 3 years.</li> <li>3. Mature students as defined in the UNB undergraduate Calendar.</li> </ol> <p>Admissions are competitive. Satisfaction of the minimum criteria will not guarantee acceptance. The deadline for applications is March 31. Late applications can be considered only if spaces remain unfilled.</p> <p>In their Bridging Year students register for four courses each term, at least one of which must be a university credit course (See Bridging Year courses in Section H of the Calendar). Course schedules are individually planned in consultation with the Faculty in which a student wishes to enrol the following year.</p>	None	None

	<p>The maximum time permitted between the first registration and the completion of the Bridging Year in accordance with the regulations in effect at the time of first registration shall be two consecutive academic terms. Students who complete the Bridging Year with a minimum of 24 ch or the equivalent of 8 term courses and with a grade of CR in all BY courses and a GPA of 2.0 or higher in other courses will be guaranteed admission to the degree program for which the Bridging Year was designed. Students who do not succeed in meeting these requirements will not be permitted to continue in the Bridging Year program and will not be transferred to a degree program.</p> <p>Contact Lynda Doige at <a href="mailto:ladoige@unb.ca">ladoige@unb.ca</a></p>		
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### **New Brunswick: Number of Aboriginal Faculty and Curriculum Changes**

<b>College/University</b>	<b># of Aboriginal Faculty</b>	<b>Curriculum Changes</b>
University of Moncton/ Université de Moncton	None	None
University of New Brunswick	None	<ul style="list-style-type: none"> <li>▪ Information related to culture within curriculum.</li> </ul>

### **New Brunswick: Other Information and Pamphlets**

<b>College/University</b>	<b>Other Information</b>	<b>Pamphlets</b>
University of Moncton/ Université de Moncton	None	None
University of New Brunswick	None	None



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Newfoundland and Labrador  
Schools of Nursing

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## Summary: Newfoundland and Labrador Nursing Schools

With 100% (3/3) of CASN member Schools represented in the Report, the following observations can be made:

- Aboriginal Nursing Students. Number of *estimated* undergraduate (entry level programming) Aboriginal nursing students = 34;
- Number of designated/dedicated seats for Aboriginal nursing students= 3 per year;
- Attrition rate for Aboriginal “seats” = 30%; Attrition rate for Inuit students in the Integrated Nursing Access Program = 15.8%; and,
- Number of *estimated* graduate Aboriginal nursing students= 0.
  
- Recruitment Strategies. All Schools [100% (3/3)] have recruitment strategies in operation. The strategies include:
  - Providing information and recruitment presentations to Aboriginal communities throughout Newfoundland and Labrador; and,
  - Engaging in an annual teleconference with guidance counselors across Newfoundland and Labrador to discuss the nursing program in detail.
  
- Bridging/Transition Programs. All Schools [100% (3/3)] currently have a bridging program. The Integrated Nursing Access Program (INAP) works across all three schools. It began in 2004, and was funded by the Labrador Inuit Association (now Nunatsiavut Gov’t). It is a 3-year access program that:
  - Integrates high school completion with the first year of the Bachelor of Nursing program;
  - Transitions Inuit students in Labrador. Upon completion of the program, students will enroll in the second year of the BN program; and,
  - The program has a 84.2% (16/19) student retention rate for students who enrolled in January 2004.
  
- Aboriginal-Supportive Admission Policies. In the collaborative nursing program, there is an admission policy concerning designated seats (n=3 per year) above the 220 existing (regular) seats.
  
- Support Programs. See information related to the Integrated Nursing Access Program (INAP).
  
- Aboriginal Faculty. Number of Aboriginal Faculty= 0.
  
- Curriculum Development. All schools [100% (3/3)] currently have engaged in curriculum revisions that are supportive of Aboriginal nursing students.

The INAP bridging program was specifically designed to incorporate case studies and cultural values of the Inuit into the curriculum.

- Additional Information and Pamphlets. None of the schools [0% (0/3)] have available pamphlets or materials on Aboriginal Nursing

### **Newfoundland and Labrador: Number of Aboriginal Nursing Students, Designated Seats, and Attrition Rates**

<b>College/University</b>	<b># of Students</b>	<b>Designated Seats</b>
Memorial University of Newfoundland	N=34 Aboriginal students	N=3 Per year in the BN (Collaborative) Program
Centre for Nursing Studies	10.5% Regular Seats	
Western Regional School of Nursing	Aboriginal Seats 30% Inuit Students = 15.8%	

### **Newfoundland and Labrador: Number of Aboriginal Graduate Students**

<b>College/University</b>	<b># of Graduate Students</b>
Memorial University of Newfoundland	None
Centre for Nursing Studies	
Western Regional School of Nursing	

### **Newfoundland and Labrador: Recruitment Strategies for Aboriginal Nursing Students**

<b>College/University</b>	<b>Recruitment Strategies</b>
Memorial University of Newfoundland	<ul style="list-style-type: none"> <li>▪ Recruiters from Memorial University travel to every region of the Province including Aboriginal communities in Newfoundland and throughout Labrador to provide information about the programs at Memorial.</li> <li>▪ A teleconference each year is hosted by the nursing consortium office coordinator with guidance counselors from across Newfoundland and Labrador to discuss the nursing program in detail.</li> </ul>
Centre for Nursing Studies	
Western Regional School of Nursing	

## Newfoundland and Labrador: Bridging/Transition Programs, Admission Policies, and Student Supports

College/University	Bridging Pgms	Admission Policies	Student Supports
Memorial University of Newfoundland  Centre for Nursing Studies  Western Regional School of Nursing	<p>In 2004, we began a transition program for Inuit students in Labrador that was funded by the Labrador Inuit Association (now the Nunatsiavut Gov't). It led the <b>Integrated Nursing Access Program</b> for the Labrador Inuit (INAP); a 3-year access program that integrates high school completion and the 1<sup>st</sup> yr of our BN program.</p> <p>19 students were admitted into the program in Jan 2004 and 16 remain in the program to date. They will complete the INAP this spring and if successful will enroll in the 2<sup>nd</sup> yr of the BN program. They will take the 2<sup>nd</sup> yr in Goose Bay, Labrador, where they have done the INAP portion and then will move to Corner Brook and the Western Regional School of Nursing to Complete years 3 and 4.</p>	3 seats per year available in the program for students of Aboriginal Ancestry who have met admission requirements and who submit a letter of request along with documentation of Aboriginal Ancestry.	None

### Newfoundland and Labrador: Number of Faculty and Curriculum Changes

<b>College/University</b>	<b># of Aboriginal Faculty Members</b>	<b>Curriculum Changes</b>
Memorial University of Newfoundland Centre for Nursing Studies Western Regional School of Nursing	None	The INAP program was specifically designed to incorporate case studies and cultural values of the Inuit.

### Newfoundland and Labrador: Other Information and Pamphlets

<b>College/University</b>	<b>Other Information</b>	<b>Pamphlets</b>
Memorial University of Newfoundland Centre for Nursing Studies Western Regional School of Nursing	None	None

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Nunavut and Northwest Territories  
Schools of Nursing

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## Summary: Nunavut and Northwest Territories Schools of Nursing

With 100% (2/2) of CASN member Schools represented in the Report, the following observations can be made:

- Aboriginal Nursing Students. Number of *estimated* undergraduate (entry level programming) Aboriginal nursing students = 27 (*Nunavut Arctic College*); data on current nursing students from *Aurora College* not provided;
- Number of designated/dedicated seats for Aboriginal nursing students= 15 per year;
- Attrition rate for Aboriginal students is unknown for both Schools, but estimated at 50% by *Nunavut Arctic College*; and,
- Number of *estimated* graduate Aboriginal nursing students= 0.
- Recruitment Strategies. *Aurora College* has no specific recruitment strategies in place. *Nunavut Arctic College* forwards recruitment packages to all nursing stations and schools in 26 Nunavut communities; the College also purchases radio and TV time from CBC to advertise the program. Students can complete a practicum in a community of their choice; they have also been interviewed on CBC and engaged in school presentations about nursing and what attracted them to the profession.
- Bridging/Transition Programs. *Nunavut Arctic College* offers a Health Careers Access Program to provide Inuit (and Aboriginal) students with the opportunity to academically prepare for study in the health care field. *Aurora College* offers a Nursing Access Program. The Program is for students who would like to work in the health field, but do not meet the requirements for admission to a health program.
- Aboriginal-Supportive Admission Policies. *Nunavut Arctic College* has designated seats for Inuit/Aboriginal students. The College also have a mature student admission category. *Aurora College* also has a mature student admission policy.
- Support Programs. Financial assistance is offered from the Nunavut Government and Health and Social Services. Student supports (counseling, academic advisement, etc.) are offered at each of the three *Nunavut Arctic College* campuses: Nunatta, Kivalliq, and Kitikmeot. *Aurora College* does not offer specific supports for Aboriginal students. NWT Government offers grant money for students born or living for a significant time in the north.
- Aboriginal Faculty. Number of Aboriginal Faculty= 0.

- Curriculum Development. The nursing program at *Nunavut Arctic College* incorporates, as much as possible, Inuit culture into the curriculum. Approaches include the use of Inuit names (terminology) for Anatomy and Physiology; a specific course on culture and health; and most of the program is focused on Inuit health. *Aurora College* emphasizes northern issues and northern people in the curriculum.
- Additional Information and Pamphlets. No other information was offered by the Schools. *Aurora College* does not have any Aboriginal-specific pamphlets or brochures. *Nunavut Arctic College* has no brochures, but is in the process of creating a new pamphlet/brochure.



### Nunavut and the Northwest Territories: Number of Aboriginal Nursing Students, Designated Seats, and Attrition Rates

College/University	# of Students	Designated Seats
Nunavut Arctic College	27 students <hr/> Attrition rates unknown Estimated at 50%	15 designated seats  Originally Inuit students had first priority, now Aboriginal students are also accorded priority.
Aurora College	41 Aboriginal graduates Note: Number of current students not provided <hr/> Attrition rate not reported	None

### Nunavut and the Northwest Territories: Number of Graduate Aboriginal Students

College/University	# of Graduate Students
Nunavut Arctic College	No graduate program
Aurora College	No graduate program

### Nunavut and the Northwest Territories: Recruitment Strategies

College/University	Recruitment Strategies
Nunavut Arctic College	<ul style="list-style-type: none"> <li>Recruitment packages sent to all nursing stations and schools in 26 Nunavut communities; School purchases radio and TV time from CBC to advertise program.</li> <li>Students complete a practicum in a community of their choice and talk on CBC and in schools about nursing and what attracted them to nursing.</li> </ul>
Aurora College	<ul style="list-style-type: none"> <li>No specific strategy</li> </ul>

## Nunavut and the Northwest Territories: Bridging/Transition Programs, Admission Policies, and Student Supports

College/University	Bridging Pgms	Admission Policies	Student Supports
Nunavut Arctic College	<p><b>Health Careers Access Program</b></p> <p>The Health Career Access Program year is designated to provide Inuit students with the opportunity to academically prepare for study in the health-care field. Topics covered include chemistry, biology, math and English with a focus on health-care issues. Students are introduced to the philosophies and roles of various health-care professions with the aim of helping students determine their personal suitability for a career choice.</p> <p>Admission criteria and the Curriculum are listed on page 34 of the Calendar.  <a href="http://nac.nu.ca/Academic_Calendar">http://nac.nu.ca/Academic_Calendar</a></p>	<p>Designated seats</p> <p>Mature student status</p>	<p>Financial backing from the Nunavut government and health and social services.</p> <p>Financial awards provided yearly courtesy of Nunavut Arctic College, as well as student housing and daycare services.</p> <p>2 counselors: 1 Inuit and 1 non-native</p> <p>Financial supports are addressed at the following website:  <a href="http://nac.nu.ca/Other_Financial_Assistance">http://nac.nu.ca/Other_Financial_Assistance</a></p> <p>Student services (counseling, academic advisement, etc.) are offered at each of the three campuses:</p> <p>Nunatta Campus            Kivalliq Campus            Kitikmeot Campus</p>
Aurora College	<p><b>Nursing Access Program</b></p> <p>See full Program description in the College Calendar:  <a href="http://www.auroracollege.nt.ca/programs/calender">http://www.auroracollege.nt.ca/programs/calender</a></p>	<p>Admission based on:</p> <ul style="list-style-type: none"> <li>• Meeting academic standards;</li> <li>• Mature student category;</li> <li>• Length of time living in the North.</li> </ul>	<p>No specific supports for Aboriginal students.</p> <p>NWT Government offers grant money for students born or living for a significant time in the North.</p>

	<p><a href="#">dar.aspx</a></p> <p>New curriculum in 2007.</p> <p>The Access Year is for students who would like to work in the health field, but do not meet the requirements for admission to the health program. Program courses include math, science, English and an Introduction to Health. Each of the courses include relevant health related materials. Upon successful completion of the Access Year students may apply to register in the Nursing Program, or other health programs.</p>		<p><a href="http://www.auroracollege.nt.ca/admission/assistance.aspx">http://www.auroracollege.nt.ca/admission/assistance.aspx</a></p>
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### Nunavut and the Northwest Territories: Number of Aboriginal Faculty and Curriculum Changes

<b>College/University</b>	<b>Aboriginal Faculty</b>	<b>Curriculum Changes</b>
Nunavut Arctic College	None	The program tries to incorporate the Inuit culture as much as possible into the curriculum. Approaches that are applied include: using Inuit names for Anatomy and Physiology; a course specifically on culture and health; interaction with the Inuit population; and most of the program is focused on Inuit health.
Aurora College	None	None, except that northern issues and northern people are addressed in the curriculum.

### Nunavut and the Northwest Territories: Other Information and Pamphlets

<b>College/University</b>	<b>Other Information</b>	<b>Pamphlets</b>
Nunavut Arctic College	None	No brochures. Creating a new pamphlet/brochure
Aurora College	None	None

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## Program Materials

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## Kwantlen Capacity Development Camp (KCDC) 2006



### Explore

Education and cultural values based on the concepts of the Medicine Wheel :  
Spiritual, Mental, Physical and Emotional



**Traditional Health Activities**

### Discover

Traditional plants & medicines

*Don't be Bored!  
Have Fun at SUMMER CAMP*

*Fun with Science and Health Related Activities*

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12666 - 72 Avenue, Surrey BC

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Fraser Health Authority  
Kwantlen University College  
Ministry of Advanced Education,  
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the Stó:Lo Nation HRDC  
BC Hydro Powersmart and the  
Surrey School District

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Summer Daycamps**

July 17-28  
OR August 14-25  
(Tentative Dates)

Monday - Friday  
9:00am-3:30pm



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UNIVERSITY COLLEGE

**FOR FURTHER INFORMATION REGARDING THE CAMP:**

Call Ann Moniz at 604 599 2053  
REGISTRATIONS & APPLICATIONS CAN BE FAXED TO : 604 599 3130

## Collaborative Partners In LCSAN

### **Camosun College**

[www.camosun.bc.ca](http://www.camosun.bc.ca)

### **Cowichan Tribes**

[www.cowichantribes.com](http://www.cowichantribes.com)

### **InterTribal Health Authority**

[www.itha.ws](http://www.itha.ws)

### **Kwakiutl District Council**

[www.kwakiutldistrictcouncil.com](http://www.kwakiutldistrictcouncil.com)

### **Malaspina University-College**

[www.mala.bc.ca](http://www.mala.bc.ca)

### **'Namqis Health Centre**

[www.namqis.bc.ca](http://www.namqis.bc.ca)

### **Aboriginal Nursing Association of Canada**

[www.anac.on.ca](http://www.anac.on.ca)

### **North Island College**

[www.nic.bc.ca](http://www.nic.bc.ca)

### **Nuu chah nulth Tribal Council**

#### **Nursing Program**

[www.nuuchahnulth.org](http://www.nuuchahnulth.org)

### **Sh'ulh-etun Health Society**

[www.vifn-ehealth.ca](http://www.vifn-ehealth.ca)

### **Ts'ewulhtun Health Centre, Cowichan Tribes**

[www.cowichantribes.com](http://www.cowichantribes.com)

### **University of Victoria**

[www.uvic.ca](http://www.uvic.ca)

### **Vancouver Island Health Authority, Aboriginal Liason**

[www.viha.ca](http://www.viha.ca)



***“The need for a  
common vision gets  
stronger  
every day”***

***Nellie Cournoyea; Aboriginal Youth  
Network***

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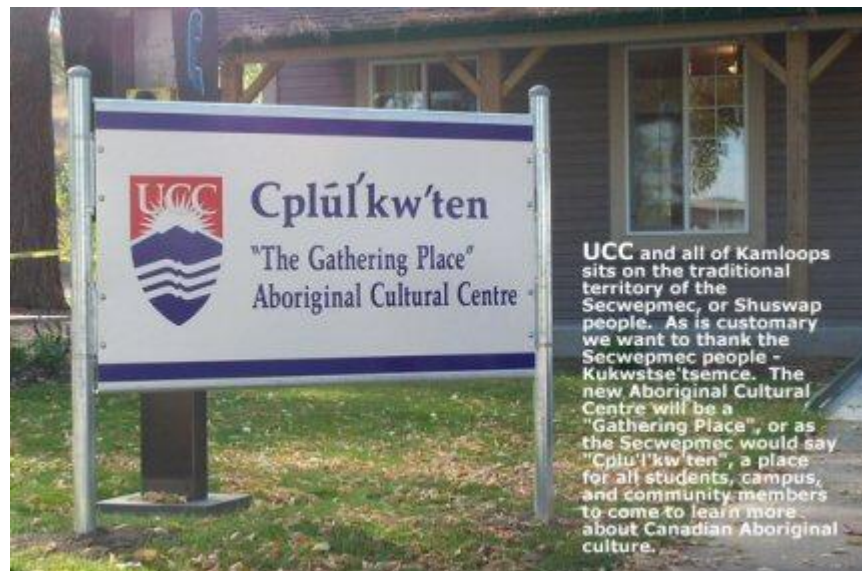
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## Services for Aboriginal Students

TRU has one of the largest aboriginal student populations in B.C. post-secondary institutions. TRU is pleased to offer services in support of all aboriginal students: Status, Non-status, Metis and Inuit. These services are designed to enhance students post-secondary experience at TRU culturally, socially and academically.

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**Aboriginal Cultural Centre, for more pictures click [here](#)**

These services include the following: Coordinator for Aboriginal Students, Aboriginal Cultural Centre and First Nations Student Association.



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### Aboriginal Cultural Centre: Pictures

Front view. This quaint little house has been totally renovated inside and out. The centre is wheelchair accessible, and has office, student, and gathering spaces.



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## FIRST NATIONS HOUSE OF LEARNING



## QUICKFIND

- [Maps & Directions](#)
- [Aboriginal Admissions Policy](#)
- [Aboriginal Bursaries, Scholarships & Fellowships](#)
- [Aboriginal Coordinators & Advisors](#)

## WELCOME

Today, our tradition of learning continues as students from diverse communities and backgrounds come to what is now the University of British Columbia. We invite you to join the increasing number of Aboriginal students at UBC.

The First Nations House of Learning welcomes you to our website. We hope that this site assists you in learning more about the many programs and services available for prospective and current Aboriginal students at UBC.

## MUSQUEAM TERRITORY

UBC's main Vancouver campus is located on the traditional territory of the [Musqueam](#) people. The lands of Indigenous peoples are sacred, and we wish to recognize and thank the Musqueam for their generosity.

## **ABORIGINAL HEALTH NURSING PRECEPTORSHIP PROGRAM**

The Institute for Aboriginal Health (IAH) and the School of Nursing (SON) partnership developed the Aboriginal Health Nursing Preceptorship Program (AHNPP).



The Pilot Aboriginal Health Nursing Preceptorship Program workshop, November 17, 2006

Back row (L to R): Dorothy Lee, Blanche Hagersmith, Marilyn McGarry , Jo-Ann Allen, Catherine Aune, Cathy Condy, Jenna LaFrance; Front Row (L to R): Dr. Eduardo Jovel, Paula Tognazzini, Rose Point, Sarah Hein, Tania Dyck, Marcy Ptolemy, Shelley Henderson, Elsie Tan, Marg Osborne

### **Aboriginal Health Nursing Preceptorship Program Developers/Coordinators**

- Jenna LaFrance, Community Research Associate, Institute for Aboriginal Health/BC ACADRE
- Paula Tognazzini, MSN, RN, Instructor, Post RN Advisor, UBC School of Nursing

### **Institute for Aboriginal Health staff:**

- Rose Point, Elder, Musqueam Indian Band
- Dr. Eduardo Jovel, UBC Institute for Aboriginal Health Director
- Jenna LaFrance, Community Research Associate, Institute for Aboriginal Health/BC ACADRE

### **UBC School of Nursing Program Advisors**

- Paula Tognazzini, MSN, RN, Instructor, Post RN Advisor, UBC School of Nursing
- Marg Osborne, Coordinator of the Undergraduate Nursing Program, UBC School of Nursing

### **Aboriginal Health Nursing Preceptorship Program Instructors:**

- Paula Tognazzini, MSN, RN, Instructor, Post RN Advisor, UBC School of Nursing
- Elsie Tan, MSN, RN, Instructor, UBC School of Nursing
- Shawna Buchholz, RN, BSN, Aboriginal Liaison, OHSA, Interior Health
- Alannah Young, PhD, Counsellor, UBC First Nations House of Learning

**North Island College**

**Vivian Hermansen**

**Director, Aboriginal Education**

**Campbell River Campus**

**250 923 9749**

**vivian.hermansen@nic.bc.ca**

**Wendy Edwards**

**Coordinator, Aboriginal  
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**Port Alberni Campus**

**250 724 8746**

**wendy.edwards@nic.bc.ca**

**Marlene Marasco**

**Coordinator, Aboriginal  
Education**

**Port Hardy Campus**

**250 949 2858**

**marlene.marasco@nic.bc.ca**

**Jan Meiers**

**Academic Advisor, Nursing**

**Comox Valley Campus**

**250 334 5068**

**ABORIGINAL  
NURSING AT**



**Important Resources**

**Aboriginal Nursing association of  
Canada**

Bursary applications, information and  
support

[www.ana.on.ca](http://www.ana.on.ca)

**National Aboriginal Achievement  
Foundation Scholarship**

[www.naaf.ca/html/education\\_program\\_e.html](http://www.naaf.ca/html/education_program_e.html)

**First Nations Chiefs' Health  
Committee**

Chiefs' Health Careers Initiative,  
Scholarships and Bursaries

[www.fnchc.ca/hci.htm](http://www.fnchc.ca/hci.htm)

**North Island College**

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# Aboriginal Nursing

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"The Gathering Place"  
Coordinator - Joanne Brown  
Call: (250) 828-5246  
email: [jobrown@tru.ca](mailto:jobrown@tru.ca)

*You can strengthen the future*



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**About the program**

Over the four years of the Bachelor of Science in Nursing Degree program, you will spend time in the classroom, the hospital and the community learning the theory and skills involved in professional nursing practice.

**Year 1** – Students focus on the basic concept of health and begin to practice nursing in residential care, hospitals and in the community.

**Year 2** – Students work with people experiencing health challenges in a variety of settings such as maternal child, medical and surgical units, mental health and home care.

**Year 3** – Students focus on illness prevention, health promotion and leadership. Practical experiences involve mental health, rural health, maternal child health and community development projects.

**Year 4** – The emphasis in the final year is professional development, leadership and teamwork. Students have the opportunity to explore various nursing roles within their profession.

**Requirements**

**Entrance**

- B.C. Grade 12 or equivalent (C+ minimum average) or Mature Student Status
- B.C. Chemistry 11 or equivalent (C+ minimum grade)\*
- B.C. Math 11 (Pre-Calculus) or equivalent (C minimum grade)\*
- B.C. Biology 11 or equivalent (C+ minimum grade)\*
- One B.C. Grade 12 science or equivalent (C+ minimum grade)\*. This course is Biology 12 the requirement for Biology 11 is waived
- B.C. English 12 or equivalent (B minimum grade) or Level 4 Language Proficiency Index (LPI) within the last two years\*
- \* These courses are part of the Aboriginal Pre-Health program. Please see inside.

**Course Requirements**

- Successful medical
- Complete immunization schedule
- Canadian citizenship or landed immigrant status
- Completion of CPR, C, and
- Student membership in the BNAAC. A criminal record check is required with the BNAAC student membership



**Information and application**

Applications and admission packages are available in person, on-line or through regular mail from the Admissions Office. Complete program details, policies and TRU academic information are found on-line at [www.tru.ca](http://www.tru.ca) or in the TRU Calendar which is available by mail or through the TRU website.

**For More Information:**

contact: TRU School of Nursing (251) 848-5400  
 web: [www.tru.ca/nursing](http://www.tru.ca/nursing)

**To Apply:**

write: TRU Admissions Office  
 Thompson Rivers University  
 Star 3100, Kamloops, BC V2C 9E3  
 call: TRU Admissions Office (251) 848-5400  
 e-mail: [admission@tru.ca](mailto:admission@tru.ca)  
 web: [www.tru.ca/admissions/office/index.html](http://www.tru.ca/admissions/office/index.html)

**Financial Aid and Awards**

Through the Thompson Rivers University Foundation and individual agencies, a number of scholarships and bursaries are available to Aboriginal students. Information on these awards and application forms for student loans can be found at the Financial Aid Office on campus or on the web. [www.tru.ca/financialaid](http://www.tru.ca/financialaid) (in French). First Nations students may also be eligible for post-secondary funding from their home communities or sponsoring agency.

**We look forward to meeting you**  
 Sponsored by Ministry of Health Services,  
 Nursing Directorate

**TRU Bachelor of Science in Nursing**

**We welcome Aboriginal Students**

**A fulfilling career in health care lies ahead – and brighter futures for those you will help along the way.**



PHOTO COURTESY OF THE THOMPSON RIVERS UNIVERSITY FOUNDATION





## Native Access Program to Nursing/Medicine

Sihtoskatowin

\* supporting one another \*



The *Native Access Program to Nursing/Medicine (NAPN/M)* is a support and retention service for Aboriginal students enrolled in or interested in the following nursing and medicine programs in Saskatchewan:

- ☞ ***Nursing Education Program of Saskatchewan (NEPS)*** is a four-year baccalaureate program offered collaboratively by the Saskatchewan Institute of Applied Science and Technology (SIAST), Nursing Division, and the University of Saskatchewan (U of S), College of Nursing, in Saskatoon and Regina, and First Nations University in Prince Albert.
- ☞ ***NEPS Second Degree Entry Option*** is a baccalaureate program offered in Saskatoon, collaboratively by SIAST and the U of S, College of Nursing, with completion in less than two calendar years. A completed baccalaureate degree or at least 90 credit units from a post-secondary institution recognized by the University of Saskatchewan is prerequisite.
- ☞ ***Master of Nursing Program***, University of Saskatchewan, College of Nursing.
- ☞ ***Post Registration BSN Program*** is a 12-month program offered by the University of Saskatchewan, College of Nursing.
- ☞ ***Practical Nursing Program*** is a 65-week certificate program offered by the SIAST Nursing Division in Regina, at Wascana Campus.
- ☞ ***College of Medicine M.D. Degree Program*** is a four-year undergraduate medical education program offered by the University of Saskatchewan.

The advisors at NAPN/M work with Aboriginal nursing, medicine, and pre-health science students to achieve success and excellence through academic and personal advisement, tutoring, mentorship and culturally appropriate counseling. NAPN/M is available for support and advocacy with childcare, housing and funding concerns. As well, computers with Internet access are available to students working on papers and assignments. NAPN/M also posts a newsletter and builds community through activities such as luncheons, and meetings with leaders and role models in the Aboriginal community.

For more information please contact any of the following NAPN/M locations:

### NATIVE ACCESS PROGRAM TO NURSING/MEDICINE (NAPN/M)

College of Nursing, University of Saskatchewan  
107 Wiggins Rd, Saskatoon SK S7N 5E5

Tel (306) 966-1480  
Fax (306) 966-6703  
SK Toll-free 1-800-463-3345

Nursing Division, SIAST Wascana Campus  
4500 Wascana Parkway  
PO Box 556, Regina SK S4P 3A3

Tel (306) 798-4007  
Fax (306) 798-0809



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## Description

**ACCESS Southern Nursing (ACCESS SN)** is a one-year certificate program with an August entry date. The program is designed to prepare students with the academic and developmental skills necessary to enter the Joint Baccalaureate Nursing (JBN) program.

This program is intended to meet the needs of low-income residents of Manitoba who have not had the opportunity to become nurses because of social, economic, or cultural factors, lack of formal education, or geographical location. Priority is given to Aboriginals, recent immigrants, and single parents. ACCESS bursaries are available and allocated to students based on demonstrated level of need and criteria as determined by the ACCESS Model Program. ACCESS counselling staff will assist students to seek alternate funding should they not meet the ACCESS criteria.

This program is not designed for students who already have a credit in any one of the following: Math 40S, English 40S, or Chemistry 40S.

The program integrates:

- courses designed to prepare students for the developmental and professional requirements of the JBN program
- courses from the first year of the JBN program

After application, students accepted into the ACCESS SN program will be registered in the College Preparation for Nursing program.

Students remain formally and informally connected to the ACCESS program for the four years that they are in the JBN program. During that time, academic and personal counselling, financial guidance, tutorial assistance and supplementary classes, and other support services are provided to ACCESS students on both a scheduled and informal basis by ACCESS staff.

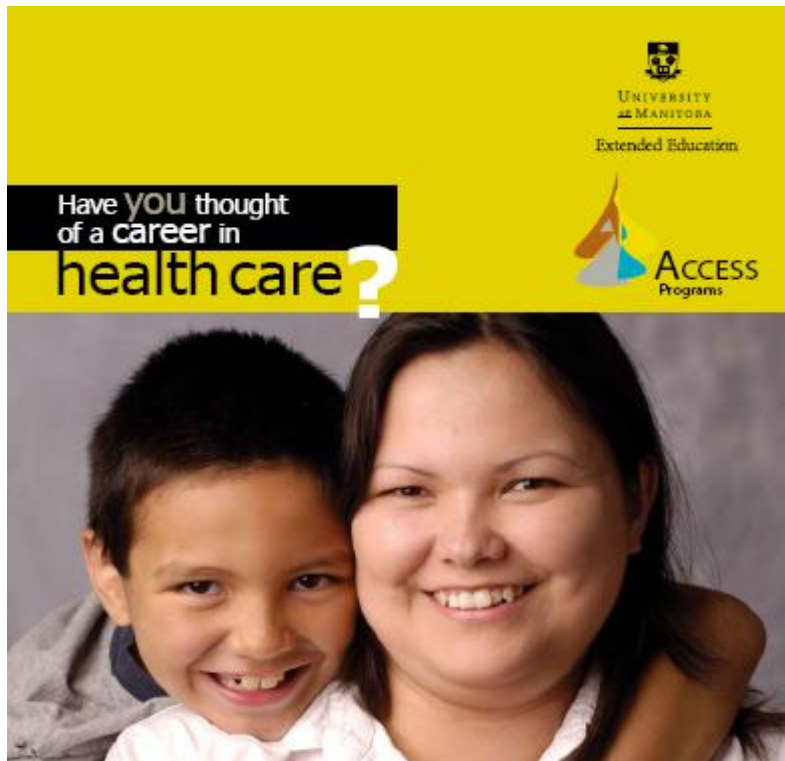
Students who require Student Aid financial assistance should contact the Bursary/Loans Officer at 204-632-2186 or pick up an application form from the ACCESS Office.

For more information on the type of academic, personal, and financial supports available please contact:

[ACCESS Model Program](#)

Room 210, Building F  
2055 Notre Dame Avenue  
Winnipeg, MB R3H 0J9  
204-632-2180  
1-800-903-7707  
Fax 204-633-1437  
E-mail: [access@rrc.mb.ca](mailto:access@rrc.mb.ca)

**Please note:** Due to high demand, this program is open to Manitoba residents only.



## Health Careers Access Program (HCAP)

The Health Careers Access Program (HCAP) is exclusive to Aboriginal (Metis, Status, Non-Status, Inuit) residents of Manitoba with a strong interest in becoming Doctors, Dentists, Pharmacists, Nurses, Physical/Occupational/Respiratory Therapists or Dental Hygienists.

Students will take a general first year with a combination of a minimum of 21 credit hours and a maximum of 24 credit hours. After completion of this year, students will be streamed for the Faculty of choice. The intent of the common first year is to place significant focus on inter-professional education with the goal of creating more awareness of the diversity of challenges in various professional health fields and to allow for more informed career choices for HCAP students.

Applicants may be required to study Arts and Science courses full time for a maximum of four years. They then apply to a professional health faculty.

**"What do I like best about the Access Program?  
The atmosphere, the friends, the support!**

*—Ashley Blais  
Pre-medical student*

**"It's an awesome program that will  
change the way you approach your goals."**





The First Peoples' House is part of Student Services McGill. We are not a student club or group.

### **Evidence of Mohawk Territory**

At the left of the Roddick Gates stands the **Hochelaga Rock**, which commemorates the Iroquois settlement that stood on the very land that McGill sits on today!

First Peoples' House honours our ancestors who gave up their lives and homes on the island of Montreal known in Mohawk as **Tiohtiá:ke** — "where the People split or parted ways."

**Did you know** that 53 of the 56 Aboriginal languages spoken in Canada are in danger of becoming extinct by the end of this century?



**WELCOME TO FIRST PEOPLES' HOUSE**



**Kia Ora, Me'taleyn, Tansi, Ai'i, Wachiya, Auneen, Shé:kon, Kwé, Kwey, Boojhoo, Oki, Hello, Bonjour!**



Champion Hoop Dancer- Lisa Odjig

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Like most "Houses" across Canada, the First Peoples' House attempts to provide a sense of community and a voice to Aboriginal students that have left their home communities in order to pursue their education.

It is our hope that the education that Aboriginal students receive here at McGill will benefit the communities which they are from. An anthropologist, whose name escapes me, once said, "The mark of a truly sophisticated civilization is its ability to adapt to change." These words reflect the resilience of Aboriginal people since European contact to the present. Education is one of many keys to our survival into the new millennium. Aboriginal students who have graduated from McGill would attest to this fact. Dedication and perseverance have enabled them to attain their goals and perhaps the realization that "they will emerge with their hands held forward to grasp the place in society that is rightfully theirs" (*the late Chief Dan George*).

However, in order to keep our sense of identity within a large postsecondary institution, we must not forget our roots, our language, customs, traditions and teachings of our ancestors. We must remain true to those teachings and respect one another's differences. As Aboriginal people emerge from the darkness of oppression, we look to the future that we hope is full of light and freedom to control our own destinies. An academic education based on contemporary teachings, combined with our own ancestral knowledge, will allow us to "emerge with our hands held forward" into a promising future.



As our Elders tell us, "We are always learning till the day we die!"

We welcome all indigenous students including Métis, the Inuit, & Native (both "status" & "non-status"), Maori and Aborigines.

Skén:nen - In Peace and Friendship

Waneek Horn-Miller

Coordinator  
3505 Peel Street  
Montreal, Quebec  
H3A 1W7

Tel.: 514-398-3217

Fax: 514-398-8169

[Email](#)






**OUR PURPOSE**

The First Peoples' House believes that innovative partnerships should exist between McGill University and Aboriginal communities. The First Peoples' House aims to provide Aboriginal students with a "home away from home" and envisions the following:


- To increase the admission and retention rates of Aboriginal students studying at McGill.
- To promote and increase the accessibility of student services of McGill to Aboriginal students.
- To meet the concerns of Aboriginal communities which include educational programming and policies that are culturally relevant to Aboriginal peoples.



- To promote collaborative research and learning between McGill University and Aboriginal communities.
- To raise awareness within the McGill University community regarding the past, present, and future aspirations of Aboriginal peoples through the promotion of activities that encourage personal, social, intellectual, and cultural interactions between Aboriginal and McGill students and staff.
- To work on the creation of an Aboriginal Studies Program with the McGill Institute for the Study of Canada.

**FIRST PEOPLES' HOUSE**

**MCGILL UNIVERSITY**



"A HOME AWAY FROM HOME"

3505 Peel St.  
Montreal, Quebec  
H3A 1W7  
Canada  
firstpeopleshouse@mcgill.ca  
[www.mcgill.ca/fph](http://www.mcgill.ca/fph)



[Aboriginal Programs](#)  
[Home](#)

- [Aboriginal Initiatives Home Page \(AI\)](#)
- [Aboriginal Management Council Home Page \(AMC\)](#)
- [Canada Research Chair\(CRC\)](#)
- [Aboriginal Services Home Page](#)

## **NATIVE NURSES ENTRY PROGRAM (NNEP)**

### **NATIVE NURSES ENTRY PROGRAM (NNEP)**

The Native Nurses Entry Program is a nine month transition program designed to provide the necessary skills and academic preparation required for successful completion of the four (4) year nursing degree program or the 3-year compressed nursing degree program (NNEP graduates with 80% or higher).

The program is based on two (2) semesters of twelve (12) weeks each, as well as a two (2) week field experience. The student may choose field experiences in their own community or other Aboriginal healthcare settings.

The program offers four academic preparatory courses - English, Chemistry, Mathematics and Biology. In addition, three special purpose courses - Communications, Professional Orientation and Study Skills/Logical Reasoning are taken over the University Academic year.

#### **For more information contact:**

[Connie Hartviksen](#): NNEP Co - ordinator , (807) 343 - 8446

Sarah Perrault: NNEP Counsellor/Liaison, (807) 766 - 7180

[Lorrie Deschamps](#): NNEP Administration Assistant, (807) 343 - 8446

To visit the NNEP official website, please click [here](#).



## Appendix A

### Contact Script A: English Series

[E-mail; failing to get a response in one week then telephone call and fax]

Hello, my name is \_\_\_\_\_. I am emailing on behalf of Dr. David Gregory and the Canadian Association of Schools of Nursing. In 2002, Dr. Gregory, Professor Hart Wasekeesikaw and CASN guided a National Task Force on Aboriginal Nursing Education in Canada. The federal government has asked CASN to update the report and provide current information about Aboriginal Nursing education in Canada. As with all things Federal, the Report is due at the end of February and so there is some urgency associated with the need to obtain data as quickly as possible.

Your school participated in the 2002 Report which is located at the following website:

[http://umanitoba.ca/faculties/nursing/media/aboriginal\\_nursing.pdf](http://umanitoba.ca/faculties/nursing/media/aboriginal_nursing.pdf)

We would greatly appreciate the presence of your school in the updated version.

We are seeking the following data:

1. Number and location of seats dedicated to Aboriginal students;
2. Number of undergraduate and graduate Aboriginal students in your program;
3. Attrition rates of Aboriginal nursing students (if known);
4. Recruitment strategies for Aboriginal nursing students;
5. Transition/preparatory (high school) or bridging programs;
6. Special admission categories or policy;
7. Student support programs (including financial support) for Aboriginal nursing students;
8. Number of Aboriginal faculty;
9. Any curriculum changes related to Aboriginal People and/or Aboriginal students.
10. Any other information related to the Aboriginal students in your program?
11. Do you have any pamphlets or materials about Aboriginal nursing which you could e-mail to us? We would like to showcase this information in the final Report.

Thank you for your consideration of this request. You could **(a)** e-mail this requested information to the address listed below or **(b)** I could discuss the 11 items with you or your designate directly. If option (b) is appealing could you or your designate kindly contact me at:

[Abnursing@uleth.ca](mailto:Abnursing@uleth.ca)

Regardless of the option you choose, hearing from you within the next week would be greatly appreciated. I acknowledge the short time line and the work entailed on your part—however, a copy of the Report will be sent to you in recognition of your contribution and your school's presence in the Report.

I can also be reached at (403) 317-5067 or (403) 329-2668 (fax).

Sincerely,

Research Assistant

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## Contact Script B

[E-mail; failing to get response in one week then telephone call and fax.]

Hello, my name is \_\_\_\_\_. I am emailing on behalf of Dr. David Gregory and the Canadian Association of Schools of Nursing. In 2002, Dr. Gregory, Professor Hart Wasekeesikaw and CASN facilitated a National Task Force on Aboriginal Nursing Education in Canada. The federal government has asked CASN to update the report and provide current information about Aboriginal Nursing education in Canada. As with all things Federal, the Report is due at the end of February and so there is some urgency associated with the need to obtain data as quickly as possible.

We note that your school was unable to participate in the 2002 Report. We would take this opportunity to invite you to consider a presence in the updated Report. The 2002 Report is located at the following website:

[http://umanitoba.ca/faculties/nursing/media/aboriginal\\_nursing.pdf](http://umanitoba.ca/faculties/nursing/media/aboriginal_nursing.pdf)

We would greatly welcome the presence of your school in the updated Report—which will showcase your school of nursing.

We are seeking the following data:

1. Number and location of seats dedicated to Aboriginal students;
2. Number of undergraduate and graduate Aboriginal students in your program;
3. Attrition rates (if known);
4. Recruitment strategies for Aboriginal students;
5. Transition/preparatory (high school) or bridging programs;
6. Special admission categories or policy;

7. Student support programs (including financial support) for Aboriginal nursing students;
8. Number of Aboriginal faculty;
9. Any curriculum changes related to Aboriginal People and/or Aboriginal students.
10. Any other information related to the Aboriginal students in your program?
11. Do you have any pamphlets or materials about Aboriginal nursing which you could e-mail to us? We would like to include this information in the final Report.

Thank you for your consideration of this request. You could **(a)** e-mail this requested information to the address listed below or **(b)** I could discuss the 11 items with you or your designate directly. If option (b) is appealing could you or your designate kindly contact me at:

[Abnursing@uleth.ca](mailto:Abnursing@uleth.ca)

Regardless of the option you choose, hearing from you within the next week would be greatly appreciated. I acknowledge the short time line and the work entailed on your part—however, a copy of the Report will be sent to you in recognition of your contribution and your school's presence in the Report.

I can also be reached at (403) 317- 5067 or (403) 329-2668 (fax).

Sincerely,

Research Assistant

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## Contact Script C

### **English Script – Previous Non-CASN Members**

Hello, my name is \_\_\_\_\_. I am e-mailing this information on behalf of Dr. David Gregory and the Canadian Association of Schools of Nursing. In 2002, Dr. Gregory, Professor Hart Wasekeesikaw and CASN facilitated a National Task Force on Aboriginal Nursing Education in Canada. The federal government has asked CASN to update the report and provide current information about Aboriginal Nursing education in Canada. As with all things Federal, the Report is due at the end of February and so there is some urgency associated with the need to obtain data as quickly as possible.

We Note that your school was not a member of CASN during the 2002 report. We would take this opportunity to invite you to consider a presence in the

updated Report. We would greatly welcome the presence of your school in the updated Report—which will showcase your school of nursing.

We are seeking the following data:

1. Number and location of seats dedicated to Aboriginal students;
2. Number of undergraduate and graduate Aboriginal students in your program;
3. Attrition rates (if known);
4. Recruitment strategies for Aboriginal students;
5. Transition/preparatory (high school) or bridging programs;
6. Special admission categories or policy;
7. Student support programs (including financial support) for Aboriginal nursing students;
8. Number of Aboriginal faculty;
9. Any curriculum changes related to Aboriginal People and/or Aboriginal students.
10. Any other information related to the Aboriginal students in your program?
11. Do you have any pamphlets or materials about Aboriginal nursing which you could e-mail to us? We would like to include this information in the final Report.

Thank you for your consideration of this request. You could **(a)** e-mail this requested information to the address listed below or **(b)** I could discuss the 11 items with you or your designate directly. If option (b) is appealing could you or your designate kindly contact me at:

[abnursing@uleth.ca](mailto:abnursing@uleth.ca)

Regardless of the option you choose, hearing from you within the next week would be greatly appreciated. I acknowledge the short time line and the work entailed on your part—however, a copy of the Report will be sent to you in recognition of your contribution and your school's presence in the Report.

I can also be reached at (403) 317-5067 or (403) 329-2668 (fax).

Sincerely,

Research Assistant

## Appendix B

### Contact Script A: French Series

Bonjour, mon nom est Philippe Laroche. J'appelle de la part du Dr. David Gregory et de l'Association canadienne des écoles de sciences infirmières. En 2002, le Dr. Gregory et l'ACESI ont mené un projet national sur l'éducation des sciences infirmières chez les autochtones au Canada. Le gouvernement fédéral a demandé à l'ACESI de mettre à jour et de fournir des informations courantes à propos de l'éducation des infirmières autochtones au Canada. Comme tous les projets fédéraux, ce rapport est dû à la fin de février, alors il y a un sentiment d'urgence associé à la collecte de l'information. Vous êtes priés de répondre au courriel le plus vite possible.

Votre école a participé au projet en 2002 que l'on peut trouver sur le site suivant :

[http://umanitoba.ca/faculties/nursing/media/aboriginal\\_nursing.pdf](http://umanitoba.ca/faculties/nursing/media/aboriginal_nursing.pdf)

Nous apprécierions que votre école participe à la mise à jour du projet.

Nous avons besoin des informations suivantes :

1. Le nombre et l'emplacement des sièges réservés aux étudiants autochtones;
2. Le nombre d'étudiants autochtones au premier cycle ou aux études supérieures dans votre programme;
3. Les taux d'abandon des étudiants autochtones (si connu);
4. Les stratégies de recrutement pour les étudiants autochtones en sciences infirmières;
5. Les programmes de transition ou de préparation (école secondaire) ou programme de formation d'appoint;
6. Les critères ou politiques d'admission spéciale;
7. Les programmes d'appui ou d'entraide (incluant l'appui financier) pour les étudiants autochtones en sciences infirmières;
8. Le nombre d'autochtones appartenant au corps enseignant;
9. Les changements au programme d'études reliés aux peuples autochtones ou aux étudiants autochtones.
10. Toute autre information pertinente au sujet des étudiants autochtones dans votre programme?
11. Avez-vous des brochures ou matériels divers au sujet des sciences infirmières pour autochtones que vous pourriez nous envoyer par courriel?

Nous aimerions présenter ces informations dans le rapport final.

Merci beaucoup de l'attention apportée à cette requête. Vous pouvez (a) envoyer un courriel avec l'information demandée à l'adresse suivante ou

(b) discuter des 11 items ci-dessus en nous contactant à l'adresse suivante :

[Abnursing@uleth.ca](mailto:Abnursing@uleth.ca)

Qu'importe l'option que vous choisirez, il serait grandement apprécié si vous pouviez nous contacter dans un délai d'une semaine. Nous savons que l'échéance est très courte pour le travail requis de votre part, cependant un exemplaire du rapport vous sera envoyé en reconnaissance de votre contribution et de la présence de votre école dans le rapport.

Nous pouvons aussi être contactés au (403) 317-5067 ou (403) 329-2668 (télécopieur).

Sincèrement,

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## Contact Script B: French Series

Bonjour, mon nom est Philippe Laroche. J'appelle de la part du Dr. David Gregory et de l'Association canadienne des écoles de sciences infirmières. En 2002, le Dr. Gregory et l'ACESI ont mené un projet national sur l'éducation des sciences infirmières chez les autochtones au Canada. Le gouvernement fédéral a demandé à l'ACESI de mettre à jour et de fournir des informations courantes à propos de l'éducation des infirmières autochtones au Canada. Comme tous les projets fédéraux, ce rapport est dû à la fin de février, alors il y a un sentiment d'urgence associé à la collecte de l'information. Vous êtes priés de répondre au courriel le plus vite possible.

Nous avons remarqué que votre école n'a pas pu participer au Rapport en 2002. Nous prenons cette opportunité pour vous inviter à prendre part à la mise au jour du Rapport. Le Rapport de 2002 peut être trouvé sur le site de web suivant :

[http://umanitoba.ca/faculties/nursing/media/aboriginal\\_nursing.pdf](http://umanitoba.ca/faculties/nursing/media/aboriginal_nursing.pdf)

Nous apprécierions que votre école participe à la mise à jour du projet.

Nous avons besoin des informations suivantes :

1. Le nombre et l'emplacement des sièges réservés aux étudiants autochtones;
2. Le nombre d'étudiants autochtones au premier cycle ou aux études supérieures dans votre programme;

3. Les taux d'abandon des étudiants autochtones (si connu);
4. Les stratégies de recrutement pour les étudiants autochtones en sciences infirmières;
5. Les programmes de transition ou de préparation (école secondaire) ou programme de formation d'appoint;
6. Les critères ou politiques d'admission spéciale;
7. Les programmes d'appui ou d'entraide (incluant l'appui financier) pour les étudiants autochtones en sciences infirmières;
8. Le nombre d'autochtones appartenant au corps enseignant;
9. Les changements au programme d'études reliés aux peuples autochtones ou aux étudiants autochtones.
10. Toute autre information pertinente au sujet des étudiants autochtones dans votre programme?
11. Avez-vous des brochures ou matériels divers au sujet des sciences infirmières pour autochtones que vous pourriez nous envoyer par courriel? Nous aimerions présenter ces informations dans le rapport final.

Merci beaucoup de l'attention apportée à cette requête. Vous pouvez (a) envoyer un courriel avec l'information demandée à l'adresse suivante ou (b) discuter des 11 items ci-dessus en nous contactant à l'adresse suivante :

[Abnursing@uleth.ca](mailto:Abnursing@uleth.ca)

Qu'importe l'option que vous choisirez, il serait grandement apprécié si vous pouviez nous contacter dans un délai d'une semaine. Nous savons que l'échéance est très courte pour le travail requis de votre part, cependant un exemplaire du rapport vous sera envoyé en reconnaissance de votre contribution et de la présence de votre école dans le rapport.

Nous pouvons aussi être contactés au (403) 317-5067 ou (403) 329-2668 (télécopieur).

Sincèrement,

## Appendix C

### E-mail from Dr. Pat Griffin, Executive Director, CASN

As you know, CASN was an affiliate on the National Task Force on Aboriginal Nursing (2002). On behalf of CASN, Dr. David Gregory is now updating this report in preparation for an upcoming meeting to develop a pan-Canadian strategy to increase the number of Aboriginal student nurses and faculty .

For those of you who have already provided information in this regard, please accept our sincere thanks and appreciation. If you have not yet had the chance to forward this information to the project site ([Abnursing@uleth.ca](mailto:Abnursing@uleth.ca)), I would like to encourage you to do so at your earliest convenience .

If you have any questions, please do not hesitate to contact the project site via e-mail ([Abnursing@uleth.ca](mailto:Abnursing@uleth.ca)) or at (403) 317-5067.

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Comme vous le savez, l'ACESI était affilié au Groupe de travail national des autochtones en nursing (2002). Au nom de l'ACESI, David Gregory est à réviser ce rapport en préparation d'une réunion pour préparer une stratégie pan-canadienne pour augmenter le nombre d'étudiant(e)s autochtones et le professorat.

Pour ceux et celles qui ont déjà fourni de l'information, veuillez accepter nos remerciements et appréciation. Si vous n'avez pas eu encore l'occasion de le faire, veuillez svp le faire parvenir le plus tôt possible à [Abnursing@uleth.ca](mailto:Abnursing@uleth.ca).

Si vous avez des questions, n'hésitez pas en nous en faire part par courriel à [Abnursing@uleth.ca](mailto:Abnursing@uleth.ca) ou par téléphone au (403) 317-5067.

#### Pat

Pat Griffin, RN, PhD, Executive Director/Directrice générale,

Canadian Association of Schools of Nursing (CASN)

Association canadienne des écoles de sciences infirmières (ACÉSI)

Fifth Avenue Court, 99 - 5th Avenue, Suite 15 Ottawa, Ontario, K1S 5K4

Tel: 613-235-3150, extension 26; Fax: 613-235-4476; E-mail: [pgriffin@casn.ca](mailto:pgriffin@casn.ca)



## Appendix D

### Participating CASN Schools (n=58)

#### British Columbia (BC)

Camosun College <http://www.camosun.bc.ca>  
College of New Caledonia <http://www.cnc.bc.ca>  
Douglas College <http://www.douglas.bc.ca/home.html>  
Kwantlen University College <http://www.kwantlen.bc.ca/home.html>  
Malaspina University College <http://www.mala.ca/index.asp>  
North Island College <http://www.nic.bc.ca>  
Selkirk College <http://selkirk.ca>  
Thompson Rivers University <http://www.tru.ca>  
University of British Columbia <http://www.ubc.ca>  
University of British Columbia (Okanagan) <http://web.ubc.ca/okanagan/welcome.html>  
University of Northern British Columbia <http://www.unbc.ca>  
University of Victoria <http://www.uvic.ca>

#### Alberta (AB)

Athabasca University <http://www.athabascau.ca>  
Grande Prairie Regional College <http://www.gprc.ab.ca>  
Grant MacEwan Community College <http://www.gmcc.ab.ca/web/home/index.cfm>  
Lethbridge College <http://www.lethbridgecollege.ab.ca>  
Medicine Hat College <http://www.mhc.ab.ca>  
University of Alberta <http://www.ualberta.ca>  
University of Calgary <http://www.ucalgary.ca>  
University of Lethbridge <http://www.uleth.ca>

#### Saskatchewan (SK)

First Nations University <http://www.firstnationsuniversity.ca>  
Saskatchewan Institute of Applied Science and Technology (SIAST)  
<http://www.siastr.sk.ca>  
University of Saskatchewan <http://www.usask.ca>

#### Manitoba (MB)

Red River College <http://www.rrc.mb.ca>  
University College of the North <https://www.keewatincc.mb.ca>  
University of Manitoba <http://www.umanitoba.ca>

## Ontario (ONT)

Cité Collégiale, La <http://www.lacitec.on.ca/english.php>

Confederation College <http://www.confederationc.on.ca>

Fleming College <http://www.flemingc.on.ca>

Humber College Institute of Technology and Advanced Learning  
<http://www.humber.ca>

Lakehead University <http://www.lakeheadu.ca>

Laurentian University

[http://www.laurentian.ca/Laurentian/Home/Laurentian+Homepage.htm?Laurentian\\_Lang=en-CA](http://www.laurentian.ca/Laurentian/Home/Laurentian+Homepage.htm?Laurentian_Lang=en-CA)

Loyalist College [http://www.loyalistc.on.ca/DefaultSite/index\\_e.aspx](http://www.loyalistc.on.ca/DefaultSite/index_e.aspx)

Mohawk College of Applied Arts and Technology  
<http://www.mohawkcollege.ca/homepage.html>

Nipissing University <http://www.nipissingu.ca>

Northern College of Applied Arts and Technology <http://www.northernc.on.ca>

Queen's University <http://www.queensu.ca/homepage>

Sault College <http://www.saultc.on.ca>

St. Clair College <http://www.stclaircollege.ca>

Trent University <http://www.trentu.ca>

University of Ottawa <http://www.uottawa.ca>

University of Toronto <http://www.utoronto.ca>

University of Western Ontario <http://www.uwo.ca>

University of Windsor <http://www.uwindsor.ca>

York University <http://www.yorku.ca/web/index.htm>

## Québec

McGill University <http://www.mcgill.ca>

Université du Québec à Chicoutimi <http://www.uqac.quebec.ca>

Université du Québec à Trois Rivières <http://www.uqtr.quebec.ca>

Université de Québec en Outaouais <http://www.uqo.ca>

Université de Sherbrooke <http://www.usherbrooke.ca>

## New Brunswick

Université de Moncton <http://www.umoncton.ca>

University of New Brunswick <http://www.unb.ca>

## Nova Scotia

St. Francis Xavier <http://www.stfx.ca>

Dalhousie University <http://www.dal.ca>

## Newfoundland & Labrador

Centre for Nursing Studies <http://www.cns.nf.ca>

Memorial University of Newfoundland <http://www.mun.ca>

Western Regional School of Nursing <http://www.swgc.mun.ca/nursing>

## Northwest Territories

Aurora College <http://www.auroracollege.com>

## Nunavut

Nunavut Arctic College <http://www.nac.nu.ca>

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## Non-Participating CASN Schools (n=33)

### British Columbia

British Columbia Institute of Technology (BCIT) <http://www.bcit.ca>

College of the Rockies <http://www.cotr.bc.ca>

Langara College <http://www.langara.bc.ca>

Trinity Western University <http://www.twu.ca>

University College of the Fraser Valley <http://www.ucfv.ca/home.htm>

### Alberta (AB)

Red Deer College <http://www.rdc.ab.ca>

Keyano College <http://www.keyano.ca>

Mount Royal College <http://www.mtroyal.ab.ca>

### Manitoba (MB)

Brandon University <http://www.brandonu.ca>

## Ontario (ONT)

Algonquin College <http://www.algonquincollege.com>

Brock University <http://www.brocku.ca>

Collège Boréal <http://www.boreal.ca>

Cambrian College of Applied Arts and Technology <http://www.cambrianc.on.ca>

Canadore College of Applied Arts and Technology <http://www.canadorec.on.ca>

Centennial College <http://www.centennialcollege.ca>

Conestoga College Institute of Technology and Advanced Learning

<http://www.conestogac.on.ca/jsp/international/index.jsp>

Durham College <http://www.durhamcollege.ca>

Fanshawe College <http://www.fanshawec.ca>

George Brown College <http://www.georgebrown.ca/index.aspx>

Georgian College of Applied Arts and Technology <http://www.georgianc.on.ca>

Lambton College of Applied Arts and Technology <http://www.lambton.on.ca>

McMaster University <http://www.mcmaster.ca>

Ryerson University <http://www.ryerson.ca/home.html>

Seneca College of Applied Arts and Technology <http://www.senecac.on.ca/cms>

St. Lawrence College <http://www.sl.on.ca>

University of Ontario Institute of Technology <http://www.uoit.ca>

## Québec

Université de Québec à Rimouski <http://www.uqar.quebec.ca>

Université de Québec en Abitibi-Temiscamingue <http://www.uqat.quebec.ca>

Université de Montréal <http://www.umontreal.ca>

Université Laval <http://www.ulaval.ca>

## Nova Scotia

Cape Breton University [http://www.cbu.ca/cbu/\\_main/home.asp](http://www.cbu.ca/cbu/_main/home.asp)

## Prince Edward Island

University of Prince Edward Island <http://www.upei.ca/index.html>

