



Indigenous Allyship in Medical Education **L'allié des Autochtones dans l'éducation médicale**

Holly Lam, Tarek Zieneldien et Janice Kim

Volume 16, numéro 1, 2025

URI : <https://id.erudit.org/iderudit/1117324ar>

DOI : <https://doi.org/10.36834/cmej.80634>

[Aller au sommaire du numéro](#)

Éditeur(s)

Canadian Medical Education Journal

ISSN

1923-1202 (numérique)

[Découvrir la revue](#)

Citer ce document

Lam, H., Zieneldien, T. & Kim, J. (2025). Indigenous Allyship in Medical Education. *Canadian Medical Education Journal / Revue canadienne de l'éducation médicale*, 16(1), 127–127. <https://doi.org/10.36834/cmej.80634>

© Holly Lam, Tarek Zieneldien et Janice Kim, 2025



Ce document est protégé par la loi sur le droit d'auteur. L'utilisation des services d'Érudit (y compris la reproduction) est assujettie à sa politique d'utilisation que vous pouvez consulter en ligne.

<https://apropos.erudit.org/fr/usagers/politique-dutilisation/>

érudit

Cet article est diffusé et préservé par Érudit.

Érudit est un consortium interuniversitaire sans but lucratif composé de l'Université de Montréal, l'Université Laval et l'Université du Québec à Montréal. Il a pour mission la promotion et la valorisation de la recherche.

<https://www.erudit.org/fr/>

Indigenous Allyship in Medical Education L'allié des Autochtones dans l'éducation médicale

Holly Lam,¹ Tarek Zieneldien,² Janice Kim³

¹Morsani College of Medicine, University of South Florida, Florida, USA; ²Johns Hopkins University School of Medicine, Maryland, USA; ³College of Osteopathic Medicine, Michigan State University, Michigan, USA.

Correspondence to: Holly Lam; email: hflam@usf.edu

Published ahead of issue: Jan 30, 2025; published: Feb 28, 2025. CMEJ 2025, 16(1) Available at <https://doi.org/10.36834/cmej.80634>

© 2025 Lam, Zieneldien, Kim; licensee Synergies Partners. This is an Open Journal Systems article distributed under the terms of the Creative Commons Attribution License. (<https://creativecommons.org/licenses/by-nc-nd/4.0>) which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is cited.

Dear Editor,

We would like to thank Bruno et al. for the contributions they made through their article “What it means to be an ally in Indigenous healthcare.”¹

This article explores the meaning of allyship in Indigenous health care, the experience of being an ally, and how allyship is cultivated. The authors effectively highlight the importance of healthcare professionals’ allyship with Indigenous populations, acknowledging the history of colonialism and Western authority which have negatively influenced the social and health outcomes of Indigenous populations. These worse outcomes include being disproportionately affected by diabetes, hypertension, mental health concerns, food insecurity, and a significantly reduced life expectancy.²

As medical students, we agree with Bruno et al. and suggest that there should be a push for more active opportunities to be allies to Indigenous populations. Activities such as community workshops and volunteer programs would help medical trainees and professionals build relationships with Indigenous populations, gain a better understanding of their culture, and learn how to

best support them in a healthcare setting. One such program is the “Being an Ally to Indigenous Peoples” training program hosted by Cyndy Baskin, Ph.D., Emeritus Associate Professor in the School of Social Work at Toronto Metropolitan University. This 6-hour training program helps clinicians and other service providers explore various worldviews as well as how Indigenous and Western approaches to healing can work together. Overall, pairing medical students early in their careers with allies and Indigenous health professionals would enhance their understanding of treating Indigenous populations.

Conflicts of Interest: The authors declare no conflicts of interest.

Funding: None

Edited by: Marcel D’Eon (editor-in-chief)

References

1. Bruno M, Oster RT, Mayan MJ. What it means to be an ally in Indigenous healthcare. *Can Med Ed J*. 2024. <https://doi.org/10.36834/cmej.79535>
2. Kim PJ. Social determinants of health inequities in indigenous Canadians through a life course approach to colonialism and the residential school system. *Health Equity*. 2019;3(1):378-81. <https://doi.org/10.1089/hecq.2019.0041>