



WASHINGTON STATE UNIVERSITY  
**SPOKANE**

# Describe and help design the following:

- Ways to bridge the cultural divide between Salmon & Western medical education and practices
- Decolonizing approaches to rural healthcare education settings
- Engage community stakeholders to integrate cultural beliefs and values





# WSU NAHS Mission

- Expand NA health care workforce
- Culturally embedded education toward holistic and equitable patient care
- Tribal community partnerships and health initiatives

# WSU Native American Health Sciences Tribal Advisory Board

- Made up of healthcare professionals, administrators, educators, and tribal council members
- Contribute to WSU NAHS partnerships throughout PNW, AIHC, ATNI, NPAIHB, SIHB, Centennial Accord





# New Center for Native American Health

- Serving 56 NA Health Students & 180+ Pre-Health across WSU
- 13 Pathway Programs with colleges, institutions, orgs, and communities
- 3 wings of the Center serve mission

# Indigenous Clinical Simulation

- Culturally Patient-Centered
- Balances Western medicine with Indigenous teaching and practice perspectives toward equitable outcomes in an interprofessional setting
- Meant to eliminate healthcare workforce perpetuated health disparities and outcomes
- Reinforces culturally responsive and respectful communication practices
- Provides knowledge, awareness, and practice skills for Native & Non-Native health students & current workforce, through indigenous instructed simulation



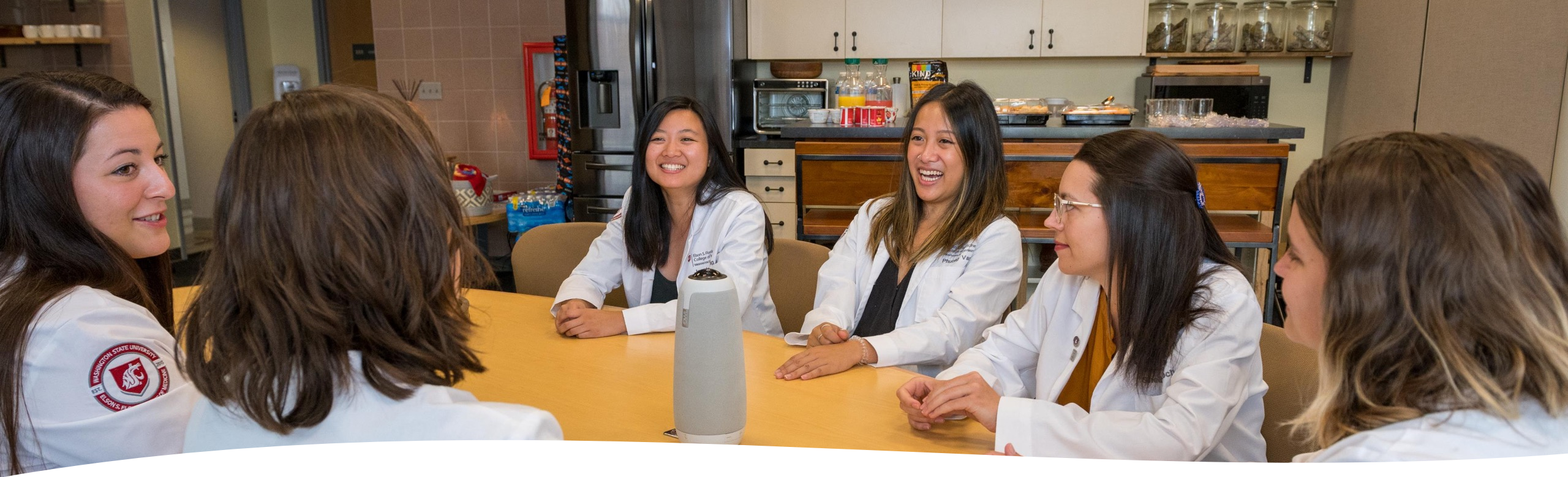
# Interprofessional Indigenous Developed & Instructed



- Interprofessional Indigenous Healer Cohort
- Meetings & Retreats
- Advises & impacts
  - Space design and elements
  - Simulation design
  - Indigenous standardized patient cases
  - Pedagogical practices
  - Dismantling, Decolonizing and Indigenizing the way we approach patient care
- MS Y2s research
  - Learner assessment and evaluation
  - Instructor evaluations
  - Cohort story from decolonized approaches

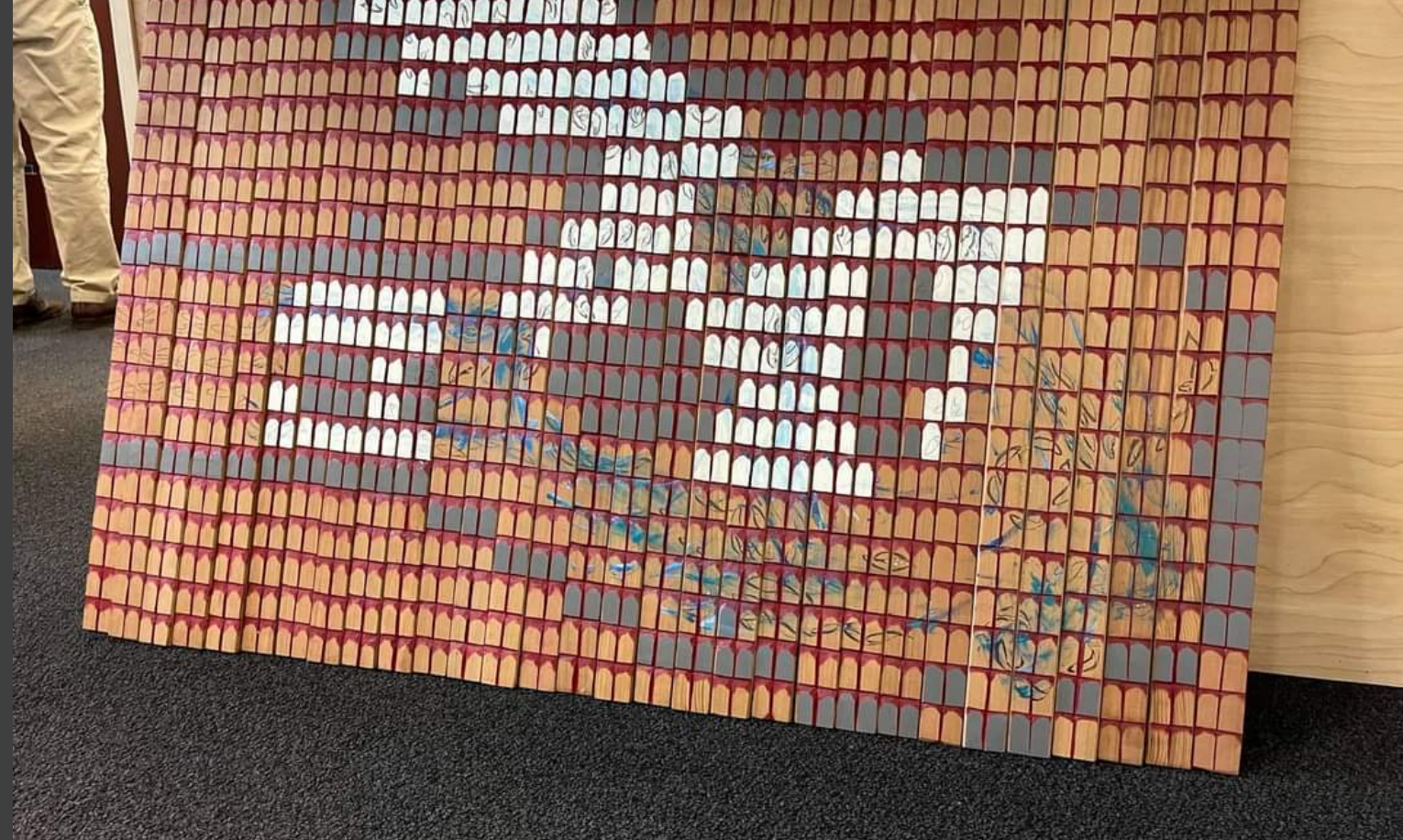


# Indigenous Healers




# Culture is Embedded throughout our Work

- Bringing healing and holism into a space that has been westernized
- Valuing harm reductive strategies through story and voice
- Expanding new envisioned spaces to teach, inform, and practice cultural knowledge, understandings, perspectives, and practices toward proficiencies of care
- Indigenous standardized patients and varying low to high fidelity levels
- Personalized faculty development following simulation best practices



*How do we bridge the cultural divide between Indigenous and Western medical education and practice?*

A close-up photograph of a sprig of a green, feathery plant, likely a herb, resting on a white, textured paper towel. The plant has many small, needle-like or feathery leaves. The paper towel is placed on a dark, textured surface, possibly a tablecloth. The text is overlaid on the plant and paper towel.

*How do we decolonize & Indigenize  
approaches within  
Rural Health Education?*



*How do we involve  
community & integrate  
cultural beliefs & values?*



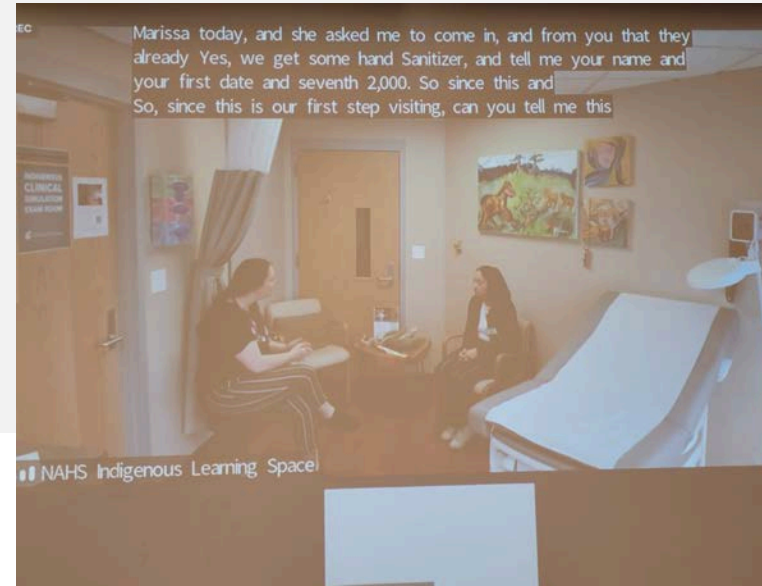


*Individual & Group Work Sessions*

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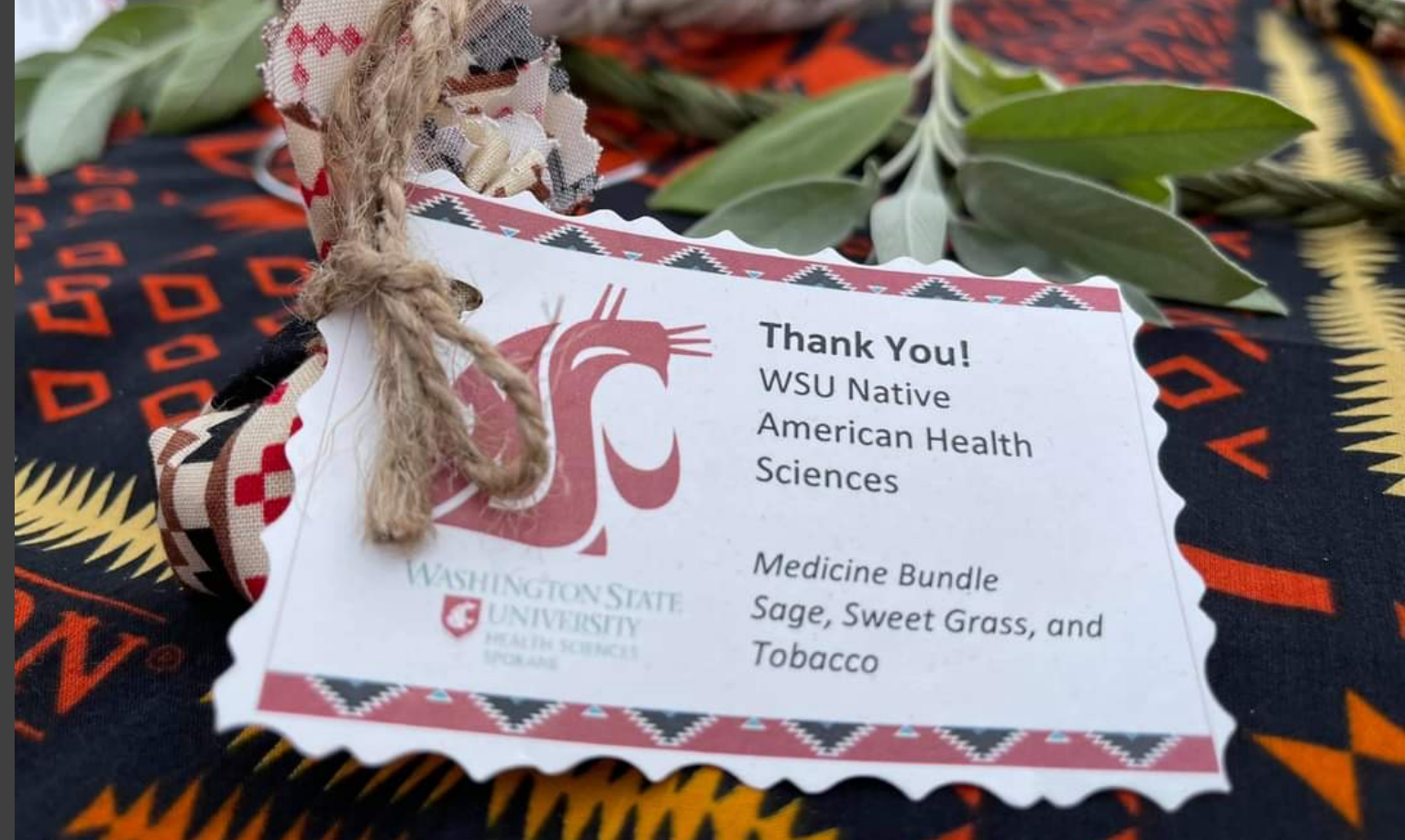


<https://native-land.ca/>



## Group Exercise

- Who do you serve in your rural community?
- How do you get to know who you serve?
- How do you begin to bridge Western views, education, and practice, with Indigenous ones?
- How do you decolonize and Indigenize views, education, and practice?
- How do you involve community and integrate cultural beliefs and values?



Sulpayki!  
Thank you!  
Go Cougs!