

**“Integrative Health and Healing”:
co-learning and community-based,
participatory action research
(funded by CIHR-IAPH)**



PROJECT TITLE

**Integrative Health & Healing:
co-learning our way to
expanding wholeness through
restoration of relationships
with the land**

presentation for: Health Cape Breton, quarterly meeting;
University College of Cape Breton, Sydney, NS, 4 May 2004

Sana Kavanagh & Nadine Lefort

with Cheryl Bartlett, Canada Research Chair in Integrative Science

What is ... ?

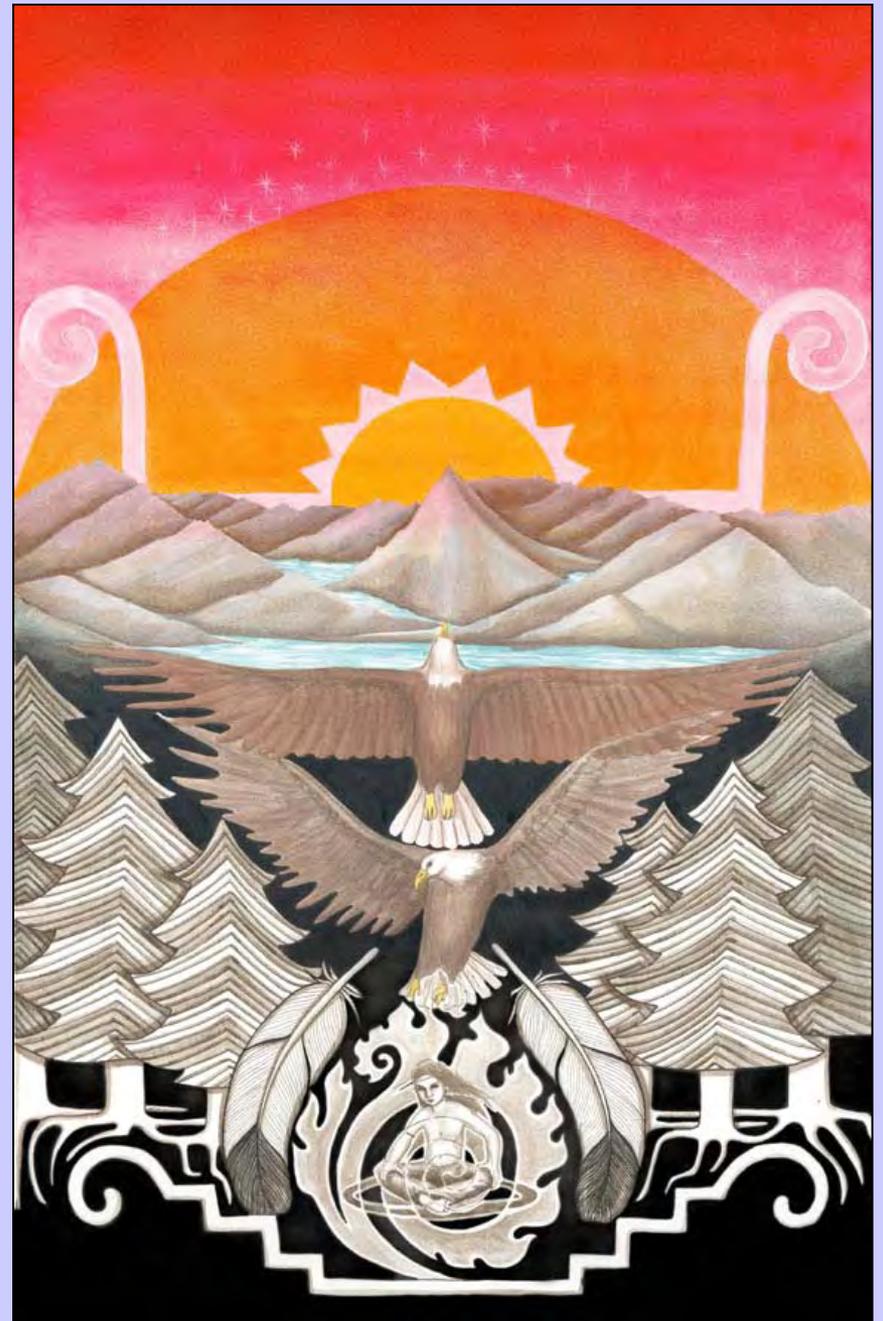
Integrative Science

university
science



UCCB
University College of Cape Breton

4 year
degree program



Artist Basma Kavanagh

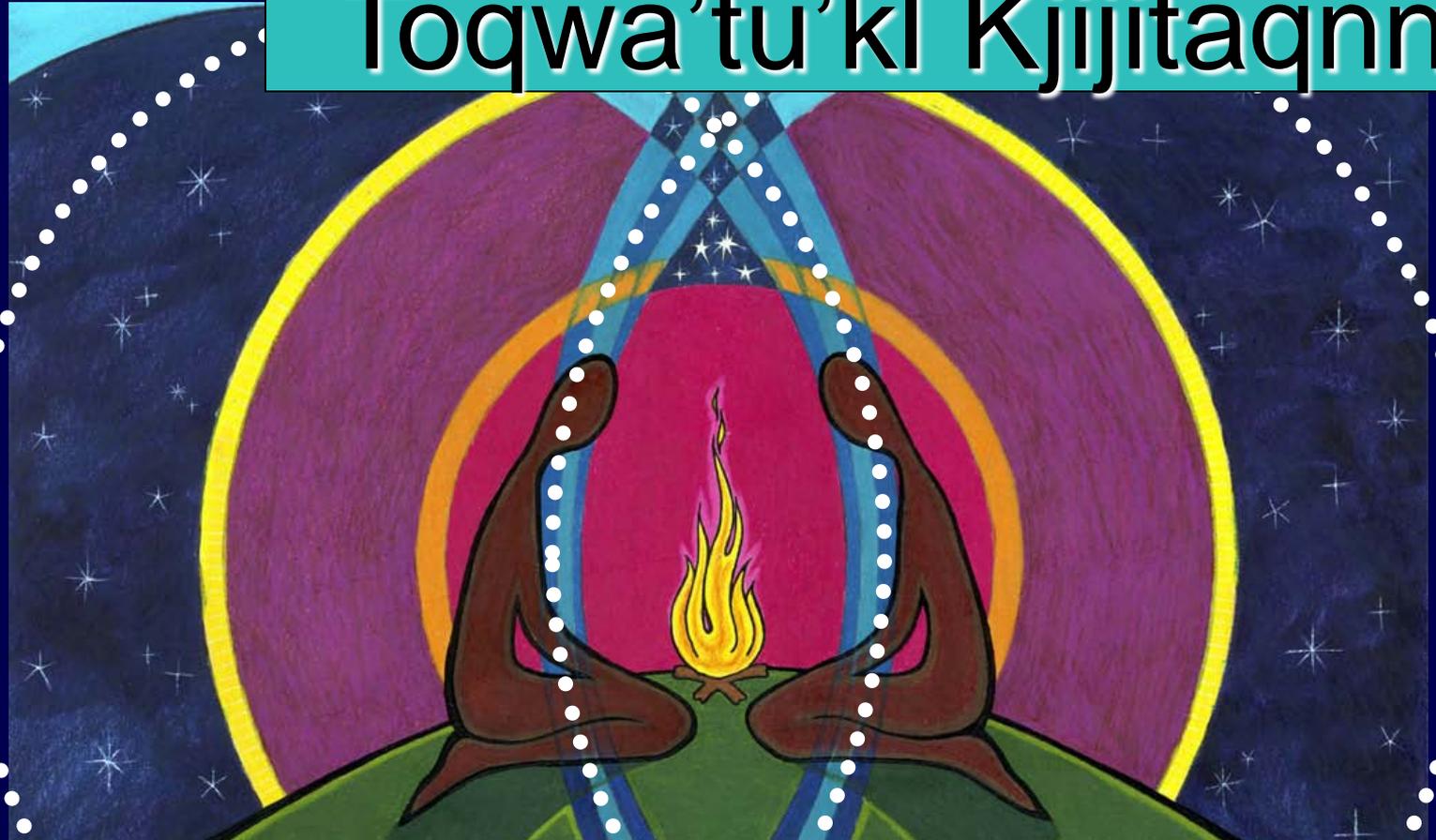
What is “Integrative Science”?



Artist Basma Kavanagh

What is “Integrative Science”?

Toqwa'tu'kl Kijitaqnn



“bringing knowledges together”
Aboriginal – Western scientific

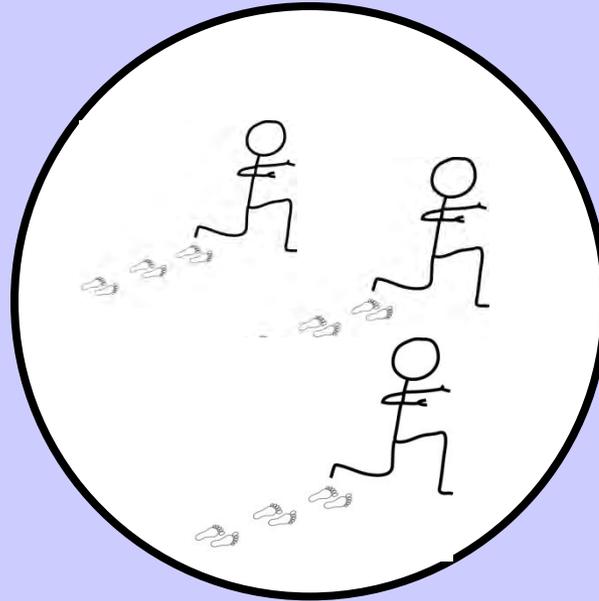
CIHR-IAPH funded Community Based Participatory Action Research



Integrative Health & Healing:
co-learning our way to expanding
wholeness through restoration of
relationships with the land



Participatory action research

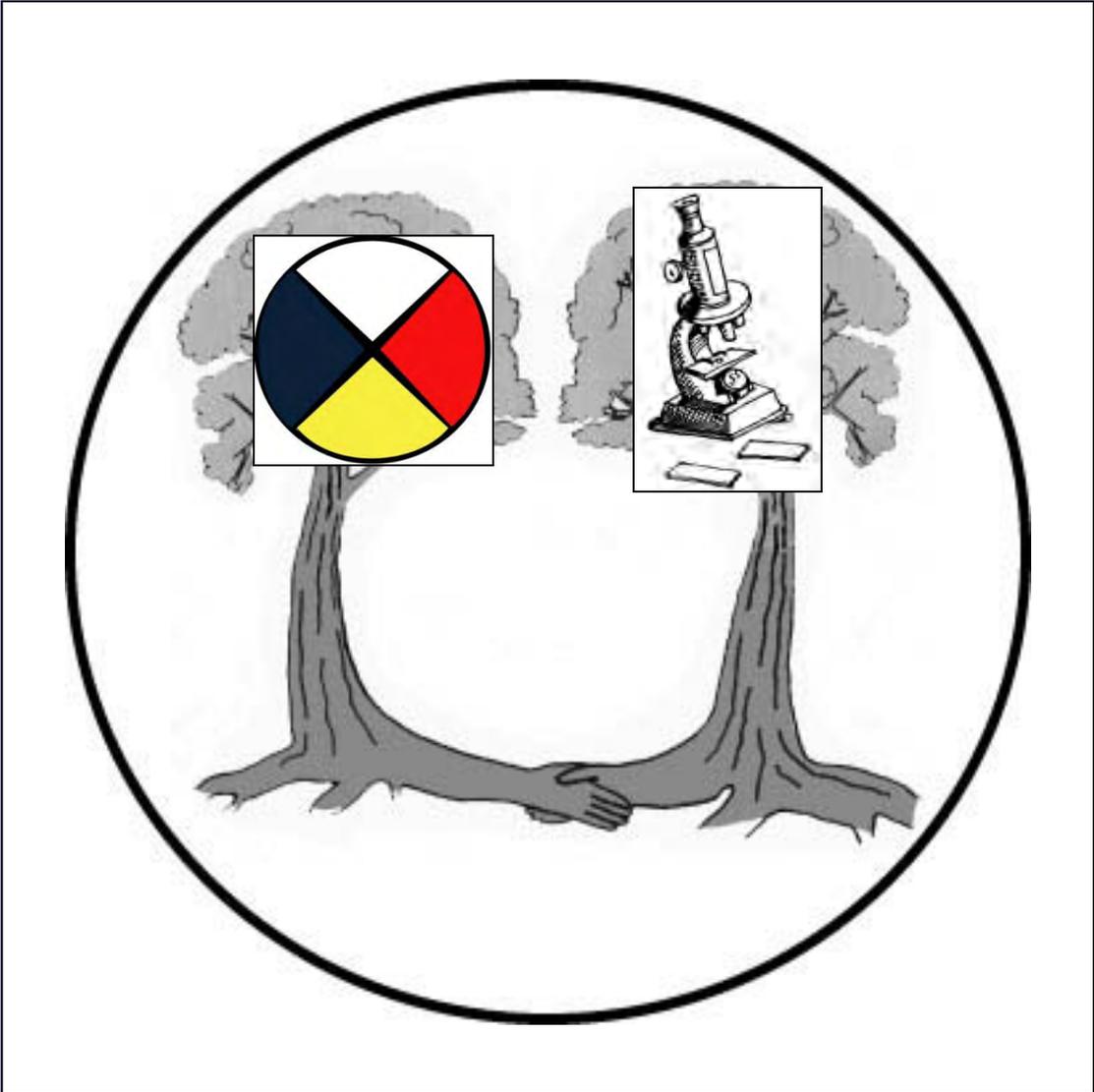






If we really want our children to remain connected to this world, we have to walk the healing path with them.
(Morrisseau 1999)





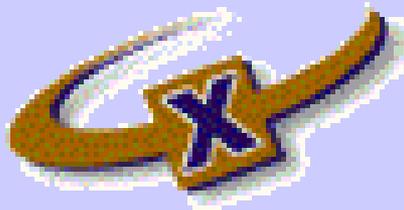
multi-disciplinary team

university researchers



UCCB

University College of Cape Breton



ST. FRANCIS XAVIER UNIVERSITY



McGill



DALHOUSIE
University

multi-disciplinary team

university researchers



Cheryl Bartlett, PhD
CRC in Integrative
Science, UCCB

Laurence Kirmayer, MD, Social
& Transcultural Psychiatry,
McGill University



John Jacono, PhD
Prof Nursing,
St.F.X. & UCCB



Nancy Comeau, PhD
Psychology,
Dalhousie University

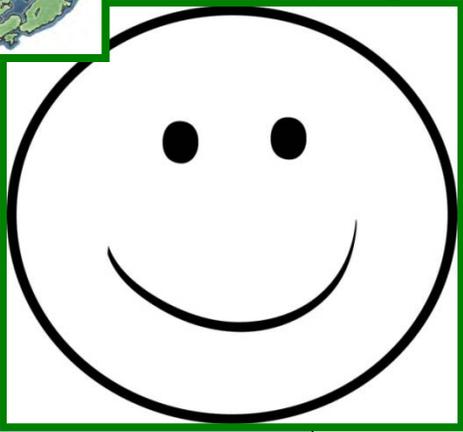
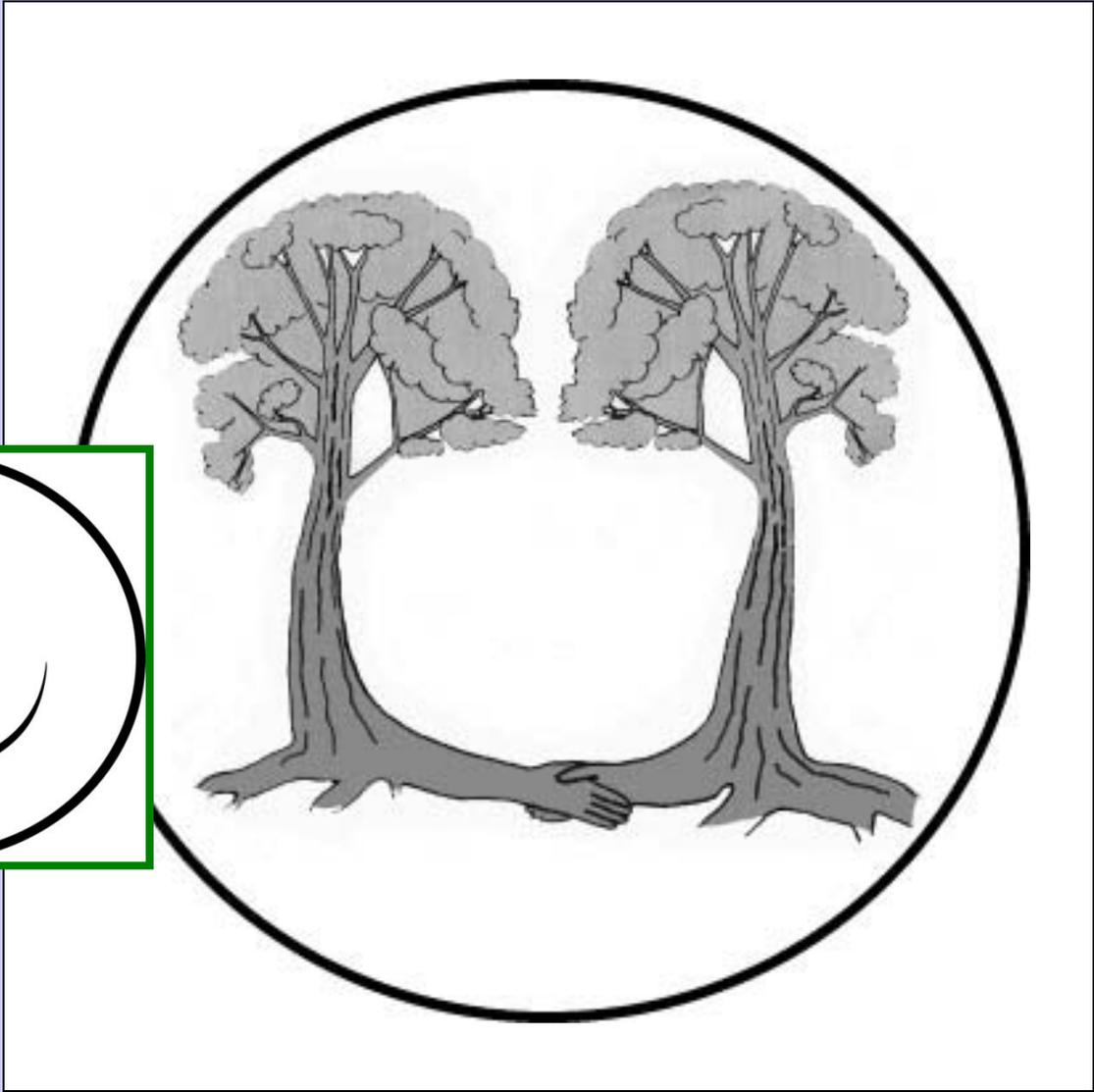


Sherry Stewart, PhD
Psychology,
Dalhousie University



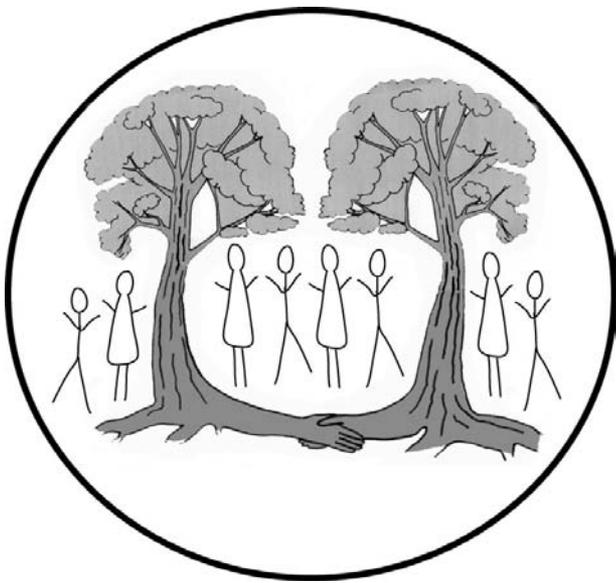
Pat McGrath, PhD,
CRC Pediatric Pain,
Dalhousie University





Unama'ki



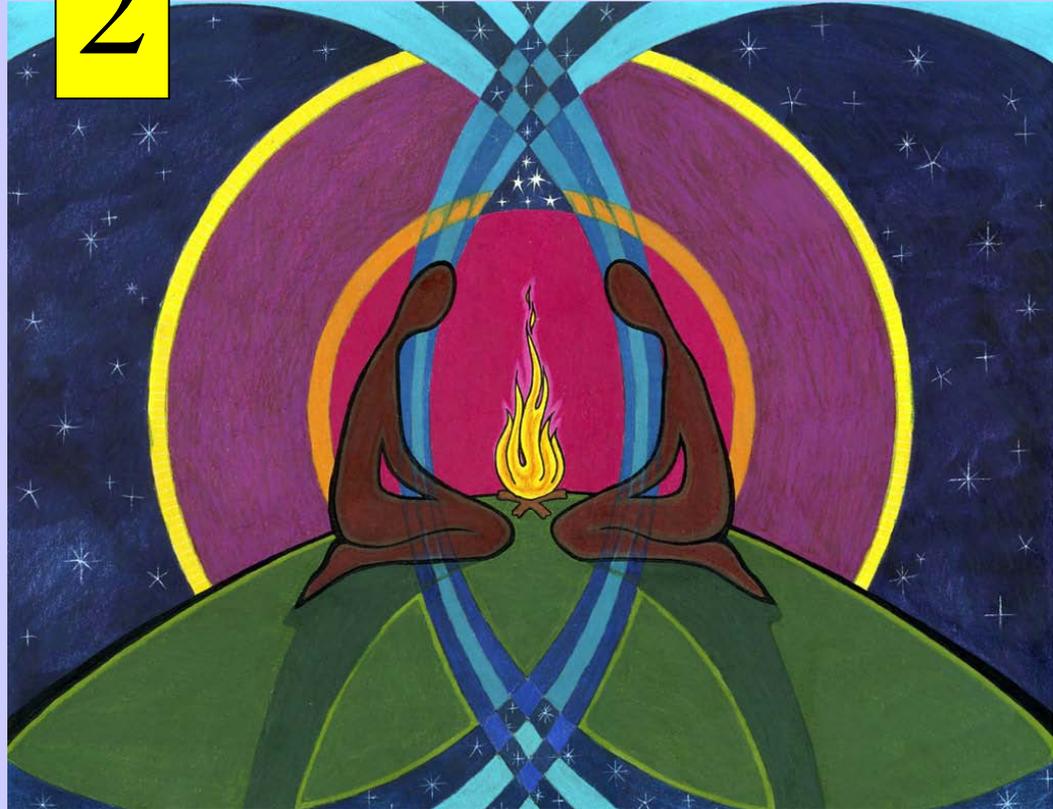


2 broad perspectives:

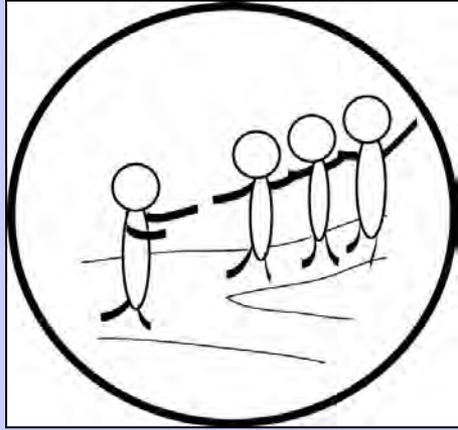
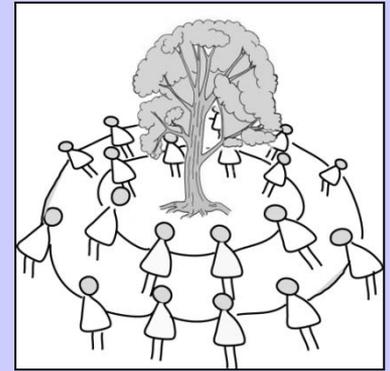
1



2

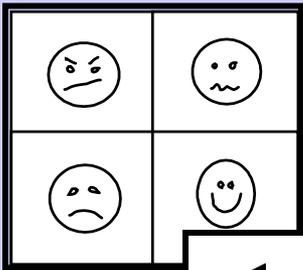


Anticipated results translated in two ways:



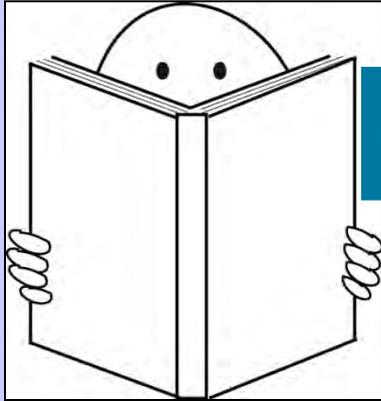
1) "VIGOR" LANGUAGE

2) "RIGOR" LANGUAGE

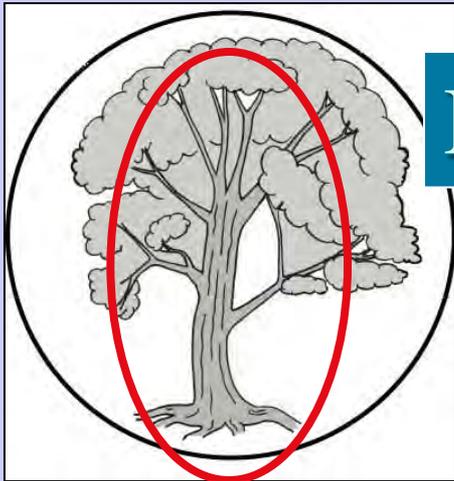


1	2
3	4

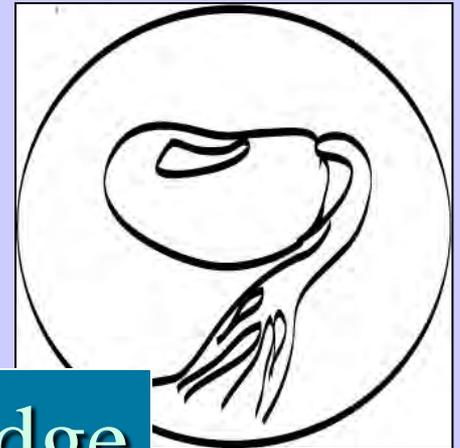
Traditional knowledge



General knowledge



Deep knowledge



Living knowledge

Ethics of Aboriginal Research

By Marlene Brant Castellano

http://www.naho.ca/english/pdf/journal_p98-114.pdf

Wholeness

Aboriginal Paradigm for Health



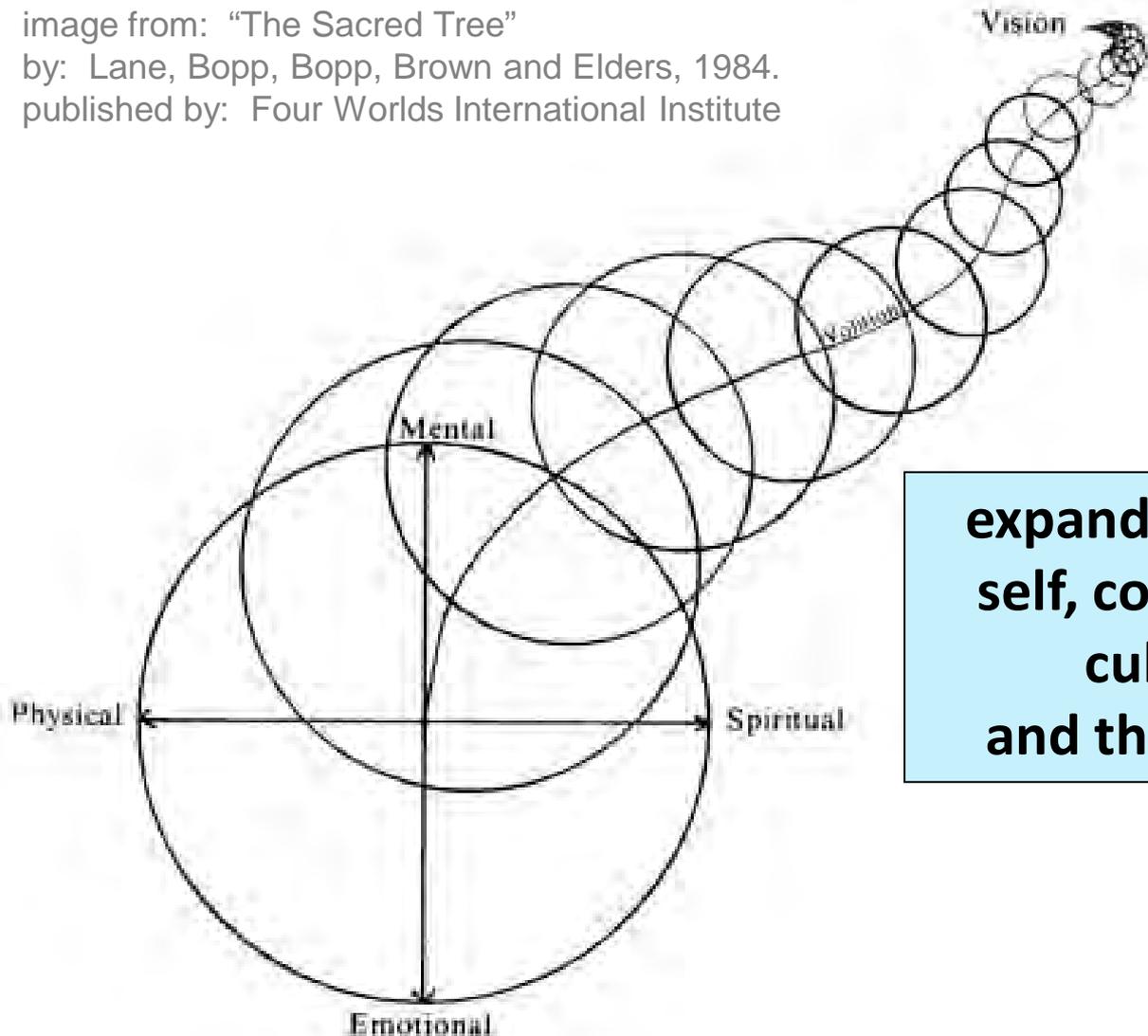
Artist Basma Kavanagh

Expanding wholeness

image from: "The Sacred Tree"

by: Lane, Bopp, Bopp, Brown and Elders, 1984.

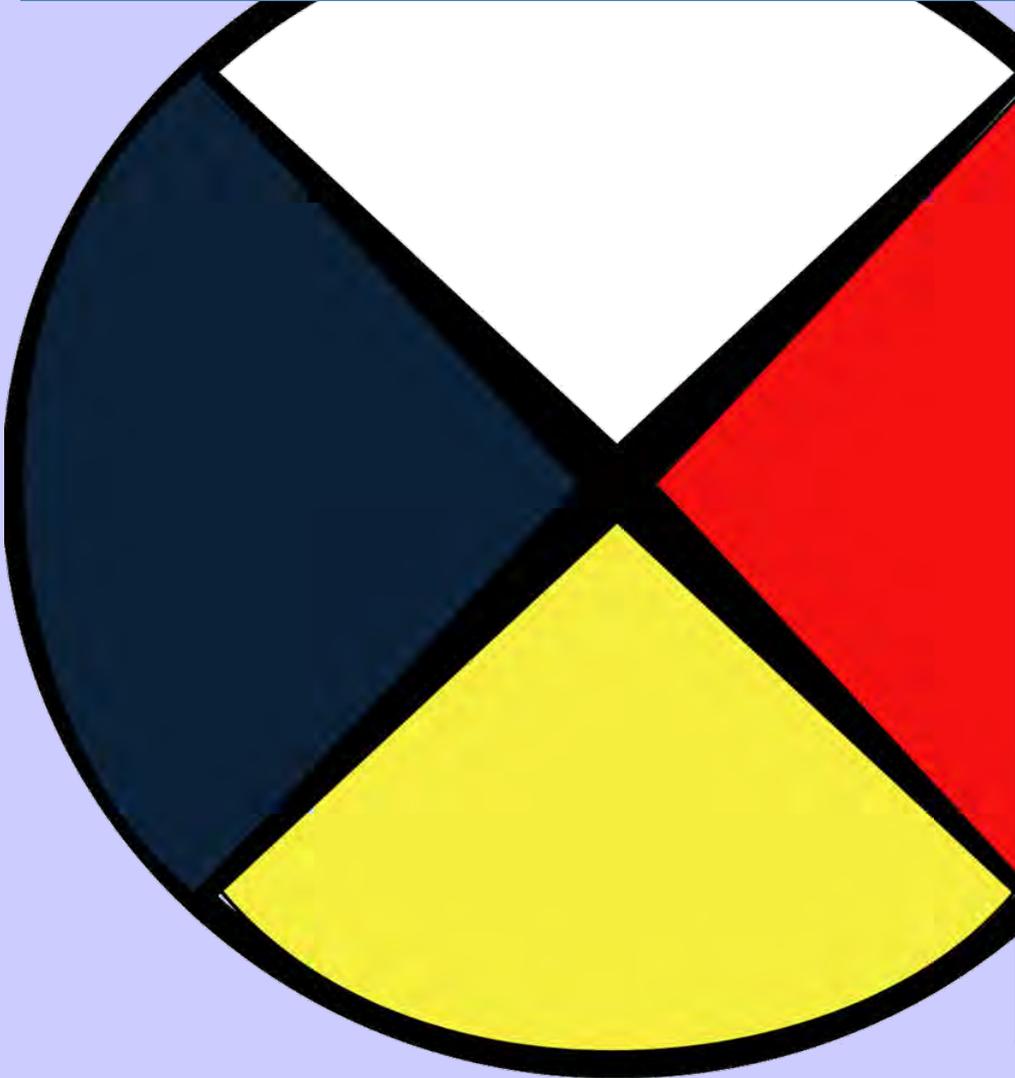
published by: Four Worlds International Institute



**expanding understandings of
self, community, ecosystem,
culture, spirituality,
and their interrelationships**

The Medicine Wheel

Aboriginal model for wholeness



representations of the Medicine Wheel

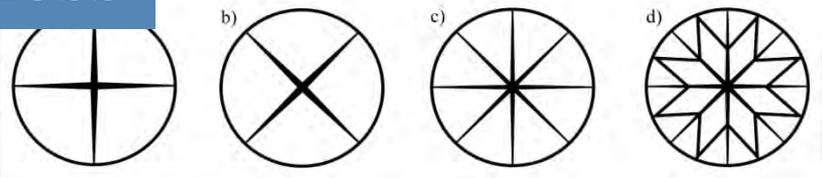


Figure 2: Medicine Wheels as (w)holistic models

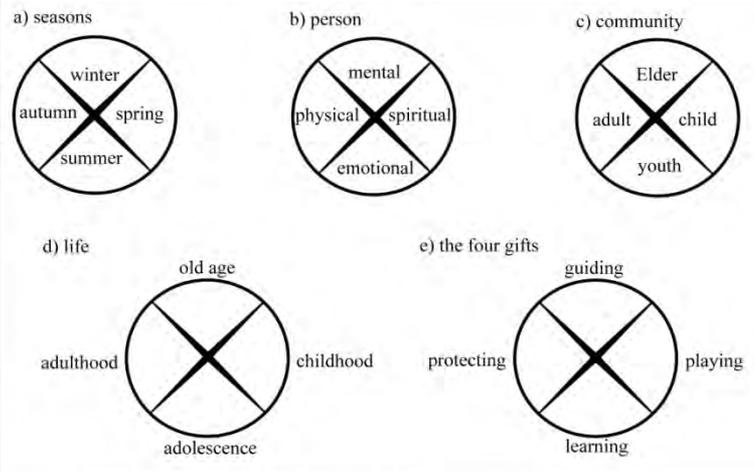
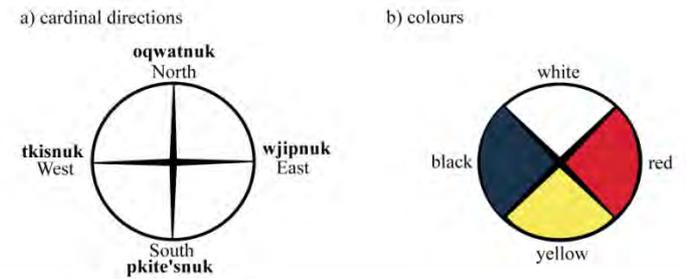
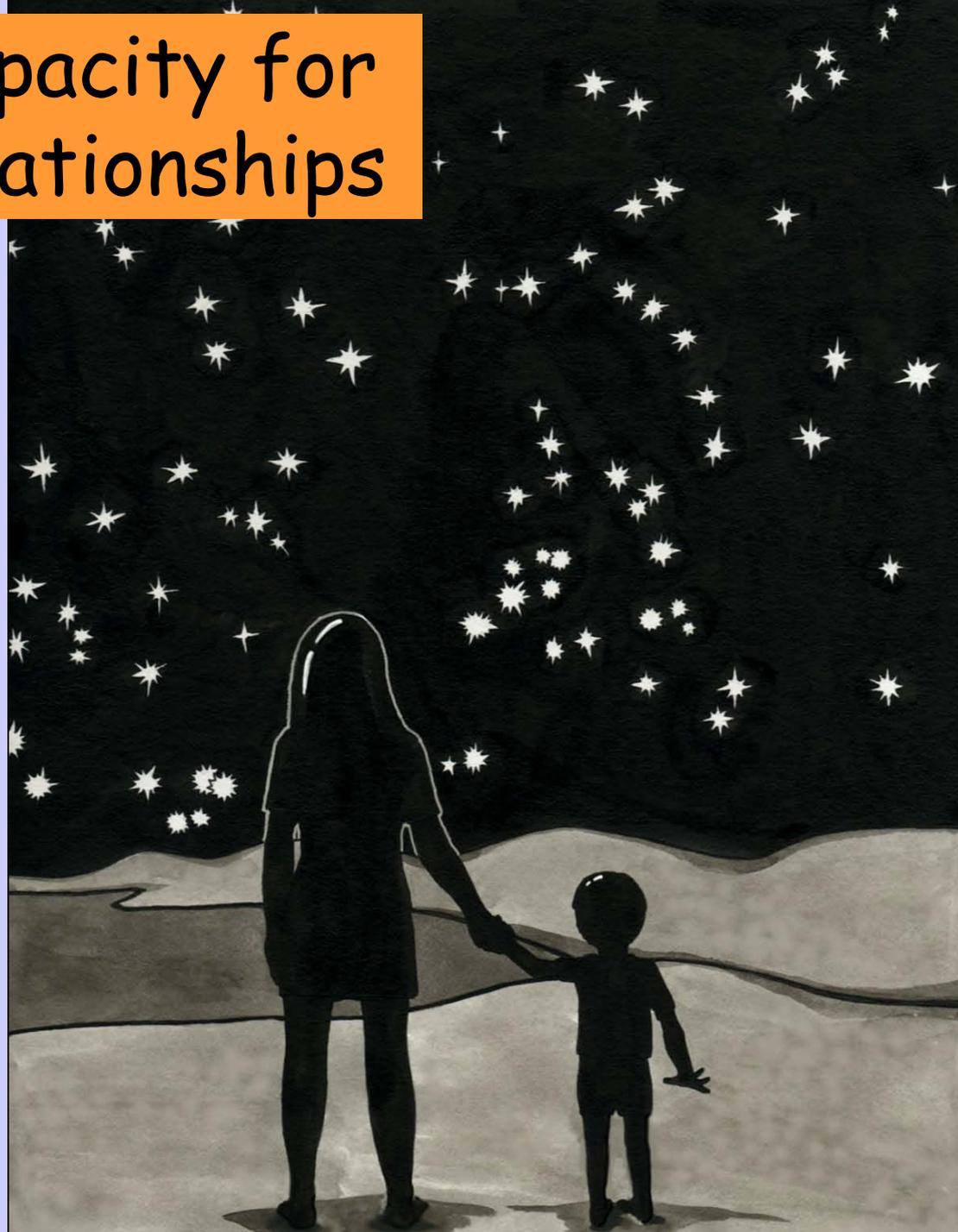


Figure 3: Medicine Wheels as informational tools

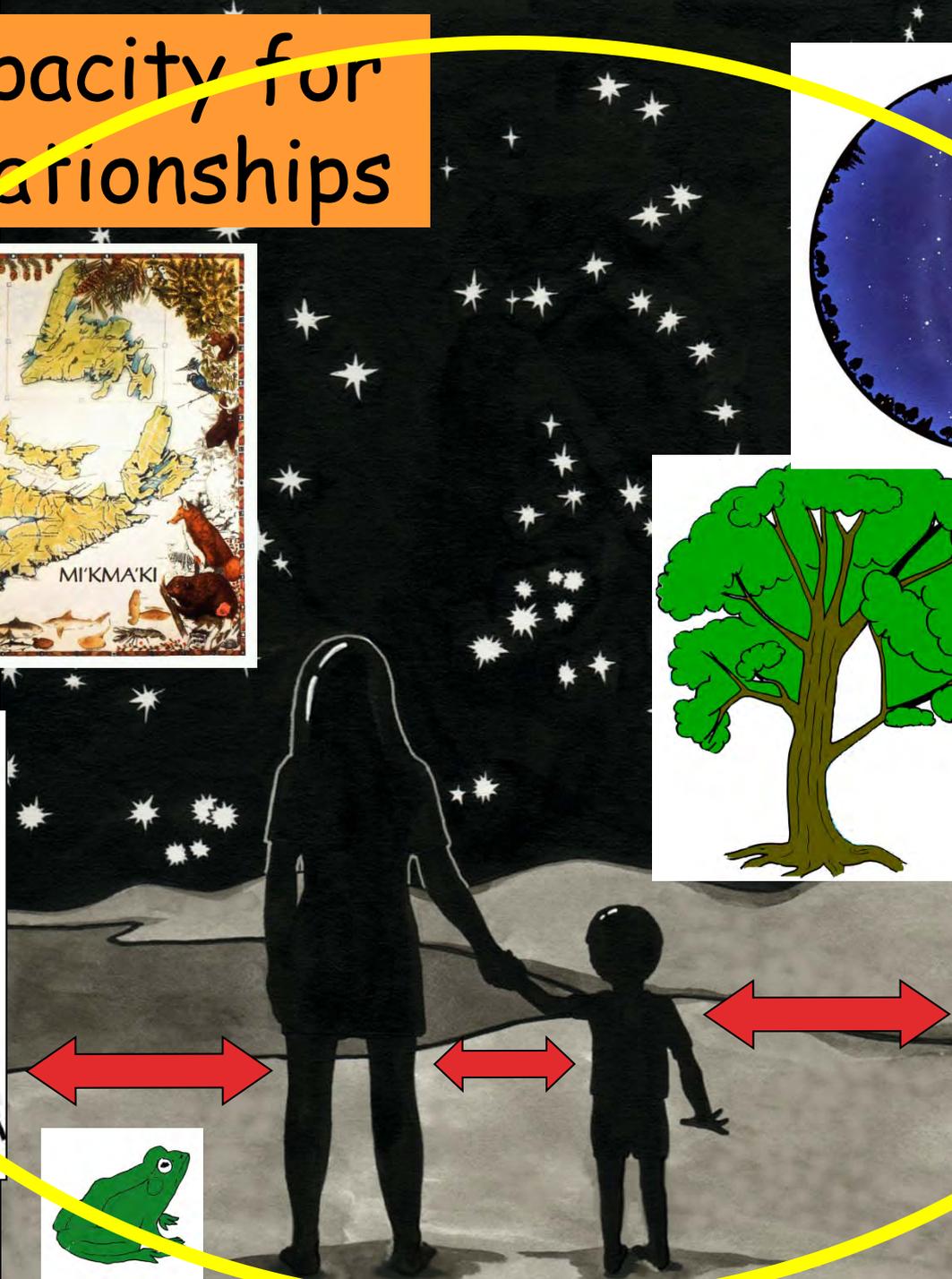
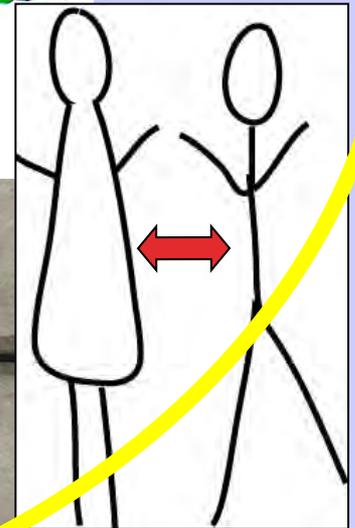
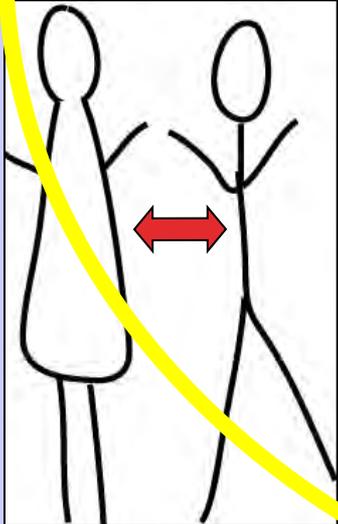
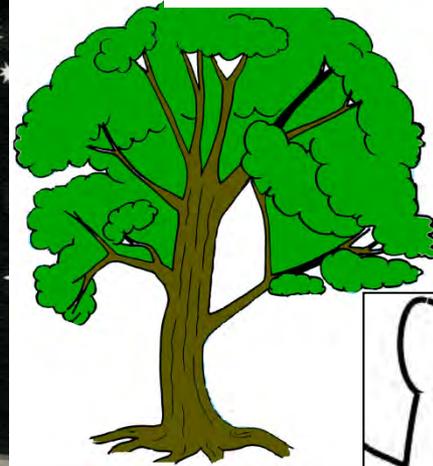
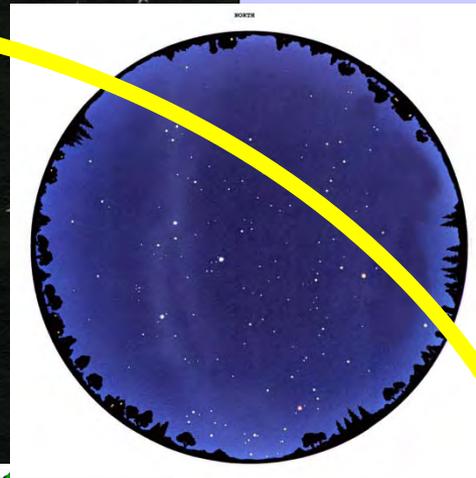


Capacity for relationships



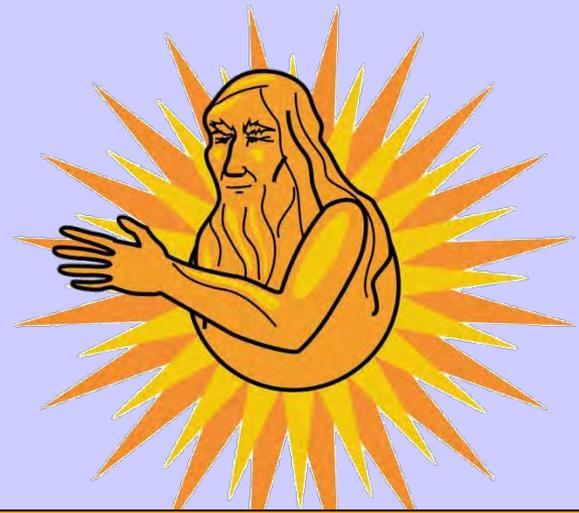
Artist Basma Kavanagh

Capacity for relationships





Mother Earth



Grandfather Sun



Father Sky

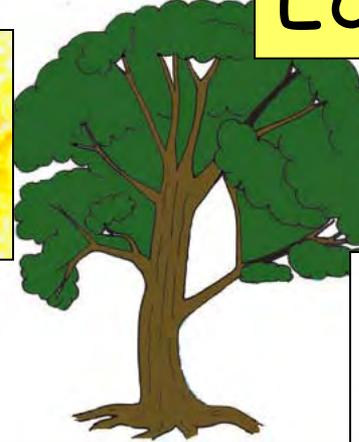


Grandmother Moon

Relational

Sense of identity and self

Eco-centric



Relational

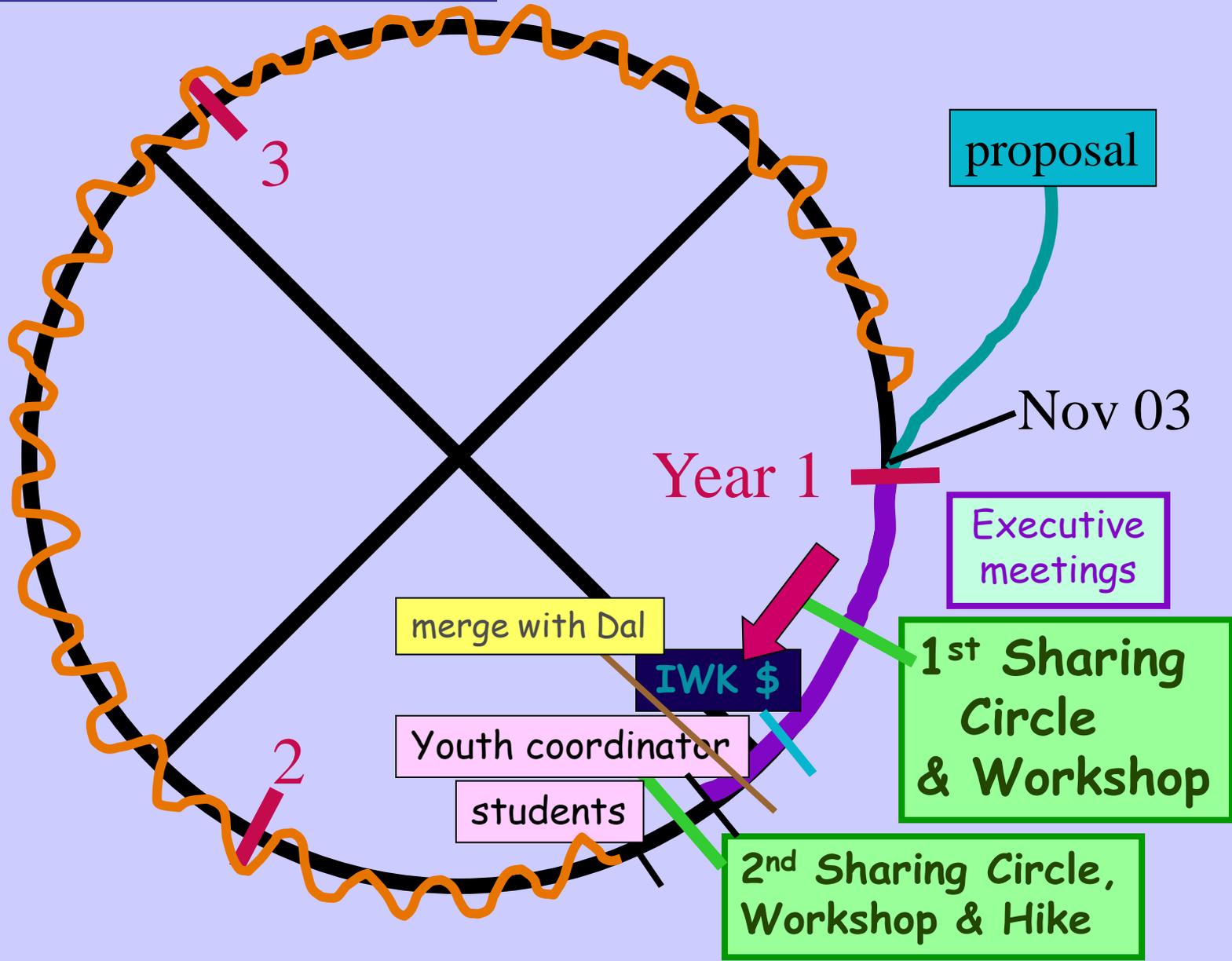
Sense of identity and self

Eco-centric

There are two central themes evident in youth suicide. They are, first, the young person's deep sense of inadequacy, and second, a loss of connection to this world.

Morrisseau 1999

Project timeline

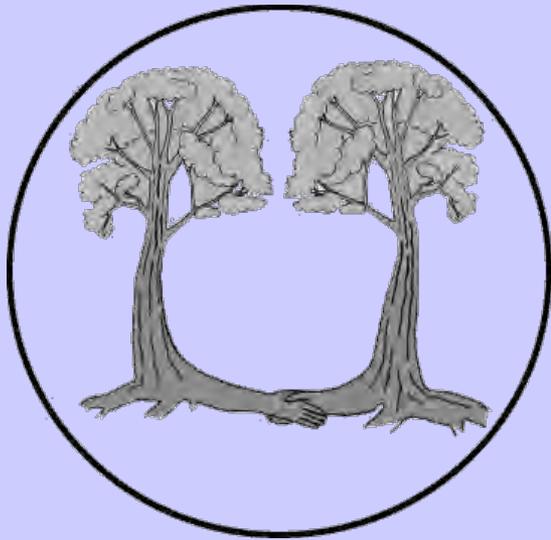


Sharing Circles

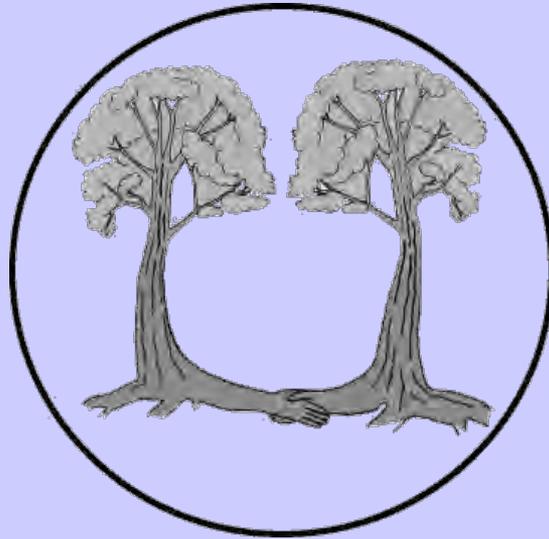
Workshops



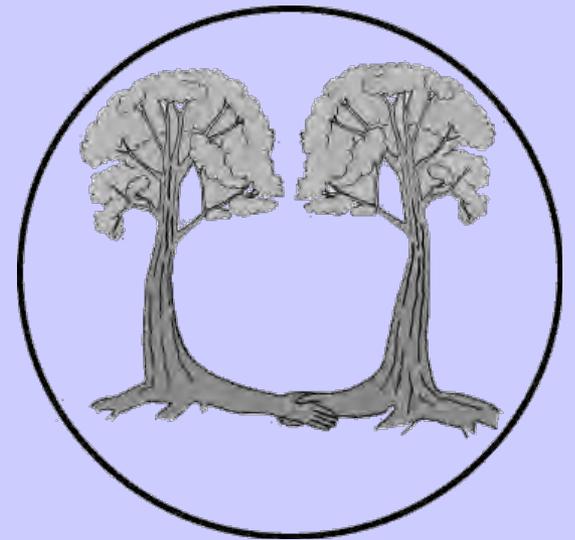




Learn together



Learn from each other



Learn the common

Co-Learning

Go into a forest, you see the birch, maple, pine.
Look underground and all those trees are holding
hands. We as people must do the same.

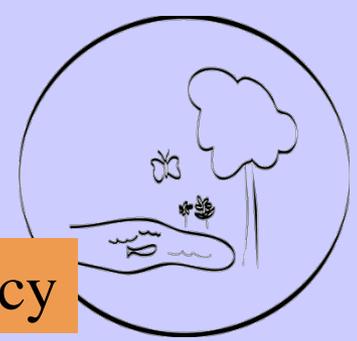
(late Mi'kmaq Chief, Spiritual Elder, and Healer Charlie Labrador)



Co-Learning Themes



1. Key phrases and words

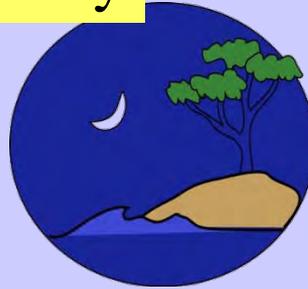


2. Biodiversity literacy

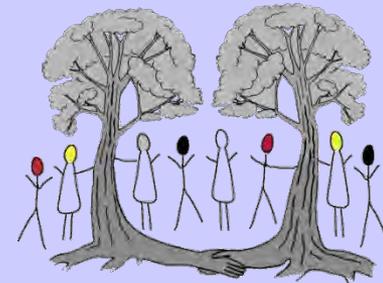
3. Ecosystem health literacy



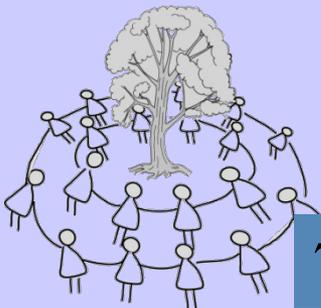
5. Spiritual connectedness with the land



4. Mi'kmaq biocultural expression



6. Integration of research learnings into health care delivery systems



7. Extension of research learnings into sustainable ventures

Integrative Health and Healing:

co-learning our way to expanding wholeness
through restoration of relationships with the land



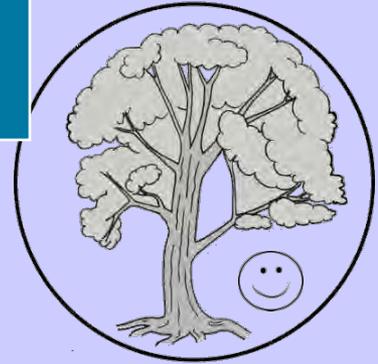
CO-LEARNING TERMS



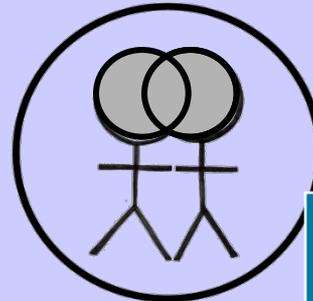


Health

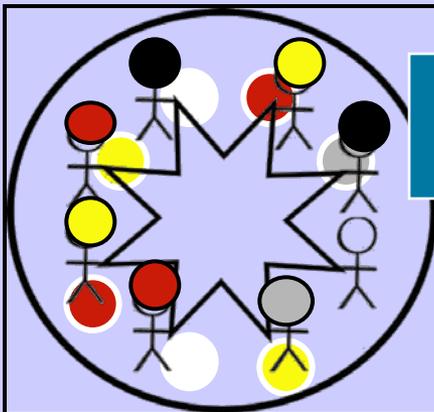
Bio-cultural



Healing

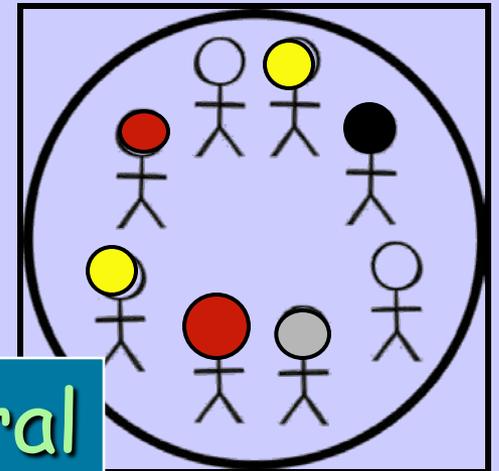


Bi-cultural



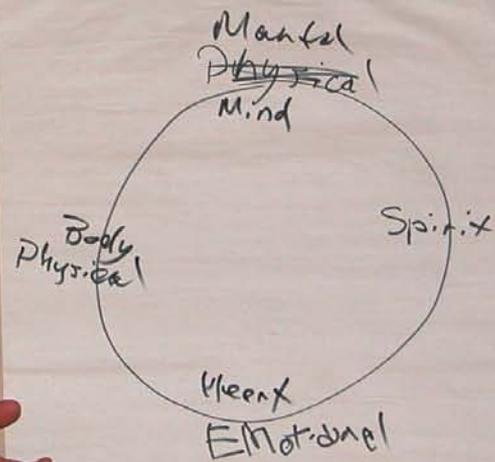
Trans-cultural

Multi-cultural







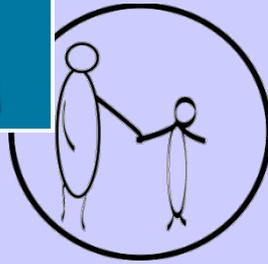








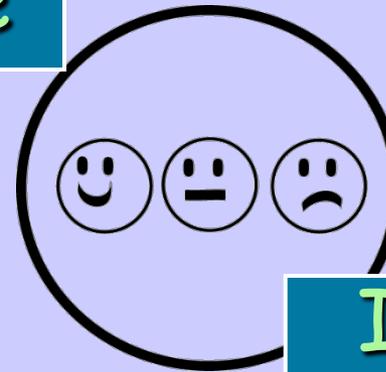
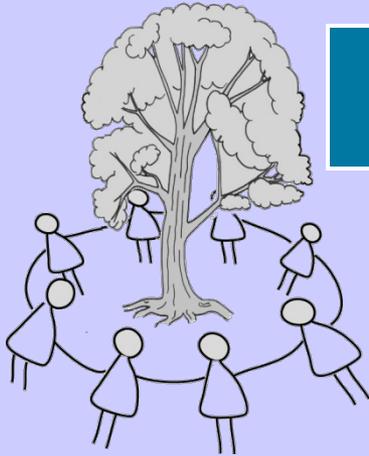
Health promotion



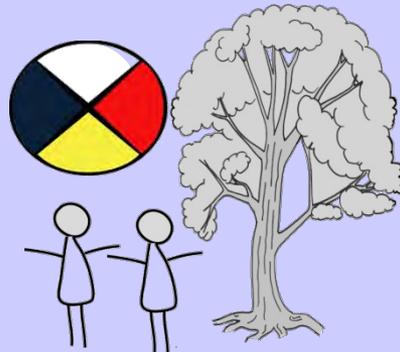
Health intervention



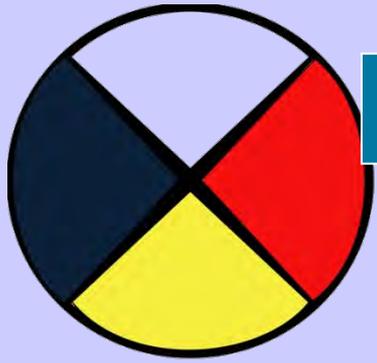
Health care



Indicators of health



Determinants of health



Balanced lifestyle



Options for health and healing processes



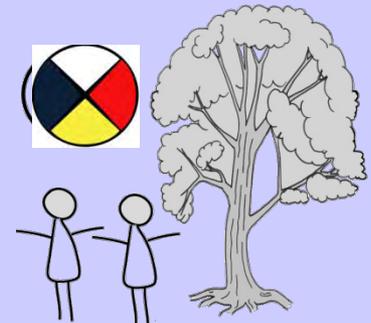
Creative expression



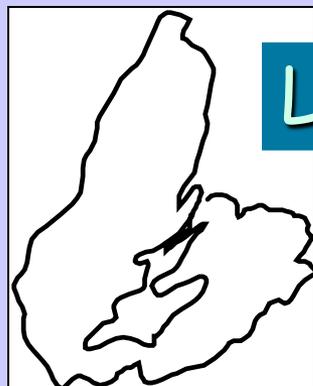
Indicators of mental health



Mental health



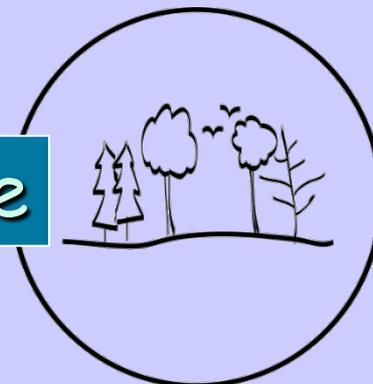
Determinants of mental health



Land



Landscape



Relationship with the land

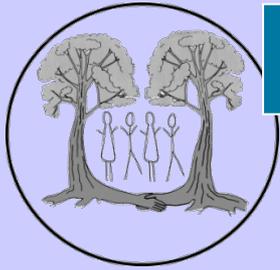
Spiritual connectedness



Ecological dynamics

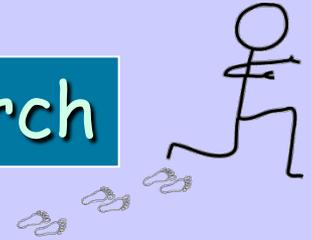
Biodiversity



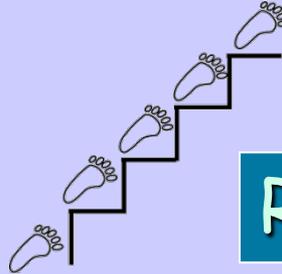


Participatory research

Action research



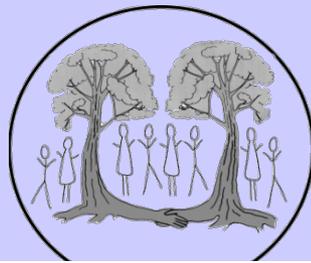
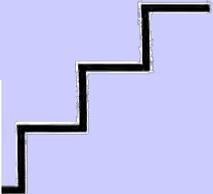
Research methodology



Indigenous research methodology

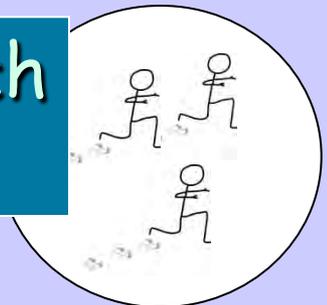


Western science
research methodology



Participatory action
research methodology

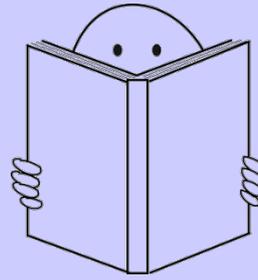
Action research
methodology



Knowledge



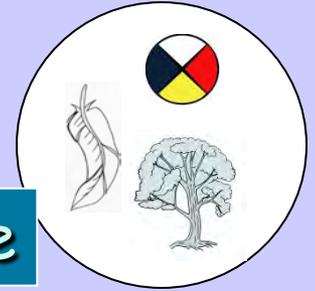
General knowledge



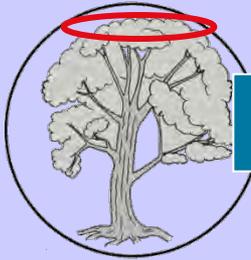
Living knowledge



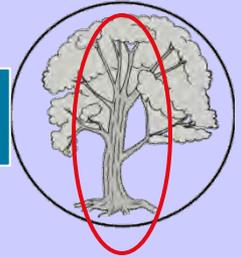
Traditional knowledge



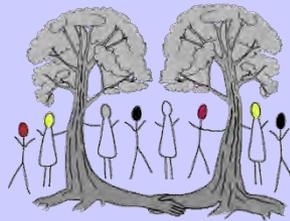
Superficial knowledge



Deep knowledge



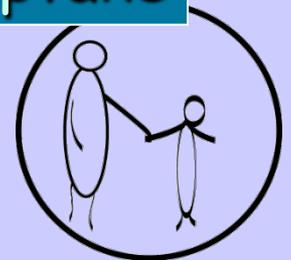
Knowledge translation



Knowledge dissemination

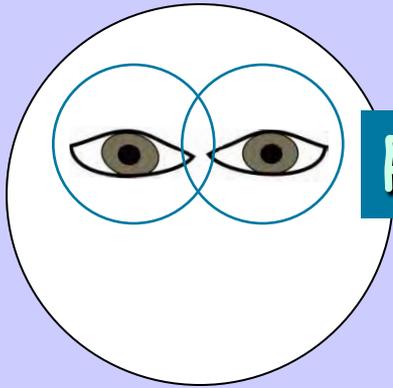


Knowledge uptake

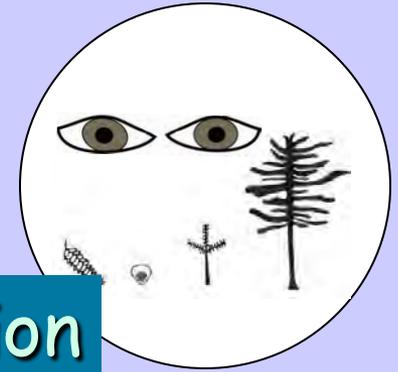


Knowledge application

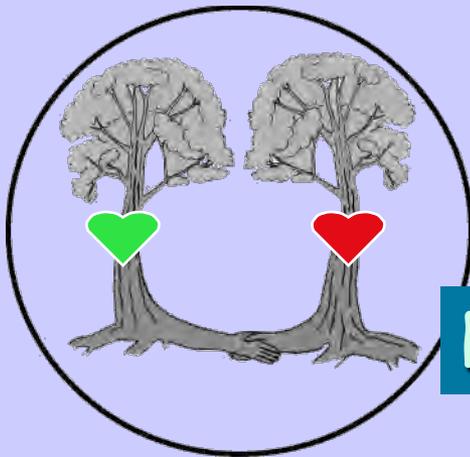




Research monitoring



Research evaluation



Research ethics

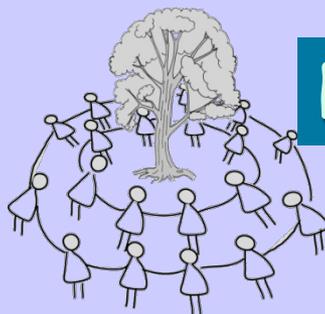


Intellectual property rights

DATA

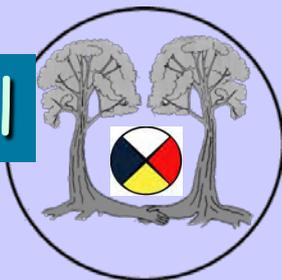
1
2
3
4

Research data

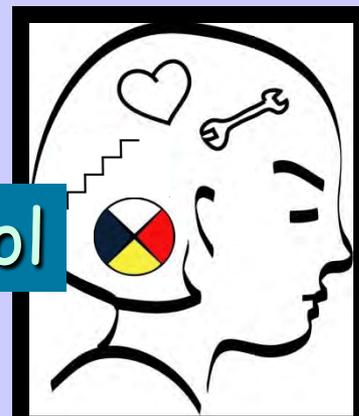


Research outcome

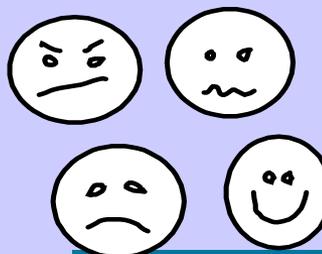
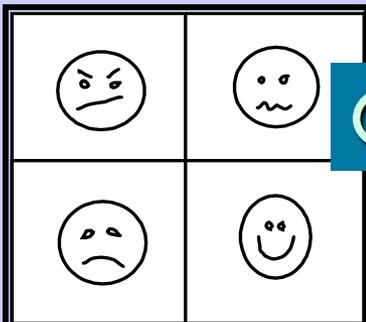
Research model



Research tool



Qualitative data



Quantitative data

1	2
3	4

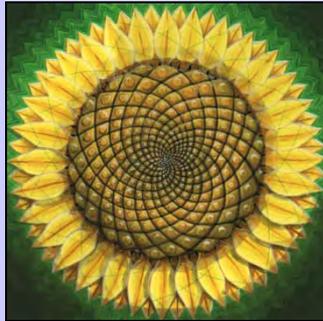
Qualitative outcome



Quantitative outcome

Toqikutimk

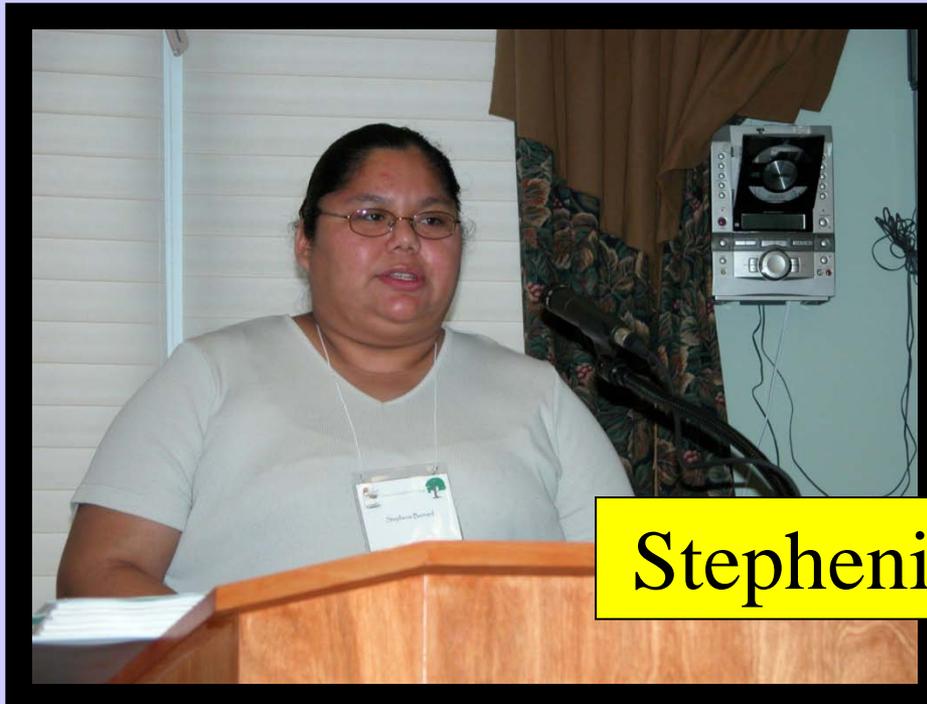
"Together we are growing"





Toqikutimk

Mi'kmaq Youth Activities Co-ordinator



Stephenie Bernard

Toqikutimk

6 student researchers:

Bonnie Bernard
Jenna Doucette
Carola Knockwood
Mimi Simon

1st year

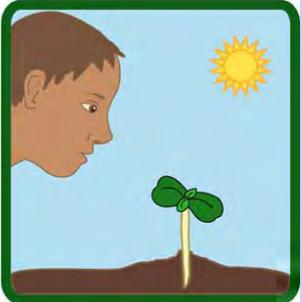
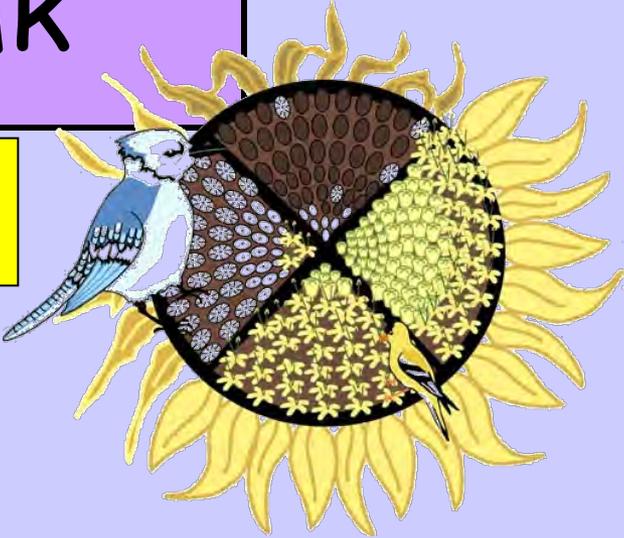
Dina Bernard
Shaylene Johnson

3rd year



Toqikutimk

Sunflowers



Toqikutimk

Puppetry



Toqikutimk

Basketry



NORTH

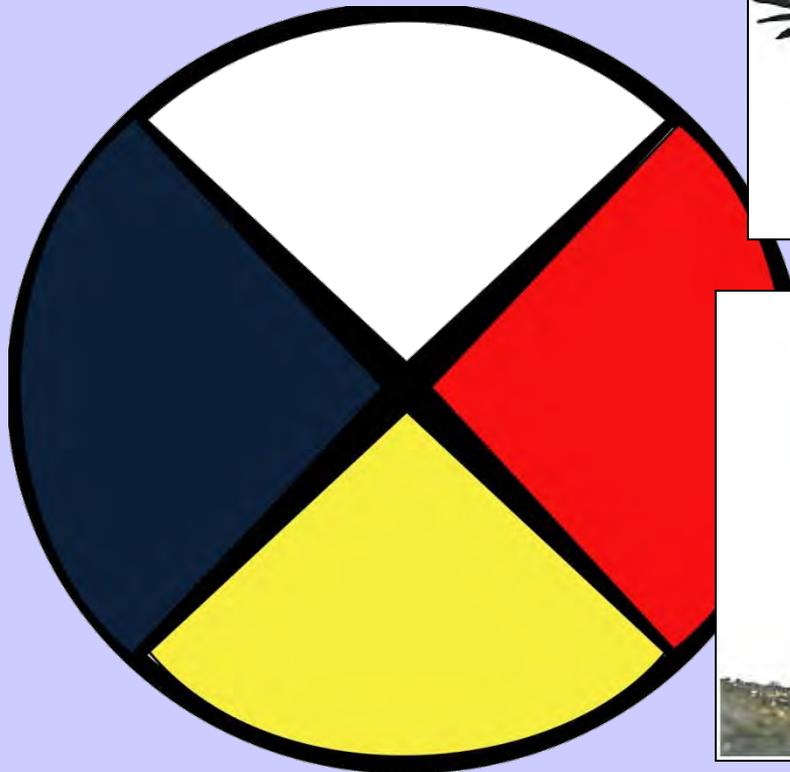
Toqikutimk

Night Sky & Stories

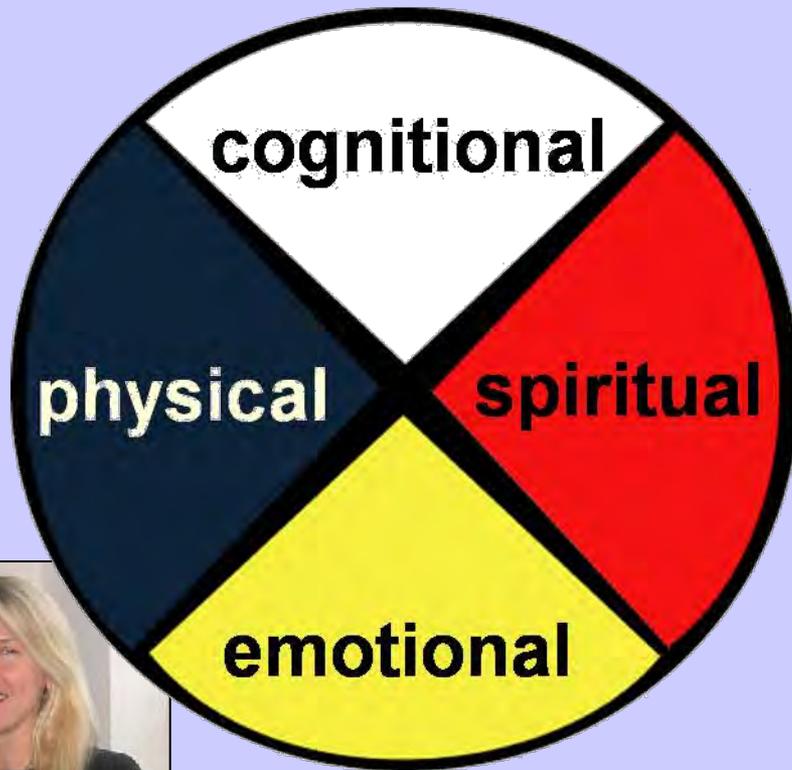


Toqikutimk

Medicine Wheel & Animals



Toqikutimk



Nemi'simk

About You:
Eskasoni Youth



Dr. Nancy Comeau

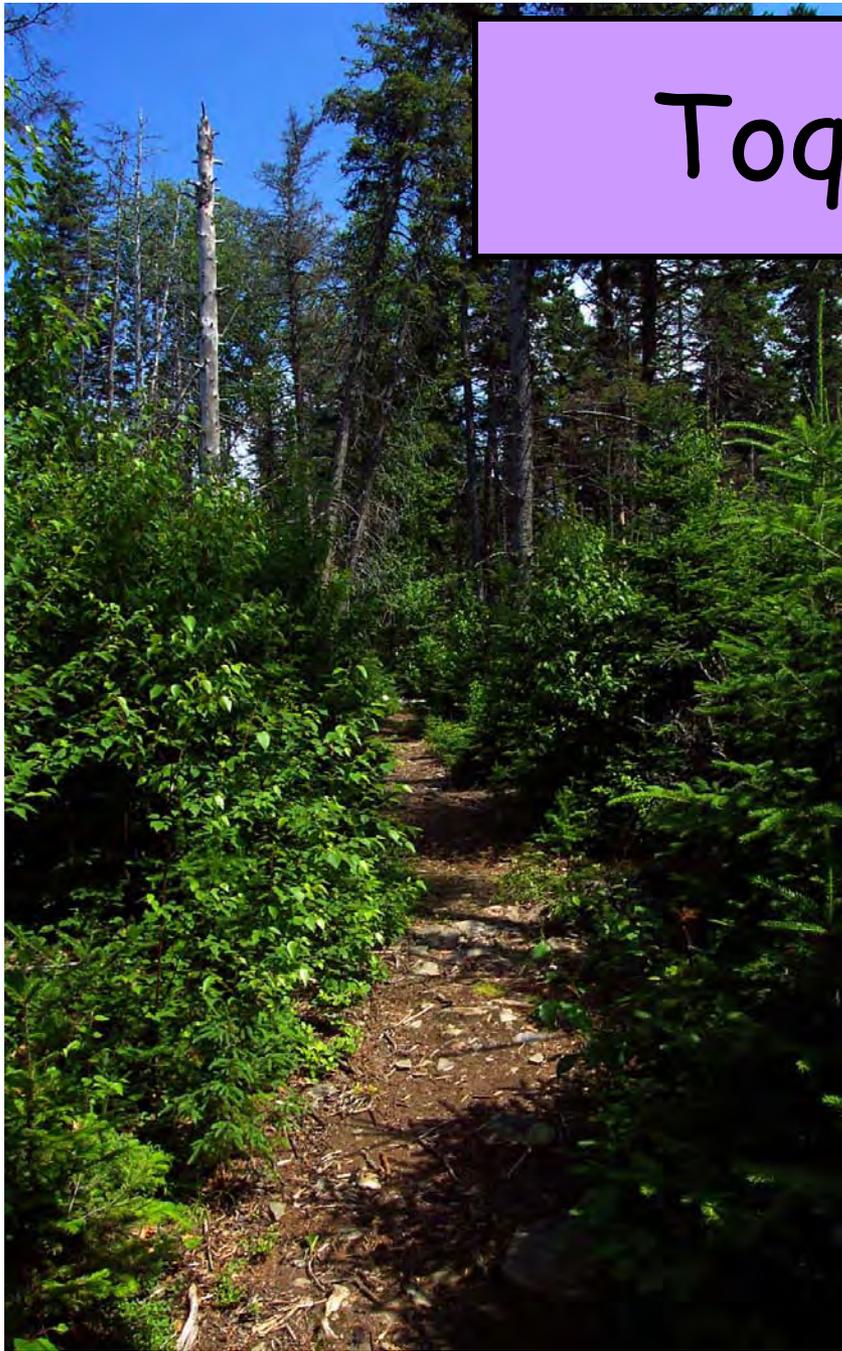
Toqikutimk

School Visits



Toqikutimk

Forest Walks



Thank you to...



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Canada Research Chairs

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