

**H2SUM Resident Assessment Form:  
Culturally Safe and Humble Care**



BRITISH COLUMBIA  
CENTRE for EXCELLENCE  
in HIV/AIDS

Resident:

Assessor:

Task delivered on:

Directly observed:

Yes                      No

**Milestone 1**

- Analyze the present day impacts on health and wellness of racist governmental policies including the reserve system, residential school, and the Indian Act (scholar, medical expert)
- Reflect on satisfactory and unsatisfactory patient interactions using understandings of privilege, racism, colonialism, and other forms of oppression (professional, medical expert)
- Develop a framework for personal wellness and resilience to promote satisfaction, balance, and harmony when doing critical self-work (professional)
- Describe their many layered identity and how they relate to the land now called Canada and colonialism (communicator, scholar, professional)
- Recognize racism, classism, sexism, ablism, hetero-normativism in themselves and the world (scholar, professional)
- Demonstrate an understanding of intersectionality and the different manifestations of oppression experienced by diverse communities (scholar, professional)
- Critically reflect on how colonialism, including the dominant colonial medical system, devalues different ways of knowing, knowledge systems, and cultures and how this contributes to poor outcomes and racism in the medical system (professional, scholar)
- Reference important examples of anti-Indigenous racism in the medical system, including the deaths of Brian Sinclair and Joyce Echaquan, and important reports such as In Plain Sight (2020) (scholar, medical expert)
- Summarize the Truth and Reconciliation Commission of Canada Calls to Action, with a focus on the actions related to health (scholar, medical expert)
- Summarize the United Nations Declaration on the Rights of Indigenous Peoples (scholar, medical expert)
- Discuss how personal privilege, world view, cultural assumptions of health care providers can negatively and positively impact patient care (professional, communication, scholar)
- Facilitate connections to culturally resonant services for interested patients (professional, manager, collaborator)
- Speak up about racist policies and practices in health, social services, and education. This includes informal or unwritten policies and practices (advocate, scholar, professional)

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Create a personal learning plan to promote deep understanding of cultural safety, humility, and trauma and violence-informed care (scholar, professional)  
Collaborate with peer specialists, Elders, Healers, and Knowledge Keepers to optimize health and wellness of patients (professional, communicator, collaborator)

Context: [limit to 200 characters]

Feedback:

Action plan (if applicable):

Assessment:

In progress

Achieved

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Milestone 2

Develop a personal plan to promote partnership, equality, self-determination and reciprocity in relation to Indigenous and non-Indigenous patients, members of the health team, and communities (communicator, medical expert, professional)

Pursue opportunities to learn about and appreciate Indigenous art, literature, histories, resistance, governance, research, and communities in a respectful and authentic manner (professional, scholar)

Develop knowledge, skills, and behaviors to support Indigenous health promotion as an Indigenous person or non-Indigenous person (settler ally) (advocate, professional)

Elaborate on the ubiquitous and ingrained state of racism in the land known as Canada (professional, scholar)

Collaborate with health care teams and community to promote and evaluate cultural safety and trauma and violence-informed care in your work place using the plan, do, study, act cycle (manager, professional, collaborator, scholar)

Context: [limit to 200 characters]

Feedback:

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Action plan (if applicable):

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