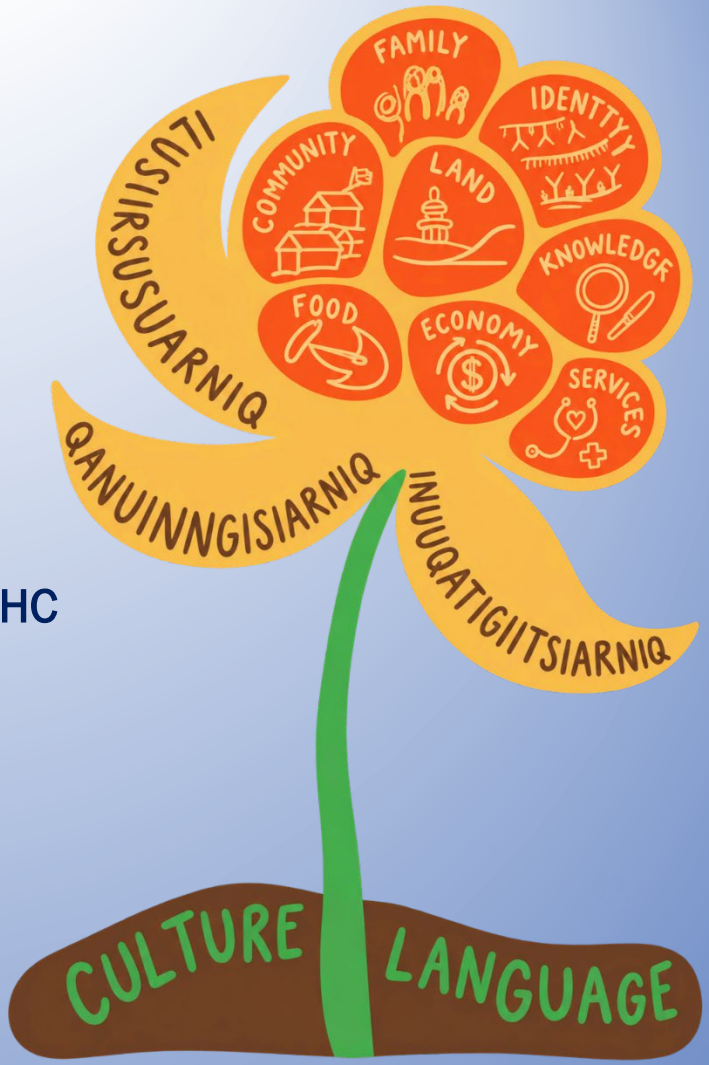
FACT SHEET 16 – THE IQI MODEL

An Approach to Working Better Together at the UTHC

Cultural Safety Team

Reference Guide on Nunavik and cultural safety
Sheet 16 of 16



WHY A MODEL SPECIFIC TO THE UTHC?

Understanding the context is essential. Adapting our approaches is just as important.

The previous fact sheets have helped us better understand **Nunavik, its history, its institutions, its communities, and certain realities that influence health and access to services.**

But knowing these realities is not enough.

At the UTHC, we must also ask ourselves how these realities influence **the way we welcome people, communicate, organize services, make decisions, and work with individuals, families, and communities.**

IQI provides us with a framework to make this transition

From knowledge → to reflection → to adapting our practices.

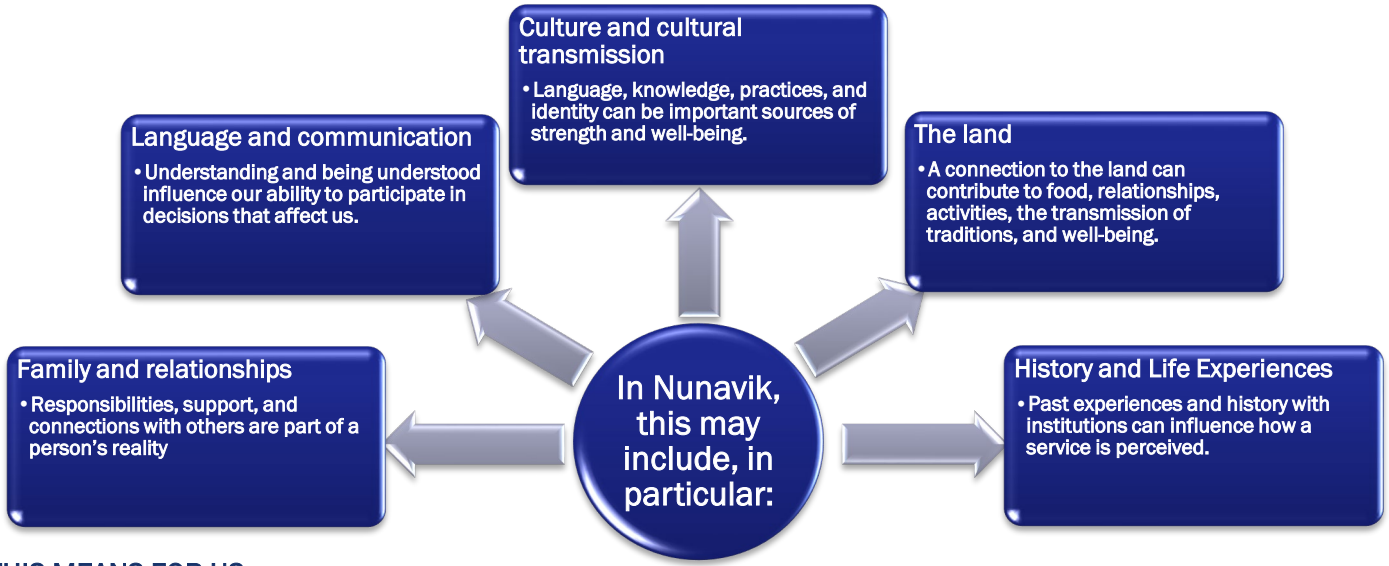
This fact sheet builds on all the previous fact sheets. We will refer to them here rather than repeat their content.



HEALTH IS MORE THAN JUST ILLNESS

Understanding the person within the context of their entire reality

A person never comes to the UTHC with just a symptom, a diagnosis, or a need for services. Their health and well-being are also influenced by their environment, relationships, history, and living conditions.



WHAT THIS MEANS FOR US

Before simply asking, "What's the problem?", IQI also invites us to ask, "What's going on in this person's life?"

Review: Fact sheets 3, 4, 6, 7, and 11



DETERMINANTS OF HEALTH

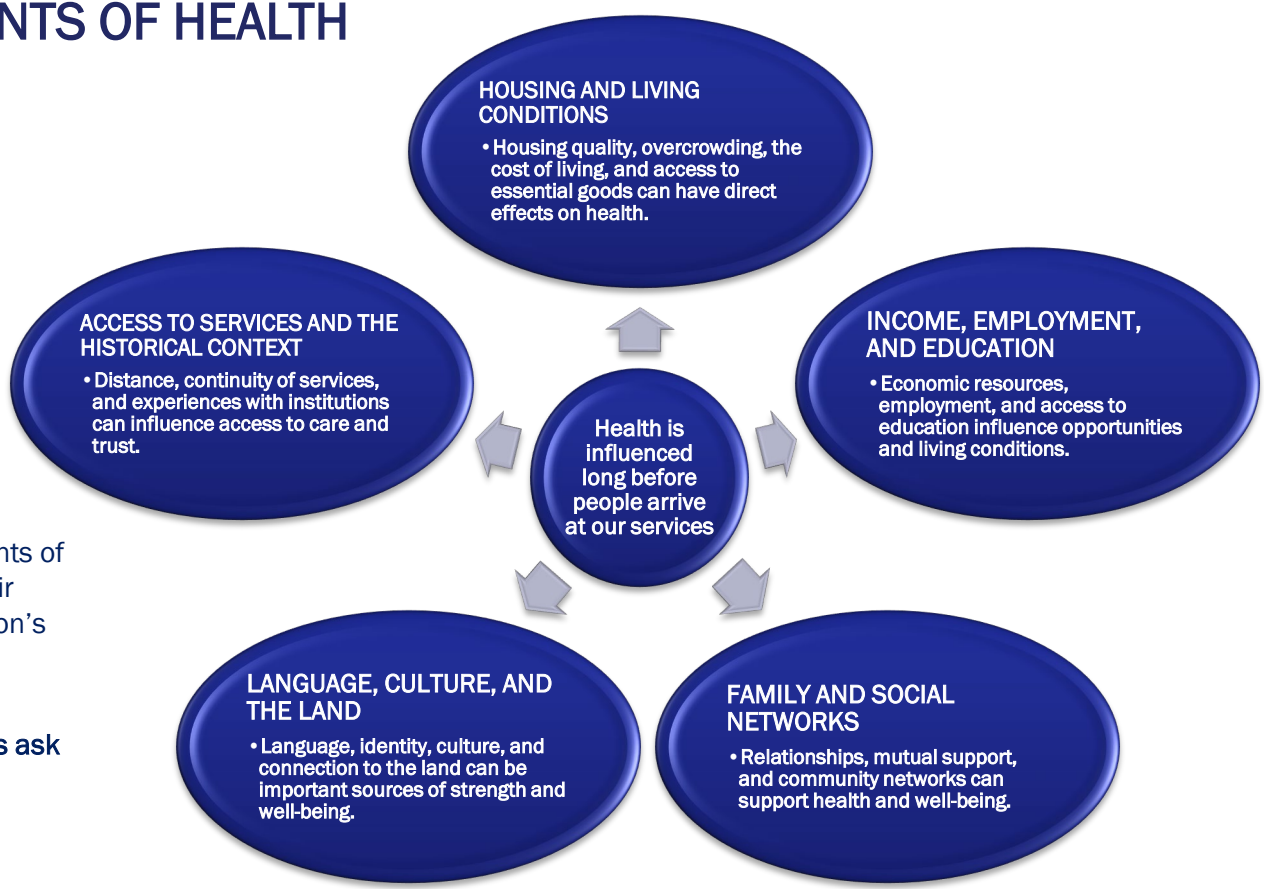
Our health is influenced by the conditions in which we live

Health determinants are the social, economic, cultural, and environmental conditions that influence our health and well-being throughout our lives.

WHAT THIS MEANS FOR US

We cannot influence all determinants of health. But we can understand their influence and avoid judging a person's behavior without considering their context.

Understanding the context helps us ask better questions before drawing conclusions.



Review: Fact sheets 1, 3, 4, 7, 9, 10, 11, and 15



WHY DOES THIS MATTER TO US AT UTHC?

Behind a behavior, there may be a reality that we do not see

WHAT WE CAN OBSERVE	WHAT ELSE MIGHT BE HAPPENING	WHAT THIS PROMPTS US TO DO
A person misses several appointments	Travel constraints, family responsibilities, scheduling conflicts, misunderstanding of the appointment, or other immediate priorities.	**Try to understand the situation before concluding that the person is uncooperative.**
A person is hesitant to be transferred to the South	Distance from family, responsibilities at home, past experiences, or anxiety about the unknown.	**Take the time to explore their concerns and clearly explain what to expect.**
A family is very involved in a client's life	The family can play an important role in the person's support, decision-making, and well-being.	**Ask the person what role they want their family to play.**
A person speaks little or asks few questions	Language, communication style, discomfort, or a different way of interacting.	**Do not assume they have understood or that they agree. Verify in another way.**

KEY POINTS FOR UTHC EMPLOYEES

Health determinants do not provide an explanation for a behavior. They remind us that there may be several explanations.

Our role is not to make assumptions. It is to create the conditions for understanding.

Review: Fact sheets 4, 7, 11, and 15

IQI: OUR COMMON FRAMEWORK

Three Inuit principles to guide our practices and decisions

The IQI model enables us to integrate Inuit values, knowledge, and principles into the organization, delivery, and improvement of care and services. At the UTHC, it provides us with a common framework for reflecting on our practices and guiding our decisions.

Feeling good about one's body and being able to function

- Feeling physically well, having the strength and ability to do what one needs and wants to do: work, learn, move around, hunt, and carry out daily activities.

ILUSIRSUSIARNIQ



Feeling well-being, without worry or discomfort

- Being able to live and carry out one's activities while feeling good about one's well-being, comfortable, and undisturbed by pain, worries, or difficulties.

QANUINNGISIARNIQ



Living Well Together

- Maintaining harmonious and positive relationships with family, friends, coworkers, neighbors, and the community, based on trust, mutual support, and the ability to function well together.

INUUQATIGIITSIANIQ



These three dimensions are not separate. Feeling good in one's body, feeling good about one's life, and living well with others reinforce one another.

KEY POINTS FOR UTHC EMPLOYEES

IQI does not replace rules and policies. It helps us apply them in a humane and thoughtful manner.

ILUSIRSUSIARNIQ

Being able to experience well-being in one's body and do what one needs and wants to do



LOOKING BEYOND THE IMMEDIATE PROBLEM

- An intervention can address a clinical need while also affecting the person's autonomy, activities, and daily life.



SUPPORT WHAT THE PERSON CAN DO

- Whenever possible, our care and services should help the person maintain or regain their ability to move, learn, work, participate, and carry out the activities that are important to them.



ADAPT TO THE INDIVIDUAL'S REALITY

- Age, health status, living environment, responsibilities, and community realities can influence what is possible and important for a person. Taking these into account can help us better adapt our practices.



CONSIDERING THE IMPACT OF OUR DECISIONS

- A clinical, administrative, or organizational decision can either facilitate or limit what a person is capable of doing. IQI invites us to reflect on the effects of our decisions on the service user and on their lived reality.

WHAT THIS MEANS FOR US

Does our approach help this person maintain or regain what enables them to live and act within their reality?

It's not about deciding for them what constitutes their well-being, but about seeking to understand what matters to them.

Review: Fact sheets 6, 9, 11, and 15



QANUINNGISIARNIQ

Being able to experience well-being, without worry or unnecessary discomfort



LOOKING BEYOND THE IMMEDIATE PROBLEM

- A person may be receiving the care or service they need while still experiencing anxiety, discomfort, or difficulties that affect their well-being.



IDENTIFY WHAT MAY BE CAUSING DISCOMFORT

- Pain, uncertainty, isolation, communication, the environment, or the way a service is organized can influence how a person experiences their situation.



Supporting what contributes to well-being

- Feeling supported, understanding what is happening, being able to be with loved ones, and maintaining certain routines or activities can contribute to a person's well-being.



AVOIDING THE DIFFICULTIES WE MAY CREATE

- The ways we communicate, organize a service, or make a decision can sometimes add to a person's anxiety or discomfort. IQI invites us to recognize what we can adjust.

WHAT THIS MEANS FOR US

Does our approach contribute to this person's well-being, or does it create avoidable difficulties for them?

The goal is not to eliminate every difficulty, but to recognize those that our approach can influence.

Review: Fact sheets 4, 7, 11, and 15



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Living Well Together and Building Positive Relationships



RECOGNIZING THE IMPORTANCE OF RELATIONSHIPS

- The quality of care or service also depends on the relationship that is built. Respect, active listening, and trust can influence how a person participates and communicates.



MAKING ROOM FOR IMPORTANT PEOPLE

- Family, loved ones, and other significant people can play an important role in providing support and promoting well-being. Their role should be determined according to the person's wishes.



WORKING TOGETHER RATHER THAN FOR EACH OTHER

- Working well together requires sharing information, listening to different points of view, and, whenever possible, allowing the person to participate in decisions that affect them.



CULTIVATING RELATIONSHIPS AMONGST US

- Inuuqatigiitsianiq also applies to our relationships with colleagues, services, and partners. Trust, cooperation, and shared responsibility influence our ability to better meet needs.

WHAT THIS MEANS FOR US

Does the way we work promote / foster / support trust, participation, and the ability to work well together?

A good relationship doesn't always mean agreeing. It involves listening, understanding different points of view, and finding a way to move forward together.

Review: Fact sheets 2, 6, 7, 11, and 15

IQI IS NOT A CHECKLIST

Understanding realities does not mean assuming a person's needs

IQI IS NOT…



"The Inuit are like this…"
Knowing certain realities about Nunavik does not tell you what a person thinks, wants, or experiences.

"With an Inuit person, you always have to do this…"
A culturally appropriate practice does not mean applying the same actions to everyone.

"I now understand Inuit culture."
A little knowledge is no substitute for listening, building a relationship, or experiencing a person's life firsthand.

"Adapting means saying yes to everything."
Professional responsibilities, rules, safety, and boundaries remain.

IQI INVITES US INSTEAD TO…



SEEK TO UNDERSTAND
Ask questions before drawing conclusions.

LISTEN TO THE PERSON
Recognize that they are in the best position to tell us about their reality, their priorities, and what matters to them.

REFLECT ON OUR OWN APPROACH
Ask ourselves how our practices, decisions, and organization influence their experience.

ADAPT WHEN POSSIBLE
Seek a way to meet the need that takes into account the individual, the context, and our responsibilities.

KEY POINTS FOR UTHC EMPLOYEES

IQI doesn't tell us what to do with "the Inuit." It helps us think more carefully about how we work with each individual.

Understand → ask questions → listen → adapt.

Review: Worksheets 1–15—knowledge to better understand the context, not to define a person.



NOAH: LOOKING AT THE SAME SITUATION THROUGH IQI'S LENS

The transfer to the Global South remains the same. How we support it can change.

NOAH MUST LEAVE NUNAVIK TO RECEIVE CARE THAT IS NOT AVAILABLE IN THE REGION.

We've already followed his journey in **Worksheet 11—Health and Well-Being**. This time, let's look at the same situation through the three dimensions of IQI.

ILUSIRSUSIARNIQ

How does the transfer change what Noah can, must, and wants to do?

His health condition, the trip, and his absence from Nunavik may affect his autonomy, his usual activities, and his responsibilities.

QANUINNGISIARNIQ

How is Noah experiencing what is happening to him?

Does he understand why he has to leave, where he is going, and what lies ahead? What might cause him anxiety, discomfort, or uncertainty?

INUUQATIGIITSIANIQ

How can we move forward with Noah and the people who are important to him?

Has he had the space he needs to ask his questions? What role does he want his family to play? Are the people and services involved communicating effectively with one another?

WHAT IQI CHANGES

IQI does not change the necessity of Noah's transfer. It leads us to reflect on how this transfer is explained, organized, and experienced.

Review: Worksheet 11 — Health and Well-Being: Noah's Journey.

IQI BELONGS TO EVERYONE

Every role can contribute to how a person experiences their time at the UTHC.

✓Listen, explain, and seek to understand.

- Clinical decisions remain based on health needs, but the way we communicate, support, and adapt can influence a person's experience.

CLINICAL CARE AND SERVICES



✓Make the journey easier, not harder.

- Clear information, proper guidance, and a respectful manner of responding can make a real difference.

RECEPTION AND ADMINISTRATION



✓Every interaction matters.

- A trip, a meal, the upkeep of a space, or an interaction with security are all part of the experience at the UTHC.

TRANSPORTATION, SAFETY, AND SUPPORT SERVICES



✓Create the conditions that enable adaptation.

- Priorities, work organization, and support for teams can either facilitate—or limit—their ability to take users' realities into account.

MANAGERS



✓Observe, ask questions, and share.

- We can all notice something, ask a question, share relevant information, or suggest an adjustment within the scope of our role.

ALL EMPLOYEES



You don't have to be a healthcare professional to influence Ilusirsusiarniq, Qanuinngisiarniq, or Inuuqatigiitsianiq. IQI is built throughout a person's entire journey, not just at the time of care.

IQI: AN ORGANIZATIONAL PROJECT IN PROGRESS

A framework approved by senior management, which will be implemented gradually.

THE FOUNDATIONS HAVE BEEN LAID	➢The IQI model was developed for the UTHC based on Inuit principles. Ideas, tools, and implementation strategies have already been developed to support its integration into practice.
A GRADUAL ROLL-OUT	➢IQI has not yet been rolled out across the entire organization. The tools developed have not yet been distributed on a large scale, and their use will need to evolve based on experience.
UPCOMING PILOT PROJECTS	➢Pilot projects will allow certain approaches to be tested in specific settings, to learn from their use, and to make the necessary adjustments before moving forward.
AN ORGANIZATIONAL RESPONSIBILITY	➢Adaptation cannot rely solely on employees. Policies, service organization, resources, work environments, and management decisions can facilitate—or limit—the implementation of IQI.

WHAT THIS MEANS TODAY

IQI is not a “finished” model that is applied the same way everywhere. It is an approach that the UTHC is gradually developing, learning from its application and adapting it to its various contexts.

The direction has been set. The path to get there is being built step by step.

FROM KNOWLEDGE TO ACTION

IQI invites us to transform what we have learned into questions for our practice.



ILUSIRSUSIARNIQ

What the person can and wants to do

➢Does our approach help this person maintain or regain what enables them to live and act within their reality?



QANUINNGISIARNIQ

How the person experiences the situation

➢Does our approach contribute to their well-being, or does it create additional difficulties that could be avoided?



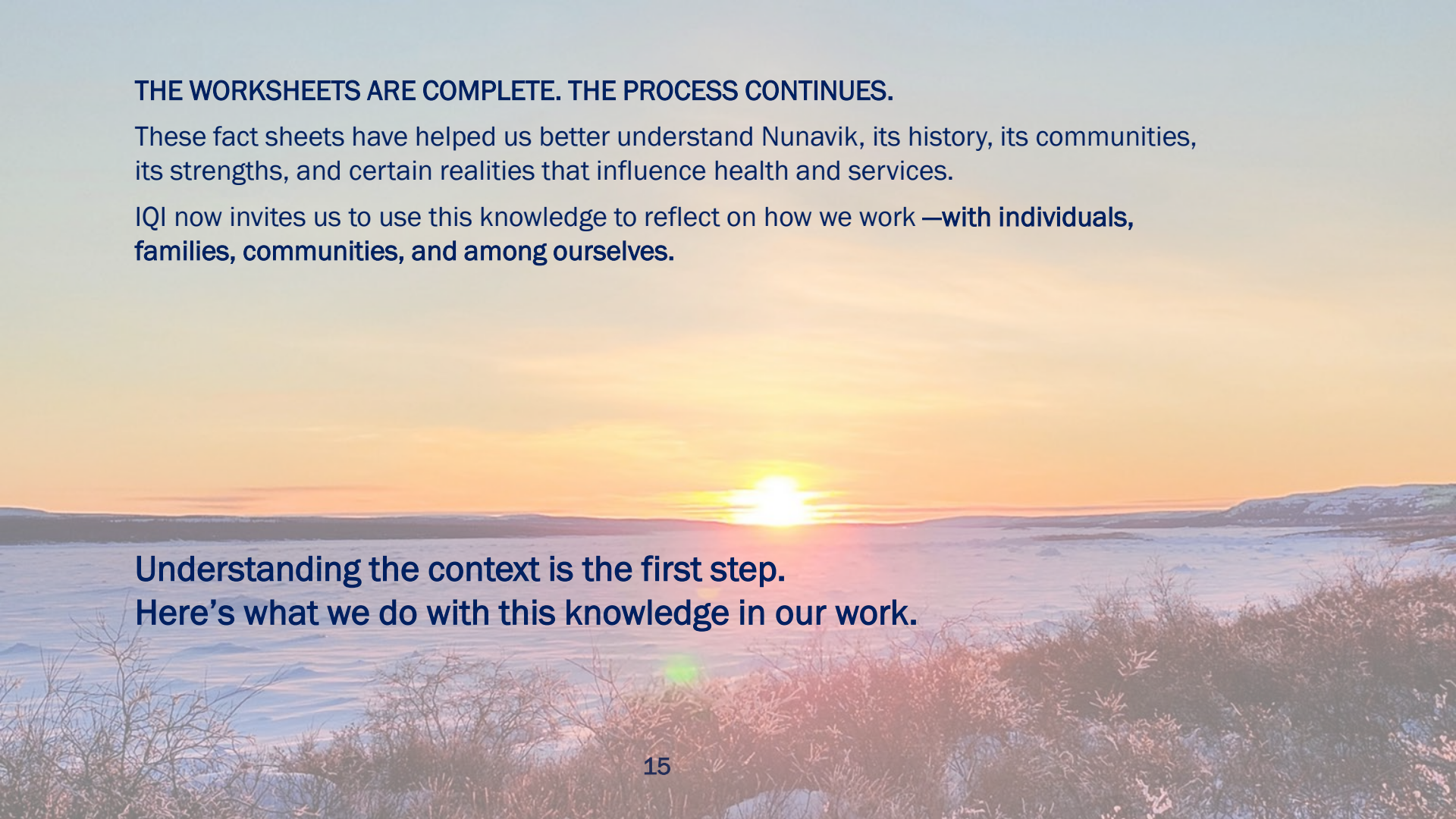
INUUQATIGIITSIANIQ

The way we move forward together

➢Does our way of working promote / support / foster trust, participation, and the ability to work well together?

LEARN → ASK → LISTEN → ADAPT

We won't always have the answer. IQI first invites us to ask better questions.



THE WORKSHEETS ARE COMPLETE. THE PROCESS CONTINUES.

These fact sheets have helped us better understand Nunavik, its history, its communities, its strengths, and certain realities that influence health and services.

IQI now invites us to use this knowledge to reflect on how we work **—with individuals, families, communities, and among ourselves.**

Understanding the context is the first step.
Here's what we do with this knowledge in our work.