



In Saskatchewan, Aboriginal people are a quickly expanding demographic group, yet the health disparity between Aboriginal Peoples and the general Canadian population is large. One approach to improving the delivery of adequate and culturally safe care is to ensure that doctors receive competency based training on Aboriginal health issues.

The College of Medicine offers many opportunities for students to learn about Aboriginal health and continues to develop further curricular content to assist in the development of culturally safe physicians.

Highlights of our Aboriginal Health Curriculum:

Guest lectures from Aboriginal and non-Aboriginal physicians and health experts working in Aboriginal communities

Community service learning projects

Inter-professional problem based learning case on diabetes

Aboriginal health clerkship, which places students in a rotation at All Nations Healing Hospital for two weeks

Obstetrics and gynecology Aboriginal case study

Inter-professional health booth at Powwow where students gain community experience hours

In addition to our current curriculum we are continuing to develop further learning resources and consulting with experts on Aboriginal health, medical students, community leaders, youth, and Elders.

A lecture series has been piloted to first year medical students (12) who were going to work in Aboriginal communities for the summer. The material was delivered through four modules that were two and half hours in length.

The students were given a pre-test on knowledge and attitudes about Aboriginal health. After all of the modules were delivered the same test was given as a post-test.

Results revealed a significant difference between pre-test knowledge and post-test knowledge. There was also a significant difference between pre-test attitudes and post-test attitudes.

These results suggest that the delivery of an Aboriginal health lecture series bettered medical student attitudes and knowledge on Aboriginal health.

The objectives and material delivered in this pilot will be integrated into the curriculum in 2014 as the College renews its curriculum.

A paired sample t-test was conducted to compare the pre-test marks and the post-test marks. Mean pre-test knowledge (M=9.92, SD=2.97) and post-test knowledge (M=13.63, SD=3.42), $t(11) = -4.6$, $p = .001$. Mean pre-test attitudes (M=4.2, SD=.35) and post-test attitudes (M=4.39, SD=.30), $t(11) = -4.0$, $p = .002$.



Aboriginal Framework

