Honouring 20 Years: Transforming Wholistic Approaches to Indigenous Health

March 2018
Table of Contents

1.0 Introduction .............................................................................................................................................. 4
   About the Annual General Gathering and Wise Practices Sessions ................................................................. 4

2.0 Methodology .................................................................................................................................................... 7

3.0 Findings .......................................................................................................................................................... 9
   3.1 Wise Practices Sessions - Track A – B ........................................................................................................ 9
      Day 1 – Tuesday September 26 ...................................................................................................................... 13
      Day 2 – Wednesday September 27 ............................................................................................................... 29
      Day 3 – Thursday September 28 ................................................................................................................ 43

Appendix A: Evaluation Survey .......................................................................................................................... 50

List of Figures and Tables

Tables

Table 1: Wise Practices Workshops .................................................................................................................. 5
Table 2: Wise Practices Workshop Survey Participants ...................................................................................... 7
Table 3: Participants’ current Aboriginal specific research .............................................................................. 9
Table 4: Participants’ suggested future research topics .................................................................................... 10

Figures

Figure 1: Provincial Representation at Skills Building Workshop ................................................................. 13
Figure 2: Role or Area of Expertise .................................................................................................................. 14
Figure 3: Satisfaction with the Facilitator of the Workshop ............................................................................ 14
Figure 4: Utility and Relevance of Workshop Content .................................................................................... 15
Figure 5: Increases in Awareness and Satisfaction with Workshop Content ................................................ 15
Figure 6: Organization and Representation of Workshop .................................................................................. 16
Figure 7: Provincial Representation at Skills Building Workshop ................................................................. 17
Figure 8: Role or Area of Expertise .................................................................................................................. 17
Figure 9: Satisfaction with the Facilitator of the Workshop ............................................................................ 18
Figure 10: Utility and Relevance of Workshop Content .................................................................................. 19
Figure 11: Increases in Awareness and Satisfaction with Workshop Content ................................................ 19
Figure 12: Organization and Representation of Workshop ................................................................................ 20
Figure 13: Provincial Representation at Skills Building Workshop ................................................................. 21
Figure 14: Role or Area of Expertise ................................................................................................................ 22
Figure 15: Satisfaction with the Facilitator of the Workshop ............................................................................ 22
Figure 16: Utility and Relevance of Workshop Content .................................................................................. 23
Figure 17: Increases in Awareness and Satisfaction with Workshop Content ................................................ 23
Figure 18: Organization and Representation of Workshop ................................................................................ 24
Figure 19: Provincial Representation at Skills Building Workshop ................................................................. 25
Figure 20: Role or Area of Expertise ................................................................................................................ 26
1.0 Introduction

This report provides an overview of the Wise Practices Sessions hosted by the Canadian Aboriginal AIDS Association (CAAN) annual General Gathering (AGG). The first section of this report will briefly describe the Annual General Gathering and outline the wise practices workshops. The methodology section explains how the data in this report was collected and analyzed. The findings section of the report includes individual workshop evaluation findings, as well as feedback on research topics the Aboriginal HIV and AIDS Community-Based Research Collaborative Centre (AHA Centre) could explore in the future. Finally, evaluation surveys are located in the appendix of this report.

The theme for the AGG that was held in Calgary, Alberta was “Honouring 20 Years: Transforming Wholistic Approaches to indigenous Health.” The AGG was an opportunity for registered participants to gather and build skills through participating in many of the 20 facilitated skills building and wise practices workshops, or 4 community led strategies workshops.

The workshops were evaluated by participants who rated whether their knowledge of the subject matter had increased as a result of the workshop, as well as rating the overall utility of the material presented in the workshop. Workshop evaluation surveys were analyzed and are presented by workshop in this report. Overall, the workshops received average to excellent ratings and for the most part, participants spoke about gaining new insights and being more informed on topics that were presented. Workshops were also rated on the facilitation, accessibility of content, organization and whether or not the workshop met participants’ expectations. Furthermore, participants were asked to share what they would change or add in future years, as well as rate the most useful lesson they took away from the workshop.

About the Annual General Gathering and Wise Practices Sessions

The Canadian Aboriginal AIDS Network (CAAN) held their Annual General Gathering (AGG) on the traditional lands of the Tsuu T’ina People, located in Calgary, Alberta at the Grey Eagle Resort and Casino Hotel from September 25th-28th, 2017. The theme for the 2017 AGG was “Honouring 20 Years: Transforming Wholistic Approaches to indigenous Health.”

On September 25th, the Aboriginal People living with HIV and AIDS (APHA) Caucus met. Throughout this meeting, Caucus members participated in an orientation session, observed a variety of presentations, delivered project reports, and developed AGM resolutions. The following two days of the gathering, September 26th and 27th were devoted to skills building workshops and sessions on wise practices.

The Wise Practices sessions, which focused on research, were organized and supported by the AHA Centre as a part of their objectives for Knowledge Translation and Capacity Building. In the past, the Wise Practices sessions were hosted biennially as a distinct gathering. The Wise Practices Gathering is unique in that it is the only national, community-based HIV and AIDS research event that is mandated to specifically disseminate research evidence to the Indigenous HIV research community in Canada. This biennial Gathering has been part of CAAN’s comprehensive research agenda since 2006, when it was held in Vancouver, British Columbia. Since then, CAAN has hosted Wise Practices as stand-alone events in Toronto, Ontario (2008); Halifax, Nova Scotia (2011); Saskatoon, Saskatchewan (2013); and Vancouver, British Columbia (2015). The event in Calgary, Alberta (2017), marks the first time that CAAN has integrated Wise Practices into their AGG and Skills Building workshops, where Wise Practices
sessions are offered concurrently alongside the Skills Building workshops. The AHA Centre (a project of CAAN) currently coordinates the Wise Practices Gathering/stream.

Registered AGG participants gathered and were welcomed to Tsuu T’ina Territory prior to an opening prayer from Jeanette Starlight and a welcome and opening remarks from Chief Lee Crowchild. In his opening, Chief Lee Crowchild, spoke about the opposite of colonization and oppression as not being decolonization, but instead, spoke of the importance of deprogramming for the next generations. Chief Lee Crowchild explained that it is the natural world which dictates our journey, thus it is important to be present in making a difference. In moving forward, Chief Lee Crowchild called the audience to deprogram ourselves for Indigenous health.

Following the opening ceremony, the keynote plenary for Laverne Monette Lecture (a Wise Practices Plenary hosted since 2011) was held prior to lunch, with the afternoon focusing on concurrent sessions of wise practices and skills building.

Between Tuesday and Thursday, AGG participants had the option of attending 10 wise practices sessions, 10 skills building workshops, and 4 community led strategies workshops. The workshops were organized into four unique tracks (see table 1 for an overview of the wise practice sessions):

- Track A – APHA care, treatment and support
- Track B – Prevention and support interventions
- Track C – Public awareness and health promotion
- Track D – Capacity building

Table 1: Wise Practices Workshops

<table>
<thead>
<tr>
<th>Track (workshop theme)</th>
<th>Tuesday, September 26, 2017</th>
<th>Wednesday, September 27, 2017</th>
<th>Thursday, September 28, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wise Practice Sessions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Track A – APHA Care, Treatment and Support</td>
<td>- ORALS: Capacity Building and Cultural Competence</td>
<td>- Working Together: A Dialogue About Supporting Indigenous Peer Researchers</td>
<td>- Where are we with the Cure for HIV</td>
</tr>
<tr>
<td></td>
<td>- ORALS: Reporting Back</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Creating safer spaces for sharing: An arts-based alternative to the focus group</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The Revolving Door of the Justice System: Personal Stories and Experiences in the Yukon</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Métis HIV Mental Health and Aging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Track (workshop theme)</td>
<td>Tuesday, September 26, 2017</td>
<td>Wednesday, September 27, 2017</td>
<td>Thursday, September 28, 2017</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------------</td>
<td>-----------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>- Early Outcomes of the Indigenous Research Initiative at the Ontario HIV Treatment Network (OHTN)</td>
<td>- Engaging Elders in Research in a Good Way</td>
<td>- ORALS: Community and Program Relevance</td>
<td></td>
</tr>
<tr>
<td>- Wise Funding Practices: Creating an Indigenized Funding Process at the Ontario HIV Treatment Network (OHTN)</td>
<td>- “Grab your Gitch and Go!” Meaningfully Engaging Positive Indigenous Women in Health Intervention Research: The Visioning Health II Experience</td>
<td>- Development of a Rural Model for Integrated Shared Care in First Nations and Métis Communities DRUM</td>
<td></td>
</tr>
<tr>
<td>- HIV and Aging</td>
<td>- The History of Indigenous HIV: People, Policy, and Practice</td>
<td>- Experiences of the HIV Cascade of Care Among Indigenous People: A Systematic Review</td>
<td></td>
</tr>
<tr>
<td>- ORALS: Indigenous Knowledges for Community and Program Relevance</td>
<td></td>
<td>- Indigenous communities and HIV Disclosure to Sexual Partners</td>
<td></td>
</tr>
<tr>
<td>- Canadian Aboriginal AIDS Network’s Research and Policy Unit: A Critical Appraisal of a History of Involvement</td>
<td></td>
<td>- Examining Inuit Knowledge within a CBPR HIV Prevention Intervention Project: A Case Study</td>
<td></td>
</tr>
<tr>
<td>- Examining Inuit Knowledge within a CBPR HIV Prevention Intervention Project: A Case Study</td>
<td></td>
<td>- Creating a Toolkit for Indigenous Mothers and the People that Support them: Project Update</td>
<td></td>
</tr>
<tr>
<td>- Creating a Toolkit for Indigenous Mothers and the People that Support them: Project Update</td>
<td></td>
<td>- “Grab your Gitch and Go!” Meaningfully Engaging Positive Indigenous Women in Health Intervention Research: The Visioning Health II Experience</td>
<td></td>
</tr>
</tbody>
</table>

On Wednesday September 27th, CAAN’s AGM for members was called to order, prior to the resolution committee meeting, in which resolutions were reviewed and finalized. After setting up the business of the meeting, reports were shared by the President, the Chief Executive Officer, the Regions, and the Auditor. Prior to setting the date and location for the AGM and adjournment of the meeting, elections were held for CAAN’s Board of Directors.

Following the AGM, a gala dinner was shared with AGG participants to share culture, and celebrate successes through an awards ceremony.
2.0 Methodology

Data was collected between September 24th-28th, 2017 at the AGG through several workshop evaluation forms with AGG participants who self-selected to be there. The workshop evaluation form was titled “Honouring 20 Years: Transforming Wholistic Approaches to Indigenous Health! The Canadian Aboriginal AIDS Network & the Aboriginal HIV and AIDS CBR Collaborative Centre Present Wise Practices VI, Skills Building, and AGM Gathering” and included a mix of 20 quantitative and qualitative questions. The purpose of the surveys was to gain data about the demographics of those taking part in the AGG, satisfaction levels, increases in knowledge as a result of the workshop, what they had learned, and also the overall workshop experience.

The surveys were distributed at all workshops and sessions, and voluntarily filled out by workshop participants. Confidentiality was maintained by returning the folded survey in an envelope, and given to the external evaluators. For their participation, participants were entered into a raffle draw for every survey they completed. Therefore participants had the ability to complete the survey for each workshop they attended.

The evaluation team analyzed the surveys (n = 214). A mixed methods approach was used for the analysis of the survey data. Quantitative analyses were completed in excel for the demographic questions, while content theme analysis was completed for the qualitative data. See Table 2 for the number of survey participants in each workshop.

Table 2: Wise Practices Workshop Survey Participants

<table>
<thead>
<tr>
<th>Date</th>
<th>Track A – APHA Care, Treatment, and Support</th>
<th>n</th>
<th>Track B – Prevention and Support Interventions</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>- ORALS: Capacity Building and Cultural Competence</td>
<td>27</td>
<td>- CanHepC Network/CAAN: Enhancing the Response to Hep C within Indigenous Communities in Canada</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>- ORALS: Reporting Back</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Creating safer spaces for sharing: An arts-based alternative to the focus group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The Revolving Door of the Justice System: Personal Stories and Experiences in the Yukon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Métis HIV Mental Health and Aging</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- ORALS: Reporting Back, Early Outcomes of the Indigenous Research Initiative at the Ontario HIV Treatment Network (OHTN)</td>
<td>13</td>
<td>- ORALS: Indigenous Knowledges for Community &amp; Program Relevance</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>- Wise Funding Practices: Creating an Indigenized Funding Process at the Ontario HIV Treatment Network (OHTN)</td>
<td></td>
<td>- Indigenous communities &amp; HIV Disclosure to Sexual Partners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- HIV and Aging</td>
<td></td>
<td>- Canadian Aboriginal AIDS Network’s Research and Policy Unit: A Critical Appraisal of a History of Involvement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Relationship Quality and Unmet Needs among Indigenous</td>
<td></td>
<td>- Examining Inuit Knowledge within a CBPR HIV Prevention Intervention Project: A Case Study</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Track A – APHA Care, Treatment, and Support</td>
<td>n</td>
<td>Track B – Prevention and Support Interventions</td>
<td>n</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------------</td>
<td>---</td>
<td>----------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>Canadians in HIV-Serodiscordant Relationships</td>
<td></td>
<td>Creating a Toolkit for Indigenous Mothers and the People that Support them: Project Update</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Working together: a dialogue about supporting indigenous peer researchers</td>
<td>9</td>
<td>“Grab your Gitch and go!” meaningfully engaging positive indigenous women in health intervention research: the visioning health II experience</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>Family matters processes and findings about the inclusion of APHAs and their families</td>
<td>21</td>
<td>Engaging elders in research in a good way</td>
<td>12</td>
</tr>
<tr>
<td>Thursday</td>
<td>Where are we with the cure for HIV?</td>
<td>15</td>
<td>ORALS: Community and Program Relevance</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>- Development of a Rural Model for Integrated Shared Care in First Nations and Métis Communities</td>
<td></td>
<td>- The History of Indigenous HIV: People, Policy, and Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- DRUM</td>
<td></td>
<td>- Experiences of the HIV Cascade of Care Among Indigenous People: A Systematic Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The Cedar Project: Examining Strengths and HIV Related Vulnerabilities Associated with Sex Work Involvement among Young Indigenous Women who Use Drugs in British Columbia, Canada</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.0 Findings

This section includes the analyzed findings of the Wise Practices workshop evaluation forms from the CAAN Annual General Gathering (AGG). Within this section, each workshop is summarized individually.

3.1 Wise Practices Sessions - Track A – B

In total 10 wise practices sessions were evaluated by participants from across Canada and some participants from outside of the country. The majority of survey participants identified a variety of roles or areas of expertise, but most commonly reported their role as something other than what was listed, frequently noting: NGO representative, manager or coordinator, outreach worker, APHA, peer to peer mentor. The wise practices session summaries also include ratings on whether their knowledge of the subject matter had increased as a result of the session, as well as rating the overall utility of the material presented in the session.

Current Engagement with Aboriginal Specific Research

Of the individuals who filled out the 10 Wise Practice workshop evaluation forms, many participants indicated that they are currently actively engaged in research with Indigenous peoples. Furthermore, many of the participants expressed interest in becoming engaged in research with Indigenous peoples. Table 3 below highlights the ways in which participants are currently engaged in Indigenous specific research, and ways in which participants would like to become involved in Indigenous specific research.

Table 3: Participants’ current Aboriginal specific research

<table>
<thead>
<tr>
<th>Current Research Engagement</th>
<th>Areas of Interest for Engaging in Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administering health surveys</td>
<td>AIAN</td>
</tr>
<tr>
<td>AHA Centre</td>
<td>Collaboration</td>
</tr>
<tr>
<td>Alcohol and harm reduction</td>
<td>Continuation with current research initiatives</td>
</tr>
<tr>
<td>intervention</td>
<td></td>
</tr>
<tr>
<td>Alcohol intervention</td>
<td>Community-based research</td>
</tr>
<tr>
<td>CAAN research team</td>
<td>Compassion and hospital care and culture</td>
</tr>
<tr>
<td>Cedar Project</td>
<td>Development of cultural home measures regarding sexual practices and alcohol use</td>
</tr>
<tr>
<td>CHIWOS</td>
<td>Health surveys and interventions</td>
</tr>
<tr>
<td>Community Readiness</td>
<td>In the area of education and awareness</td>
</tr>
<tr>
<td>CRA-PRA</td>
<td>Indigenous perspectives in social work in Northern communities</td>
</tr>
<tr>
<td>DRUM project</td>
<td>Life giving research</td>
</tr>
<tr>
<td>Evaluation of home visits</td>
<td>National and regional projects</td>
</tr>
<tr>
<td>Family Matters</td>
<td>On youth</td>
</tr>
<tr>
<td>Nechee Gathering</td>
<td>OUT Saskatoon</td>
</tr>
<tr>
<td>Peer researcher and collaborator</td>
<td>Personal family research</td>
</tr>
<tr>
<td>Program evaluation</td>
<td>Research with CAAN</td>
</tr>
<tr>
<td>School based research</td>
<td>Rural-based research</td>
</tr>
</tbody>
</table>
Current Research Engagement | Areas of Interest for Engaging in Research
---|---
SICHA | SHOUT out
Two-eyed seeing project | Support communities involvement in research
Visioning Health II | The DRUM project
Within internal organization | With local researchers
Woman-centered family-centered Indigenous research | Women supporting women living with HIV

**Additional Research Topics for CAAN to Explore**

Participants were also asked what additional research topics CAAN could explore moving forward, participants suggested research on, and commonly spoke about: Health and wellness, engaging community, findings and follow up, treatment, supports, gender, and research specific to culture and traditions. Table 4 below provides a detailed summary of suggested research topics.

**Table 4: Participants’ suggested future research topics**

<table>
<thead>
<tr>
<th>Code</th>
<th>Research topic areas</th>
</tr>
</thead>
</table>
| **Health and wellness** | ➞ Dementia and mediation side effects  
➤ Disclosure and shame  
➤ HIV nutrition and wellness  
➤ Mental health, disability and HIV  
➤ Probiotics and depression  
➤ Strengths-based wellness initiatives  
➤ Trauma-informed research  
➤ Weight control and HIV  
➤ Work on preventing burn out and compassion fatigue |
| **Engaging community** | ➞ Peer mentorship (i.e., the impact on peers, and wage/salary)  
➤ Sharing of experiences  
➤ Strategies to get more APHAs involved in CAAN  
➤ Mentoring new investigators  
➤ GIPA  
➤ Elder and youth engagement (i.e., a how-to book)  
➤ Community tools for engaging community |
| **Findings** | ➞ Progress in the field of HIV  
➤ Research on the Family Matters Program  
➤ Monitoring impacts  
➤ Impacts on families of those living with HIV  
➤ Follow up research on the impact of the Community Readiness Project in communities  
➤ Follow up results post-AGM (i.e., impact of the AGM) |
| **Treatment** | ➞ Access to treatment for rural and on reserve communities  
➤ Holistic treatment  
➤ Long term effects of new medications and immune therapy  
➤ Medications for Hep C and timing (i.e., when do you need medications) |
<table>
<thead>
<tr>
<th>Code</th>
<th>Research topic areas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Treatment adherence among traditional treatment versus western treatments</td>
</tr>
<tr>
<td>Supports</td>
<td>HIV/AIDS testing and counselling</td>
</tr>
<tr>
<td></td>
<td>Legal support for those living with HIV/AIDS</td>
</tr>
<tr>
<td></td>
<td>NIHB benefits and coverage for medication, care and transportation</td>
</tr>
<tr>
<td></td>
<td>The role of technology in supporting treatment</td>
</tr>
<tr>
<td>Gender</td>
<td>HIV and health for women</td>
</tr>
<tr>
<td></td>
<td>Name and gender changes on status cards and birth certificates post transgender surgery</td>
</tr>
<tr>
<td></td>
<td>Role of Indigenous masculinity in relation to MMIW and HIV risks</td>
</tr>
<tr>
<td></td>
<td>Straight men</td>
</tr>
<tr>
<td></td>
<td>Trans people living with HIV/Hep C</td>
</tr>
<tr>
<td>Culture and tradition</td>
<td>Indigenous medicines and methodologies</td>
</tr>
<tr>
<td></td>
<td>Research on traditional teachings and medicine wheel teachings</td>
</tr>
<tr>
<td></td>
<td>Research specific to cultural teachings and culture in general</td>
</tr>
<tr>
<td></td>
<td>The impact of traditional medicines and foods on the health of Indigenous people living with HIV/AIDS</td>
</tr>
<tr>
<td></td>
<td>Traditional knowledge and law systems</td>
</tr>
<tr>
<td></td>
<td>Culture-based interventions</td>
</tr>
<tr>
<td></td>
<td>Land-based research</td>
</tr>
<tr>
<td>Methodology</td>
<td>Collecting statistics</td>
</tr>
<tr>
<td></td>
<td>Decolonized methodologies</td>
</tr>
<tr>
<td></td>
<td>How to integrate Indigenous knowledge into research</td>
</tr>
<tr>
<td></td>
<td>National and regional public awareness campaign to educate and change perceptions on western standard research methodologies versus Indigenous research methodologies</td>
</tr>
<tr>
<td></td>
<td>Research that respects the lived experiences of Two-Spirit and Queer Indigenous peoples</td>
</tr>
<tr>
<td>Lifespan</td>
<td>HIV and aging, comorbidity, and wholistic health</td>
</tr>
<tr>
<td></td>
<td>Children born addicted to drugs</td>
</tr>
<tr>
<td></td>
<td>Children’s workshops</td>
</tr>
<tr>
<td></td>
<td>Developmental impacts of HIV</td>
</tr>
<tr>
<td>Substance use</td>
<td>Alcohol use and other risk factors</td>
</tr>
<tr>
<td></td>
<td>Effectiveness of harm reduction (economically)</td>
</tr>
<tr>
<td></td>
<td>Effects of drugs and alcohol on medications (i.e., opiates)</td>
</tr>
<tr>
<td></td>
<td>Opioid related research and toxic poisoning via tainted drugs</td>
</tr>
<tr>
<td>Specific populations</td>
<td>Stories from criminalized and institutionalized populations.</td>
</tr>
<tr>
<td></td>
<td>Hep C in prison</td>
</tr>
<tr>
<td></td>
<td>HIV/AIDS among youth and LGBTQ communities.</td>
</tr>
<tr>
<td></td>
<td>Indigenous people and sex work</td>
</tr>
<tr>
<td>Comparisons</td>
<td>Generalizability of Indigenous approaches to non-Indigenous populations</td>
</tr>
<tr>
<td></td>
<td>Implications of HIV for Indigenous versus non-Indigenous</td>
</tr>
<tr>
<td></td>
<td>Population-based comparisons regarding death rates (i.e., white populations compared to Indigenous)</td>
</tr>
<tr>
<td></td>
<td>Differences between Canada and USA</td>
</tr>
<tr>
<td>Code</td>
<td>Research topic areas</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Stigma and discrimination | ➞ De-stigmatization as treatment  
                          ➞ Eliminating stigma and discrimination  
                          ➞ Anti-stigma success stories / overcoming stigma |
| Social determinants of health | ➞ Chronic diseases  
                           ➞ Social determinants of Indigenous health |
| Effective models      | ➞ Blended Christian and Indigenous-spiritual models that work  
                          ➞ Best practices |
| Improving services   | ➞ Building capacity and education among nurses, doctors and clinics  
                          ➞ Creating standards of care models for APHAs |
| Coming out            | ➞ Hep C and HIV peers coming out |
| Disclosure            | ➞ Offender disclosure of HIV status |
| Prevention            | ➞ Prevention research with women and transgender |
| Reconciliation        | ➞ The Truth and Reconciliation Commissions Calls to Action and HIV |
Day 1 – Tuesday September 26

**ORALS Capacity and Cultural Competence – Wise Practices Workshop, Stream A**

This Wise Practices Session included the following presentations:
- ORALS: Capacity Building and Cultural Competence
- ORALS: Reporting Back
- Creating safer spaces for sharing: An arts-based alternative to the focus group
- The Revolving Door of the Justice System: Personal Stories and Experiences in the Yukon
- Métis HIV Mental Health and Aging

**About the Participants**

This workshop survey was completed by 27 individuals who came predominantly from Saskatchewan (see Figure 1).

**Figure 1: Provincial Representation at Skills Building Workshop**

Of the 27 participants who attended the **ORALS Capacity and Cultural Competence** wise practices workshop, participants identified a variety of areas of expertise or roles (see Figure 2 below), with the most commonly identified role or area of expertise as “other” \( n = 10 \). For those who indicated other, they noted their role as:

- Coordinator
- Independent worker
- APHA
- Support and outreach worker
- Community engagement
- NGO representative
- Non-profit director
- Student
- Peer to peer mentor.
Workshop Feedback
Participants in the ORALS Capacity and Cultural Competence wise practices workshop were very satisfied with the facilitation of the workshop. Participants noted that the workshop content was covered in a manner that was easy to understand, where the facilitators presented materials at an appropriate level. Furthermore, participants indicated that the facilitator was knowledgeable about the topic, answering questions well (see Figure 3 below).

Figure 3: Satisfaction with the Facilitator of the Workshop

Participants also rated the extent to which they felt the workshops covered useful material and the relevance of what was covered in relation to their needs and interests. Nearly all participants who provided a rating noted that the workshop was useful, and relevant, and noted the workshop content could be used in their work (see Figure 4 below). When asked to share more, participants shared that the presentation was informative, respectful and wonderful. One participant noted the presenters “opened my eyes to how important culture is to help heal our mind, body, and souls” and provided much praise for the presenters. In particular, participants appreciated the personal stories, noting that they were powerful and meaningful, and took away from feelings of isolation. Participants also provided positive feedback about the Métis-specific talk, commenting that is was powerful.
Furthermore, participants noted that there were no handouts, but they would have liked handouts and copies of the PowerPoint presentations. One participant noted that there were too many presentations in the workshop, and that there should have been more time to share. Another participant noted that the evaluation form itself was not appropriate, given the evaluation form was created for 1 presentation, but the wise practices workshops had multiple presentations.

**Figure 4: Utility and Relevance of Workshop Content**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The workshop covered useful material</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>The workshop was practical to my needs and interests</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>I can use what I learned here in my work</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>15</td>
</tr>
</tbody>
</table>

Participants in the ORALS Capacity and Cultural Competence wise practices workshop were asked to identify important and useful lessons they learned in the workshop. Many of the participants noted that the most useful lesson they learned in this workshop is that:

- The level of work that still needs to be done in cultural competency
- The importance of being open-minded, without judgment
- The need for self-determination and sovereignty in decision making
- The importance of peer work; “we are not alone”
- The justice system has a revolving door
- Voices matter

Participants were also asked to provide ratings on the extent to which they had increased in their knowledge. Nearly all participants who filled out the feedback form noted that their thinking around the content is more informed, and that they gained new insights. Furthermore, all participants noted that they would recommend this workshop to others (see Figure 5 below).

**Figure 5: Increases in Awareness and Satisfaction with Workshop Content**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My thinking about the topic is more informed</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>I gained new insights</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>I would recommend this workshop to others</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>13</td>
</tr>
</tbody>
</table>
Most participants indicated that the workshop was well organized and reflected the description presented in the abstract (see Figure 6 below).

**Figure 6: Organization and Representation of Workshop**

Finally, participants were asked what changes they would like to see to this workshop should it be delivered again in the future. Participants provided the following suggestions:

- Provide handouts
- Longer time for the sessions
- Fewer workshops
- Grounded in Indigenous ways (i.e., medicines, medicine bundles)

About the Participants
This workshop survey was completed by 21 individuals who came predominantly from Ontario (see Figure 7).

Figure 7: Provincial Representation at Skills Building Workshop

Of the 21 participants who attended the CanHep C Network/CAAN wise practices workshop, participants identified a variety of areas of expertise or roles (see Figure 8 below), with the most commonly identified role or area of expertise as “other” \( n = 10 \). For those who indicated other, they noted their role as:

- Peer to peer mentors
- First Aid instructor
- Program manager
- Outreach worker
- Elder.

Figure 8: Role or Area of Expertise
Workshop Feedback
Participants in the CanHep C Network/CAAN wise practices workshop were very satisfied with the facilitation of the workshop. Participants noted that the workshop content was covered in a manner that was easy to understand, where the facilitators presented materials at an appropriate level. Furthermore, participants indicated that the facilitator was knowledgeable about the topic, answering questions well (see Figure 9 below).

Figure 9: Satisfaction with the Facilitator of the Workshop

Participants also rated the extent to which they felt the workshops covered useful material and the relevance of what was covered in relation to their needs and interests. Nearly all participants who provided a rating noted that the workshop was useful, and relevant, and noted the workshop content could be used in their work (see Figure 10 below). When asked to share more, participants shared that the presentation was informative, respectful and wonderful. One participant noted they would like to know more information about the dietary needs of those living with Hep C, and what the long term treatment plan is, while another commented that they were “amazed at the work the doctors are doing to address Hep C issues!” One participant expressed that they wished the presenters balanced the presenters’ and communities input, commenting: “Sometimes, the facilitators spoke more about their perspectives than listening to community. That’s fine, but it just feels like they should develop the format to do that rather than pretending to include the audience.”

Furthermore, participants noted that they were hoping to understand the clinical pieces of HCV in addition to treatment, and that they hoped for more concrete ideas for including culture in addressing Hep C.

This presentation verified my lived experience. I can use this information in my work.

~ participant
Participants in the *CanHep C Network/CAAN* wise practices workshop were asked to identify important and useful lessons they learned in the workshop. Many of the participants noted that the most useful lesson they learned in this workshop is that:

- Stigma among those living with Hep C is similar to the stigma those living with HIV face
- Education is essential
- Importance of being open and developing trust
- Readiness for treatment is needed
- More awareness about CAAN
- People need a voice

Participants were also asked to provide ratings on the extent to which they had increased in their knowledge. Nearly all participants who filled out the feedback form noted that their thinking around the content is more informed, and that they gained new insights. Furthermore, all participants noted that they would recommend this workshop to others (see Figure 11 below).

### Figure 11: Increases in Awareness and Satisfaction with Workshop Content

![Graph showing increases in awareness and satisfaction with workshop content](image-url)

Most participants indicated that the workshop was well organized and reflected the description presented in the abstract (see Figure 12 below).
Finally, participants were asked what changes they would like to see to this workshop should it be delivered again in the future. Participants provided the following suggestions:

- Information on supporting community in reducing stigma
- Smaller groups
- More information on treatment options
- Introduce the topic and expectations of the presentation at the beginning
- More structure to the sessions
- A PowerPoint for visual learners / or videos
- Have audience write questions on paper
ORALS: Reporting Back, Early Outcomes of Indigenous Research Initiative at the Ontario HIV Treatment Network – Wise Practices Workshop, Stream A

This Wise Practices Session included the following presentations:

- Early Outcomes of the Indigenous Research Initiative at the Ontario HIV Treatment Network (OHTN)
- Wise Funding Practices: Creating an Indigenized Funding Process at the Ontario HIV Treatment Network (OHTN)
- HIV and Aging
- Relationship Quality and Unmet Needs among Indigenous Canadians in HIV-Serodiscordant Relationships

About the Participants

This workshop survey was completed by 13 individuals who came predominantly from across Canada, with some international representation (see Figure 13).

Figure 13: Provincial Representation at Skills Building Workshop

Of the 13 participants who attended the ORALS: Reporting Back, Early Outcomes of Indigenous Research Initiative at the Ontario HIV Treatment Network wise practices workshop, participants identified a variety of areas of expertise or roles (see Figure 2 below), with the most commonly identified role or area of expertise as an educator \((n = 14)\). For those who indicated other, they noted their role as either an Elder or Board member.
Workshop Feedback

Participants in the ORALS: Reporting Back, Early Outcomes of Indigenous Research Initiative at the Ontario HIV Treatment Network wise practices workshop were very satisfied with the facilitation of the workshop. Participants noted that the workshop content was covered in a manner that was easy to understand, where the facilitators presented materials at an appropriate level. Furthermore, participants indicated that the facilitator was knowledgeable about the topic, answering questions well (see Figure 15 below).

Figure 15: Satisfaction with the Facilitator of the Workshop

Participants also rated the extent to which they felt the workshops covered useful material and the relevance of what was covered in relation to their needs and interests. Nearly all participants who provided a rating noted that the workshop was useful, and relevant, and noted the workshop content could be used in their work (see Figure 16 below). When asked to share more, participants shared that they were appreciative of the knowledge presenters provided on aging and HIV. Others noted that they liked that the sessions had a personal touch; one participant commented that the “personal touch for HIV and aging was real.”
Participants in the ORALS: Reporting Back, Early Outcomes of Indigenous Research Initiative at the Ontario HIV Treatment Network wise practices workshop were asked to identify important and useful lessons they learned in the workshop. For the most part, participants talked about learning about HIV and aging, as they had a successful discussion on aging and holistic approaches to wellbeing. Participants also explained that they learned about the availability of programs at OHYN, and information on interesting new research findings.

Participants were also asked to provide ratings on the extent to which they had increased in their knowledge. Nearly all participants who filled out the feedback form noted that their thinking around the content is more informed, and that they gained new insights. Furthermore, all participants noted that they would recommend this workshop to others (see Figure 17 below).

Most participants indicated that the workshop was well organized and reflected the description presented in the abstract (see Figure 18 below).
Finally, participants were asked what changes they would like to see to this workshop should it be delivered again in the future. Participants provided the following suggestions:

- Not to rush the presentations
- More time for workshops
- More time for questions and answers.

![Figure 18: Organization and Representation of Workshop](image)
ORALS: Indigenous Knowledges for Community and Program Relevance – Wise Practices Workshop, Stream B

This Wise Practices Session included the following presentations:

⇒ ORALS: Indigenous Knowledges for Community & Program Relevance
⇒ Indigenous communities & HIV Disclosure to Sexual Partners
⇒ Canadian Aboriginal AIDS Network’s Research and Policy Unit: A Critical Appraisal of a History of Involvement
⇒ Examining Inuit Knowledge within a CBPR HIV Prevention Intervention Project: A Case Study
⇒ Creating a Toolkit for Indigenous Mothers and the People that Support them: Project Update

About the Participants

This workshop survey was completed by 22 individuals who came predominantly from across Canada, with some international representation (see Figure 19).

Figure 19: Provincial Representation at Skills Building Workshop

Of the 22 participants who attended the ORALS: Indigenous Knowledges for Community and Program Relevance wise practices workshop, participants identified a variety of areas of expertise or roles (see Figure 20 below), with the most commonly identified role or area of expertise as “other.” For those who indicated other, they noted their role as:

- Independent worker
- First responder
- Community engagement
- Coordinator
- Leader
Workshop Feedback

Participants in the ORALS: Indigenous Knowledges for Community and Program Relevance wise practices workshop were very satisfied with the facilitation of the workshop. Participants noted that the workshop content was covered in a manner that was easy to understand, where the facilitators presented materials at an appropriate level. Furthermore, participants indicated that the facilitator was knowledgeable about the topic, answering questions well (see Figure 21 below). When asked to share more about their ratings, participants shared that while the workshop was well done, the content was somewhat complicated for some in the room. One participant shared, “The information would be more effective if it was given in examples that were suited for front line workers,” while another explained that it would have been nice if the chairs were organized in a circle.
Participants also rated the extent to which they felt the workshops covered useful material and the relevance of what was covered in relation to their needs and interests. Nearly all participants who provided a rating noted that the workshop was useful, and relevant, and noted the workshop content could be used in their work (see Figure 22 below). When asked to share more, participants shared that they enjoyed the variety of talks, and recognize the need for Indigenous resources for HIV disclosure. Others commented that the workshop was inspiring and interesting. One participant explained that they had knowledge on some of the topics prior to the workshop, but gained knowledge in other topics following the workshop. In terms of the pace, one participant explained that “it was too fast, I could barely take notes.”

Figure 22: Utility and Relevance of Workshop Content

![Utility and Relevance of Workshop Content](image)

Participants in the ORALS: Indigenous Knowledges for Community and Program Relevance wise practices workshop were asked to identify important and useful lessons they learned in the workshop. Participants explained that they learned about disclosure to partners, criminal code for non-disclosure, and Indigenous perspectives regarding disclosure. Participants also spoke about learning more on Gladue factors and principles for Aboriginal offenders, and legal definitions. One participant shared that the most useful lessons would have been on “the legal rights of HIV/HEP positive individuals,” while another shared, “it is time to begin more conceptual or theoretical work on Indigenous experiences of HIV, based on the evidence gathered.”

Participants were also asked to provide ratings on the extent to which they had increased in their knowledge. Nearly all participants who filled out the feedback form noted that their thinking around the content is more informed, and that they gained new insights. Furthermore, all participants noted that they would recommend this workshop to others (see Figure 23 below).
Most participants indicated that the workshop was well organized and reflected the description presented in the abstract, but also noted handouts were not available (see Figure 24 below).

Finally, participants were asked what changes they would like to see to this workshop should it be delivered again in the future. Participants provided the following suggestions:

- PowerPoint presentation available as a handout in the future
- Handouts in the future, as they would be helpful to take back and share with community members
- Provide a Canada-wide list of lawyers who are knowledgeable in this field
- More empirical research
- More peers presenting on their lived experiences of disclosure.
Day 2 – Wednesday September 27


About the Participants
This workshop survey was completed by 9 individuals who came from across Canada, with the most predominant representation from British Columbia (see Figure 25).

Figure 25: Provincial Representation at Skills Building Workshop

Of the 9 participants who attended the Working Together: A Dialogue About Supporting Indigenous Peer Researchers wise practices workshop, participants identified a variety of areas of expertise or roles (see Figure 26 below), with the most commonly identified role or area of expertise as researcher. For those who noted their role or area of expertise as other, they noted:

- Outreach
- Individual living with HIV; APHA

Figure 26: Role or Area of Expertise
Workshop Feedback

Participants in the Working Together: A Dialogue About Supporting Indigenous Peer Researchers wise practices workshop were very satisfied with the facilitation of the workshop. Participants noted that the workshop content was covered in a manner that was easy to understand, where the facilitators presented materials at an appropriate level. Furthermore, participants indicated that the facilitator was knowledgeable about the topic, answering questions well (see Figure 27 below). When asked to share more about their ratings, participants noted that more time was needed, as there was a lot of information.

Figure 27: Satisfaction with the Facilitator of the Workshop

Participants also rated the extent to which they felt the workshops covered useful material and the relevance of what was covered in relation to their needs and interests. All participants who provided a rating noted that the workshop was useful, and relevant, and nearly all participants noted the workshop content could be used in their work (see Figure 28 below). When asked to share more, one participant shared, “I would’ve loved to have it be more in depth.”

Figure 28: Utility and Relevance of Workshop Content
Participants in the *Working Together: A Dialogue About Supporting Indigenous Peer Researchers* wise practices workshop were asked to identify important and useful lessons they learned in the workshop. One participant shared that they learned what peer research is.

Participants were also asked to provide ratings on the extent to which they had increases in their knowledge. Nearly all participants who filled out the feedback form noted that their thinking around the content is more informed, and that they gained new insights. Furthermore, all participants noted that they would recommend this workshop to others (see Figure 29 below).

**Figure 29: Increases in Awareness and Satisfaction with Workshop Content**

While most participants indicated that the workshop was well organized and reflected the description presented in the abstract, many participants expressed that they did not receive handouts (see Figure 30 below).

**Figure 30: Organization and Representation of Workshop**

Finally, participants were asked what changes they would like to see should this workshop be delivered again. In doing so, participants suggested that in the future, the workshop be longer, and provide more clarity on how peer researchers work.

About the Participants
This workshop survey was completed by 53 individuals who came from across Canada, with the most predominant representation from Saskatchewan (see Figure 31).

Figure 31: Provincial Representation at Skills Building Workshop

Of the 53 participants who attended the Grab your Gitch and Go!” The Visioning Health II Experience wise practices workshop, participants identified a variety of areas of expertise or roles (see Figure 32 below), with the most commonly identified role or area of expertise as “other.” For those who noted their role or area of expertise as other, they noted:

- Peer-to-peer mentor / outreach mentor
- Elder
- Harm reduction worker
- Lawyer
- Individual living with HIV; APHA
- Support worker
- Government
- Pharma

Figure 32: Role or Area of Expertise
Workshop Feedback
Participants in the *Grab your Gitch and Go!* “The Visioning Health II Experience” wise practices workshop were very satisfied with the facilitation of the workshop. Participants noted that the workshop content was covered in a manner that was easy to understand, where the facilitators presented materials at an appropriate level. Furthermore, participants indicated that the facilitator was knowledgeable about the topic, answering questions well (see Figure 33 below). When asked to share more about their ratings, participants provided a variety of positive comments, with many expressing gratitude to the positive Indigenous women: “*awesome HIV positive women – a safe space was created,*” “*good to see positive indigenous women in action; their visibility is inspiring*” and “*I am very proud of all the ladies – keep up the good work.*” Many of the participants shared that the session was healing and emotionally touching: “*This was the best session I attended; deeply, profoundly moving, inspiring and powerful,*” “*It was phenomenal, amazing, healing*” and “*The presentation made me emotional; very heart warming and touching.*”

**Figure 33: Satisfaction with the Facilitator of the Workshop**

![Satisfaction with the Facilitator of the Workshop](image)

Participants also rated the extent to which they felt the workshops covered useful material and the relevance of what was covered in relation to their needs and interests. All participants who provided a rating noted that the workshop was useful, and relevant, and nearly all participants noted the workshop content could be used in their work (see Figure 34 below). When asked to share more, participants provided largely positive feedback; one participant noted that “*It was amazing to hear the women’s stories and how getting together gave them community. Wish more of them were here.*” Some participants provided suggestions on what could be improved for next year, including:

- Less PowerPoint presentations and more time with Elders (i.e., sharing circles)
- Add more context to Visioning Health.
Participants in the *Grab your Gitch and Go!* “The Visioning Health II Experience” wise practices workshop identified the following as important and useful lessons learned in the workshop:

- Indigenous healing methodologies are growing
- Importance of women gathering for healing; “women are where the medicine starts from”
- Importance of culture – culture saves lives
- Healing, love, caring makes a huge difference
- The number of sites Visioning Health has
- “Life goes on after being diagnosed; share your talents with others”
- The need to engage and inform youth
- Importance of research to center Indigenous women’s strength and resilience rather than their trauma.

Participants were also asked to provide ratings on the extent to which they had increases in their knowledge. Nearly all participants who filled out the feedback form noted that their thinking around the content is more informed, and that they gained new insights. Furthermore, all participants noted that they would recommend this workshop to others (see Figure 35 below).

**Figure 34: Utility and Relevance of Workshop Content**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The workshop covered useful material</td>
<td>0</td>
<td>2</td>
<td>17</td>
<td>17</td>
<td>32</td>
</tr>
<tr>
<td>The workshop was practical to my needs and interests</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>I can use what I learned here in my work</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>I would recommend this workshop to others</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>37</td>
</tr>
</tbody>
</table>

**Figure 35: Increases in Awareness and Satisfaction with Workshop Content**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My thinking about the topic is more informed</td>
<td>0</td>
<td>0</td>
<td>37</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>I gained new insights</td>
<td>0</td>
<td>2</td>
<td>37</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I would recommend this workshop to others</td>
<td>0</td>
<td>1</td>
<td>42</td>
<td>7</td>
<td>1</td>
</tr>
</tbody>
</table>

While most participants indicated that the workshop was well organized and reflected the description presented in the abstract, many participants expressed that they did not receive handouts (see Figure 36 below).
Finally, participants were asked what changes they would like to see should this workshop be delivered again. In doing so, participants suggested that in the future, the workshop be longer, and provide information on the impact of culture-based interventions. Furthermore, it was suggested that the facilitator time keep in a manner that allows everyone who wishes to speak an opportunity to do so. Additional suggestions included:

- Incorporate cultural protocol and smudging
- Include art in the presentation
- Broaden Visioning Health by adding new programs
- Video tape the session for participants
Family Matters Processes and Findings about the Inclusion of APHAs and their Families – Wise Practices Workshop, Stream A

About the Participants
This workshop survey was completed by 21 individuals who came from across Canada, with the most predominant representation from Alberta (see Figure 37).

Figure 37: Provincial Representation at Skills Building Workshop

Of the 21 participants who attended the Family Matters Processes and Findings about the Inclusion of APHAs and their Families wise practices workshop, participants identified a variety of areas of expertise or roles (see Figure 38 below), with the most commonly identified role or area of expertise as “other.” For those who noted their role or area of expertise as other, they noted:

- Leader
- Individual living with HIV/AIDS
- Elder
- Board member
- STBBI program manager
- Youth

Figure 38: Role or Area of Expertise
**Workshop Feedback**

Participants in the *Family Matters Processes and Findings about the Inclusion of APHAs and their Families* wise practices workshop were very satisfied with the facilitation of the workshop. Participants noted that the workshop content was covered in a manner that was easy to understand, where the facilitators presented materials at an appropriate level. Furthermore, participants indicated that the facilitator was knowledgeable about the topic, answering questions well (see Figure 39 below). When asked to share more about their ratings, participants noted that the presentation was “emotional, but awesome” and that they would “love to get Chief and Council involved to promote HIV testing and education.”

**Figure 39: Satisfaction with the Facilitator of the Workshop**

![Satisfaction with the Facilitator of the Workshop](image)

Participants also rated the extent to which they felt the workshops covered useful material and the relevance of what was covered in relation to their needs and interests. All participants who provided a rating noted that the workshop was useful, and relevant, and nearly all participants noted the workshop content could be used in their work (see Figure 40 below). When asked to share more, participants shared that the presentation was excellent, and they loved having children in the room. In particular, participants enjoyed the water story, stating it was a great way to begin the session.

**Figure 40: Utility and Relevance of Workshop Content**

![Utility and Relevance of Workshop Content](image)
Participants in the *Family Matters Processes and Findings about the Inclusion of APHAs and their Families* wise practices workshop were asked to identify important and useful lessons they learned in the workshop; in doing so, participants shared that they learned:

- Family connections are integral
- Healing starts from within the community
- Children of parents living with HIV are also impacted
- Learned how to share through storytelling
- The tree visual and teachings were amazing

Participants were also asked to provide ratings on the extent to which they had increases in their knowledge. Nearly all participants who filled out the feedback form noted that their thinking around the content is more informed, and that they gained new insights. Furthermore, all participants noted that they would recommend this workshop to others (see Figure 41 below).

**Figure 41: Increases in Awareness and Satisfaction with Workshop Content**

![Figure 41](image1)

While most participants indicated that the workshop was well organized and reflected the description presented in the abstract, many participants expressed that they did not receive handouts (see Figure 42 below).

**Figure 42: Organization and Representation of Workshop**

![Figure 42](image2)

Finally, participants were asked what changes they would like to see should this workshop be delivered again. In doing so, participants suggested that in the future:

- More personal family stories
- Invite a social worker to share about their work
- Increase the amount of time and number of days.
Engaging Elders in Research in a Good Way – Wise Practices Workshop, Stream B

About the Participants
This workshop survey was completed by 12 individuals who came from across Canada, with the most predominant representation from Ontario (see Figure 43).

Figure 43: Provincial Representation at Skills Building Workshop

Of the 12 participants who attended the *Engaging Elders in Research in a Good Way* wise practices workshop, participants identified a variety of areas of expertise or roles (see Figure 44 below), with the most commonly identified role or area of expertise as “other”. For those who noted their role or area of expertise as other, they noted:

- Peer to peer mentor
- Elder / knowledge keeper
- Program coordinator
- Student
- Harm reduction worker

Figure 44: Role or Area of Expertise
Workshop Feedback
Participants in the Engaging Elders in Research in a Good Way wise practices workshop were very satisfied with the facilitation of the workshop. Participants noted that the workshop content was covered in a manner that was easy to understand, where the facilitators presented materials at an appropriate level. Furthermore, participants indicated that the facilitator was knowledgeable about the topic, answering questions well (see Figure 45 below). When asked to share more about their ratings, participants noted that the research presented was of interest, and furthermore, they appreciated the insight on the pros and cons of finding community Elders. Finally, one participant noted that they were confused by the presentation.

Figure 45: Satisfaction with the Facilitator of the Workshop

Participants also rated the extent to which they felt the workshops covered useful material and the relevance of what was covered in relation to their needs and interests. All participants who provided a rating noted that the workshop was useful, and relevant, and nearly all participants noted the workshop content could be used in their work (see Figure 46 below). When asked to share more, participants shared that their world view has expanded, and they loved the way the Elder presented. One participant shared, “I didn’t realize how much my western views impacted my perceptions.”

Figure 46: Utility and Relevance of Workshop Content
Participants in the *Engaging Elders in Research in a Good Way* wise practices workshop were asked to identify important and useful lessons they learned in the workshop; in doing so, participants shared that they learned:

- An Elder is a human first, and spiritual guide second
- What an Elder is and what a knowledge keeper is
- The importance of finding the right Elder for your research project and recognize the responsibility Elders have

Participants were also asked to provide ratings on the extent to which they had increases in their knowledge. Nearly all participants who filled out the feedback form noted that their thinking around the content is more informed, and that they gained new insights. Furthermore, all participants noted that they would recommend this workshop to others (see Figure 47 below).

**Figure 47: Increases in Awareness and Satisfaction with Workshop Content**

```
<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My thinking about the topic is more informed</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I gained new insights</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>I would recommend this workshop to others</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>
```

While most participants indicated that the workshop was well organized and reflected the description presented in the abstract, many participants expressed that they did not receive handouts (see Figure 48 below).

**Figure 48: Organization and Representation of Workshop**

```
<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The workshop was well organized</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>The handouts were useful</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>The workshop reflected what was described in the abstract</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>9</td>
</tr>
</tbody>
</table>
```

Finally, participants were asked what changes they would like to see should this workshop be delivered again. In doing so, participants suggested that in the future:
• More discussions on this top
• Similar discussions but about youth being involved in research
• Less paperwork, and more abstract information
• Discussion on the qualities an Elder possesses.
Day 3 – Thursday September 28

Where Are We with the Cure for HIV? – Wise Practices Workshop, Stream A

About the Participants
This workshop survey was completed by 15 individuals who came from across Canada, with the most predominant representation from Saskatchewan (see Figure 49).

Figure 49: Provincial Representation at Skills Building Workshop

Of the 15 participants who attended the Where Are We with the Cure for HIV? wise practices workshop, participants identified a variety of areas of expertise or roles (see Figure 50 below), with the most commonly identified role or area of expertise as “other.” For those who noted their role or area of expertise as other, they noted:

- Peer-to-peer mentor / outreach mentor
- Advocate for those living with HIV
- First responder
- Board member
- Individual living with HIV
- Residential support worker
- Non-profit organization community centre

Figure 50: Role or Area of Expertise
Workshop Feedback

Participants in the *Where Are We with the Cure for HIV?* wise practices workshop were very satisfied with the facilitation of the workshop. Participants noted that the workshop content was covered in a manner that was easy to understand, where the facilitators presented materials at an appropriate level. Furthermore, participants indicated that the facilitator was knowledgeable about the topic, answering questions well (see Figure 51 below). When asked to share more about their ratings, participants provided a variety of positive comments, including: the workshop was “excellent and informative” and “well presented.” Two of the participants expressed that the presenter did an excellent job, but it would be better had they used more community friendly language, explaining: “it was big words for me, I do not talk or think like that” and “it might have been above the audience’s level of education. He did an awesome job, but bring it down to the lay person level.”

Figure 51: Satisfaction with the Facilitator of the Workshop

Participants also rated the extent to which they felt the workshops covered useful material and the relevance of what was covered in relation to their needs and interests. All participants who provided a rating noted that the workshop was useful, and relevant, and nearly all participants noted the workshop content could be used in their work (see Figure 52 below). When asked to share more, participants provided positive feedback; one participant noted that “this was the first time hearing this research, quite interesting” and that they would share this new information with their home community.

Figure 52: Utility and Relevance of Workshop Content
Participants in the *Where Are We with the Cure for HIV?* wise practices workshop identified the following as important and useful lessons learned in the workshop:

- The complexity of a “cure” and issues around finding a cure
- Learning about latent cells

Participants were also asked to provide ratings on the extent to which they had increases in their knowledge. Nearly all participants who filled out the feedback form noted that their thinking around the content is more informed, and that they gained new insights. Furthermore, all participants noted that they would recommend this workshop to others (see Figure 53 below).

**Figure 53: Increases in Awareness and Satisfaction with Workshop Content**

While most participants indicated that the workshop was well organized and reflected the description presented in the abstract, many participants expressed that they did not receive handouts (see Figure 43 below).

**Figure 54: Organization and Representation of Workshop**

Finally, participants were asked what changes they would like to see should this workshop be delivered again. In doing so, participants suggested that in the future, the workshop be longer, and provide information on how the communities were engaged in an ethical manner. Furthermore, it was suggested that the presenter speak at a level of understanding for community members.
ORALS: Community and Program Relevance – Wise Practices Workshop, Stream B

This Wise Practices Session included the following presentations:

- ORALS: Community and Program Relevance
- Development of a Rural Model for Integrated Shared Care in First Nations and Métis Communities DRUM
- The History of Indigenous HIV: People, Policy, and Practice
- Experiences of the HIV Cascade of Care Among Indigenous People: A Systematic Review
- The Cedar Project: Examining Strengths and HIV Related Vulnerabilities Associated with Sex Work Involvement among Young Indigenous Women who Use Drugs in British Columbia, Canada

About the Participants

This workshop survey was completed by 21 individuals who came from predominantly Canada, with some international representation (see Figure 55).

Figure 55: Provincial Representation at Skills Building Workshop

Of the 21 participants who attended the ORALS: Community and Program Relevance wise practices workshop, participants identified a variety of areas of expertise or roles (see Figure 56 below), with the most commonly identified role or area of expertise as “other.” For those who noted their role or area of expertise as other, they noted:

- Elder
- Peer mentor
- Student
- Indigenous leader
- Program manager
Participants in the ORALS: Community and Program Relevance wise practices workshop were very satisfied with the facilitation of the workshop. Participants noted that the workshop content was covered in a manner that was easy to understand, where the facilitators presented materials at an appropriate level. Furthermore, participants indicated that the facilitator was knowledgeable about the topic, answering questions well (see Figure 57 below). When asked to share more about their ratings, participants provided positive feedback, such that the session demonstrated support between members, and it was great to see community mentors presenting on programs.

Participants also rated the extent to which they felt the workshops covered useful material and the relevance of what was covered in relation to their needs and interests. Nearly all participants who provided a rating noted that the workshop was useful, and relevant, and noted the workshop content could be used in their work (see Figure 58 below). When asked to share more, participants explained that they enjoyed learning about communities’ experiences with the Community Readiness model, and learned about how the model works with communities. One participant expressed disappointment that one of the presenters did not show up, but for the most part, feedback was largely positive.
Participants in the *ORALS: Community and Program Relevance* wise practices workshop were asked to identify important and useful lessons they learned in the workshop. Participants explained that they had learned about the Community Readiness model, but some were left wanting more information on the interview process. Other participants noted that they learned that culture matters, and the importance of listening. Participants also noted that they learned the importance of community leading the way, and community engagement.

Participants were also asked to provide ratings on the extent to which they had increased in their knowledge. Nearly all participants who filled out the feedback form noted that their thinking around the content is more informed, and that they gained new insights. Furthermore, all participants noted that they would recommend this workshop to others (see Figure 59 below).

**Figure 59: Increases in Awareness and Satisfaction with Workshop Content**

While most participants indicated that the workshop was well organized and reflected the description presented in the abstract, many participants indicated that they could not rate the utility of the handouts, as they were not available (see Figure 60 below).
Finally, participants were asked what changes they would like to see should this workshop be delivered again. Participants indicated that in the future they would like to hear more stories about communities’ experiences in preparing for the interviews, and the discussions that emerged once scores were released. Participants also suggested that more time be allotted to such an important initiative.
Appendix A: Evaluation Survey

Wise Practices VI
Evaluation Form

“Honouring 20 Years: Transforming Wholistic Approaches to Indigenous Health!”
The Canadian Aboriginal AIDS Network and the Aboriginal HIV and AIDS CBR Collaborative Centre Present
Wise Practices VI, Skills Building and AGM Gathering

Your feedback is very important. All information in these surveys is strictly confidential. If you have any questions, please don’t hesitate to contact a CAAN Staff member. A volunteer will collect the evaluation forms at the end of each session and place them into an envelope to ensure confidentiality.

Name/Topic of workshop you attended: ____________________________________________________

What province or territory do you live in? __________________________

Facilitator’s name(s): ____________________________

1. Please indicate your work / profession / or role

   □ Community Member  □ Social Worker
   □ Health Worker      □ Educator
   □ Researcher         □ Other ____________________________

2. Are you actively involved in research with Aboriginal people?

   □ Yes If yes, how? ____________________________________________
   □ No

3. Do you plan to be involved in research involving Aboriginal people?

   □ Yes If yes, how? ____________________________________________
   □ No

4. What additional research topics and information do you think CAAN and the AHA Centre should focus on in the future?

   __________________________________________________________________________
   __________________________________________________________________________

Please rate how much you agree with the following statements

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Facilitator(s) covered workshop materials in an easy way to understand</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Facilitator(s) answered questions well</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. Facilitator(s) was knowledgeable on the topic</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
8. Presented at the right level for understanding concepts

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presented at the right level</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please provide feedback on your above ratings or additional comments about the facilitator(s):

______________________________________________________________________________
______________________________________________________________________________

**Workshop Content**

Please rate how much you agree with the following statements

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Strongly agree</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. The workshop covered useful material</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. It was practical to my needs and interests</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. My thinking about the topic(s) is more informed</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. I gained new insights</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. It was well organized</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. The handouts were useful</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. The workshop reflected what was described in the abstract</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. I would recommend this workshop to others</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. I can use what I learned here in my work</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18. Please provide feedback on your above ratings:

______________________________________________________________________________
______________________________________________________________________________

19. What was the most useful lesson(s) you learned in the workshop?

______________________________________________________________________________
______________________________________________________________________________

20. If we were to do this workshop again, what content would you like to see added or could something be done differently?

______________________________________________________________________________
______________________________________________________________________________