

The information provided in this Practice Support checklist is intended to provide general guidance to assist registrants in identifying issues and options that should be considered, and implementing strategies to address issues, resolve problems and improve practice, with respect to a particular aspect of psychology practice. No checklist can anticipate all variables that might be relevant to a specific professional decision or circumstance, but the checklist can provide general guidance to registrants dealing with the identified practice issue. Registrants are also invited to contact the Practice Support Service with any questions.

Readers are advised that documents provided by the Practice Support Service are not legal advice, and do not supplant any applicable legislation, the College's Code of Conduct, or any other official College communications. While an effort has been made to be comprehensive, the information in this checklist is not exhaustive, and the College makes no warranty or representation as to its currency, completeness or accuracy. The College accepts no responsibility for any errors or omissions, and expressly disclaims any such responsibility.

This checklist does not establish standards, limits or conditions for registrants' practice for the purposes of the Health Professions Act, and it is not intended to impose mandatory requirements to the extent that such requirements are not established under the Code of Conduct. In the case of any inconsistency between this checklist and any Code standard, the Code standard governs. The final decision on the course of action to be taken in any practice situation is made by the registrant, and checklists are not intended as a substitute for the professional judgment and responsibility of the registrant. Exclusive reliance on checklists is imprudent, as every practice decision depends on its own particular circumstances.

This document may not be copied in part. Registrants wishing to copy it in its entirety must keep this disclaimer attached and must identify it as a College of Psychologists of B.C. Practice Support document. For ease of reference, select Code standards are indicated in brackets following checklist items. Registrants are obligated to consider any other Code standards and legislation that may be relevant to a specific practice situation. All references to the Code of Conduct and other legislation is current to the date indicated at the beginning of each checklist.

Indigenous Cultural Safety Checklist

This checklist is intended to assist registrants in considering relevant issues when contemplating providing services to indigenous individuals, to ensure those services are provided consistent with requirements of the College of Psychologists of British Columbia's *Code of Conduct*. This checklist is also intended to be consistent with the Truth and Reconciliation Commission of Canada's Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples. It has been developed with significant reliance on materials from the *San'yas Indigenous Cultural Safety Training* program delivered by the Provincial Health Services Authority in British Columbia. Use of the term "indigenous" in this checklist is intended to be inclusive and to encompass all of the First Nations, Metis, and Inuit peoples of Canada. This term is currently being adopted across Canada by groups designated as "aboriginal" and by the federal government. By recognizing First Nations, Metis and Inuit people as indigenous, the government is acknowledging their internationally legal right to offer or withhold consent to development under the United Nations Declaration of the Rights of Indigenous Peoples. A non-exhaustive list of relevant *Code of Conduct Standards* are included in brackets behind each section of this checklist.

Knowledge (3.2, 3.3, 3.7, 8.2)

- I have read and am familiar with Section 35 of the Canadian Constitution, which recognizes and affirms the existing aboriginal and treaty rights of the indigenous peoples of Canada.
- I know that there is diversity between indigenous groups as well as within groups of indigenous people.
- I recognize and respect that there has been a pervasive impact of colonization on indigenous people in Canada.
- I recognize and respect the individual, inter-generational, and general impact of historical trauma inflicted by mechanisms of assimilation, such as residential schools.
- I acknowledge the role of racism in affecting the life experiences and opportunities of all indigenous people, including those who do not identify with their racial, ethnic, or cultural heritage.
- I interpret the current health status of my clients in the context of broader level forces, such as the social determinants of health (e.g., the role of poverty as a contributing factor).
- I understand that beliefs about health, illness, and treatment are culturally anchored.
- I recognize and respect that some indigenous clients will be interested in using traditional approaches to healing while others may not.

Awareness (3.12, 3.13, 3.14, 3.18, 3.23, 5.1, 5.7, 5.26, 5.31, 5.33, 11.9, 11.11, 11.27, 11.33)

- I am aware of the cultural basis of my own values and beliefs.
- I am aware of my stereotypes of indigenous people.
- I am aware that my indigenous clients have stereotypes of me that may or may not be accurate.
- I am aware of how my stereotypes inform my attitudes (including possible prejudices) and behaviour (including possible discrimination) toward indigenous people.
- I am aware that the values, beliefs, and norms of my profession are rooted in a western perspective, and recognize there are incompatibilities between the culture of my profession and the culture(s) of my clientele.
- I am aware of the link between my discipline and colonial institutions (e.g., educational institutions, government structures, the justice system, etc.).
- I recognize and respect that some of my clients may not trust my profession or me.
- I am aware that the way I conceptualize a problem determines (and limits) the options I see for intervention.

Skills (3.2, 3.3, 3.5, 3.18, 3.21, 3.24, 5.1, 5.26, 5.33, 8.2, 11.3, 15.5)

- I am able to establish collaborative, respectful, and affirming working relationships with my clients.
- I am able explicitly to acknowledge diversity/differences between my clients and myself and also to identify commonality/common ground.
- I am able to recognize and respect the difference between my client's view of his or her problems and my view of the issues.
- I inquire about how my clients view their health concerns.
- I am open to learning from and collaborating with my indigenous clients, knowledge holders and colleagues, whose knowledge of traditional understandings of health and illness and indigenous approaches to healing may be greater than my own.
- I am respectful if my clients want to utilize traditional approaches to healing as part of or in addition to their work with me.
- I practice from a place of humility when trying to explore the unique experiences of my clients.
- I understand that my clients may not tell me about the nature of their experiences with me and that I must proactively use my knowledge, awareness, and skills to provide my services in a culturally competent manner to promote the health of all of my indigenous clients.
- I encourage my colleagues to adopt cultural safety standards for service delivery.
- I seek community experiences and resources to enhance my knowledge, awareness, and skills in working with indigenous clients.

Resources

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