



Health in a Global Context

Nursing 3310

Course Professor:

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Health in a Global Context N3310

Class time: Asynchronous Format
Course Location: Asynchronous Online

A: Calendar Description

This course will address people's health and contextual factors influencing health in countries or regions with limited resources. Through a focus on particular situations, students will consider context-relevant health promotion and analyze issues of social justice in health and healthcare.

***Extra Information:** 3 lecture hours*

***Course weight:** 0.50*

B: Expanded Description

In this course we will explore and analyze the many supraterritorial contextual factors that influence the health of individuals and populations. Often, we will focus on regions of the world with limited resources. These factors include, but are not limited to, the biological, social, and environmental determinants of health, the effects of globalization, and political processes. We will consider and critique the influence of health policy and international organizations on global health. An important theme in the course is social justice: what is equitable and how healthcare providers can impact health in a global context. As well, healthcare providers' preparation for working in global contexts and understanding how many contextual factors transcend borders to effect health and equity internationally and locally will be addressed. Learners will integrate knowledge of course concepts and content through weekly learning activities that include lectures, guest speakers, discussions, and class readings. Active, enthusiastic participation in your learning activities is required.

Course Goals:

1. Analyze healthcare practice from individual to population/organizational levels using research skills, evidence, ethical principles, multiple patterns of knowing, and critical and creative thinking.
2. Analyze health trends and issues in global contexts.
3. Engage in critical reflection of health and social justice to foster personal knowing and refine one's perceptions of healthcare practice.
4. Apply knowledge of interprofessional practice in global contexts.
5. Analyze, organize, and reconstruct information to effectively communicate about global health and inform global health practice.
6. Propose how to advocate with others for public policy that will address health and social justice locally, nationally, and internationally.
7. Propose policy changes related to systems that influence the health of populations.
8. Reflect on competent and ethical practice for Canadian nurses in global contexts.

National Nursing Entry-to-Practice Competencies (College of Nurses of Ontario, 2019) addressed in the course:

Professional – 2.5, 2.7 & 2.12

Communicator – 3.4, 3.5 & 3.6

Collaborator – 4.1, 4.3 & 4.5

Leader – 6.1, 6.2, 6.6, 6.7, 6.9 & 6.10

Advocate – 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.11 & 7.14

Educator – 8.3

Scholar – 9.1, 9.3, 9.4, 9.5, 9.6, 9.7 & 9.8

C: Course Communication & Course Process

When communicating with the course instructor via email, we will do our best to respond within 48-hours during weekdays; during weekends, please expect a response the following week. **Please use the Messages section of OWL for all communications related to this course. If emergent, select the button “Send a copy of this message to recipients’ email address(es)”**

Please, DO NOT send emails directly to the course instructor's UWO email address, your important communication might get missed.

This course will follow a weekly process; a lecture week begins on Monday at 0800 and ends on Sunday at 2355. Content for the upcoming week will be released in OWL Brightspace in **Content**. Weekly course announcements (in **Communications → Announcements**) will be released Mondays at 0800, reviewing upcoming content and deadlines in the course.

NOTE: This is an online asynchronous course.

An **anonymous** whole-class discussion where you can post questions about the course content is located in **Communications → Discussions** labeled ‘Course Content Q&A’. If you have questions about the course assignments or course logistics, please post those in ‘**Assignments & Logistics Q&A**’. We also encourage you to read the discussion forums, as the answers to questions you might have may be there. Historically, virtual office hours have not been well attended. If you would like to book an in-person meeting, please email your course instructor.

D: Course Readings and Materials

Required Course Textbook

There is no recommended text for this course. Your required readings are cited and/or hyperlinked within the content for this course. In the event that you do not see the files for required readings posted, use the citation information listed to retrieve the required reading through the UWO library databases. All course readings are accessible to UWO students through databases such as Scopus or CINAHL.

Recommended

American Psychological Association. (2018). *Publication manual of the American Psychological Association* (7th ed., revised). American Psychological Associations.

E: Weekly Schedule

Week (Lecture Date)	Topic of Focus	Important Dates
Week 1 (September 8 th – 12 th)	Introduction to Health in a Global Context	
Week 2 (September 15 th – 19 th)	Advocacy and Leadership in Global Health	
Week 3 (September 22 nd – 26 th)	Influence of Determinants of Health on Indigenous Peoples	DUE: SOGI Certificate & Reflection
Week 4 (September 29 th – October 3 rd)	Ethics, Values, and Attitudes in a Global Context	
Week 5 (October 6 th – 10 th)	Nurses' Role in Advancing Global Health Policies	DUE: Ways of Knowing
Week 6 (October 14 th – 17 th)	Health Organizations and their Influence on Global Health	
Week 7 (October 20 th – 24 th)	A Critical Lens: Colonialism and International Work	DUE: Letter to editor – Part A
Week 8 (October 27 th – October 31 st)	Health Promotion, Caring, and Health in the Context of Natural Catastrophes	
Reading Week (November 3 rd – 7 th)	NO LECTURE CONTENT	
Week 9 (November 10 th – 14 th)	Influence of Globalization on Global Health	
Week 10 (November 17 th – 21 st)	Interprofessional Collaboration for Health in a Global Context	DUE: Letter to Editor – Part B (Final Paper)
Week 11 (November 24 th – 28 th)	Caring for Self and Professional Colleagues in Global Contexts	DUE: Taking the Stand
Week 12 (December 1 st – 5 th)	REVIEW ALL CONTENT	DUE: Peer Grades for Taking the Stand Assignment

F: Methods of Evaluation

Assignment	Percentage of Course Grade	Due Date
1. Sexual Orientation and Gender Identity (SOGI) Certificate (5%) Positionality Statement Reflection (10%)	15% (Completion Grade)	September 26 th at 11:55 pm (End of Week 3)
2. Aesthetic Ways of Knowing – Reflections on Indigenous Health	10% (Self-Assessment)	October 10 ^h at 11:55 pm (End of Week 5)
3. Letter to Editor – Part A	20%	October 24 th at 11:55 pm (End of Week 7)
4. Letter to Editor Part B (Final Paper)	40%	November 21 st at 11:55pm (End of Week 10)
5. Taking the Stand – Advocating for a Global is Local Issue	15% (Peer-Assessment)	Submit Assignment: November 28 th at 11:55 pm (End of Week 11) Submit Peer Grades: December 5 th at 11:55 pm (End of Week 12)

NOTE: Please submit all written components of assignments in this course as Word.doc, so you may receive inline feedback. You will not be able to submit other formats, such as PDF.

1. Sexual Orientation and Gender Identity Certificate and Positionality Reflection (15% of Course Grade)

The Certificate and Positionality Statement is a **COMPLETION GRADE** (You get full marks when you submit the required content). The purpose of engaging in critical reflective practice is to further develop your practice as a clinician, professional, communicator, and advocate.

This assignment includes 2 parts:

1. Sexual Orientation and Gender Identity (SOGI) Certificate – You will submit a copy of the course certificate and receive 5% of your course grade upon completion.
2. Positionality Statement Reflection – You will submit a **one-page reflection** on the process of developing your positionality statement. **For this portion of the grade, you will receive either 2.5%, 5%, 7.5%, or 10% (See Rubric).**

Upon completing the SOGI Certificate, download the certificate of completion and submit it in OWL Brightspace in **Assessments → Assignments** along with your reflection on the development of your positionality statement. **You may submit the documents any time prior to the due date once you have completed this work.** Completion of this certificate is a time commitment of about 3-hours and includes 5 lessons. **Do not leave this task to the last minute** to complete. Complete the survey [HERE](#) to access this online SOGI course.

- NOTE: Enter the value 100 when asked how many students are in your class.

*Please note: This is a completion grade. **The course instructor is not grading you on the content of your positionality statement.** Rather, we are asking you to engage in this activity as reflexive practitioners in your journey to becoming a nurse.*

Please see full details with respect to expectations in *Assessments* → *Assignments* in OWL Brightspace.

2. Aesthetic Ways of Knowing: Reflections on Indigenous Health (10% of Course Grade)

The Aesthetic Ways of Knowing Assignment is a **SELF ASSESSMENT** (You assign yourself a grade). The purpose of engaging in critical reflective practice is to further develop your practice as a clinician, professional, communicator, and advocate. Given the focus of this reflection is on Indigenous Health, you are required to integrate concepts related to the Truth and Reconciliation Commission of Canada (TCR - <https://www.rcaanc-cirnac.gc.ca/eng/1450124405592/1529106060525>).

This assignment includes 3 parts:

1. Artistic Creation – You will create an artistic work in a medium of your choice to depict your reflection on Indigenous Health.
2. Micro-Reflection – You will create a one-page non-scholarly reflection about the relationship between your artistic creation and the Indigenous Health topic you chose to reflect on.
3. Self-Assessment – You will complete a self-assessment rubric in a provided template (Score yourself out of 10 points).

Please submit all assignment components in *Assessments* → *Assignments* in OWL Brightspace.

NOTE: Your final submission and self-assessment grade will be reviewed by the course instructor to determine your final grade on this assignment. **The course instructor reserve the right to assign a grade that is different from your self-assessment based on their review.**

Please see full details with respect to expectations in *Assessments* → *Assignments* in OWL Brightspace.

3. Letter to the Editor (60% of Course Grade)

The Letter to the Editor Assessment will be submitted in two parts (Part A is worth 20% and Part B is worth 40%) for a total value of 60% of the course mark.

The overall purpose of this two-part assessment is for you to:

- Gain in-depth knowledge of an issue of significance to global health
- Apply course concepts to an issue of significance to global health
- Gain knowledge of the context of the issue
- Gain knowledge of the contextual factors that influence the issue
- Consider policy implications and action related to the issue
- Develop skills in forming scholarly opinions on published articles

- Gain skills in writing for scholarly journals
- Continue to refine your scholarly writing skills

This assessment will work on developing your critical understanding related to an issue of significance to global health. Recently published articles from Nursing Journals have been selected for this assessment. You are required to **select one article and write a Letter to the Editor** in response to the article. The Letter to the Editor will focus on a policy implication.

Part A of the assignment is your plan for the Letter to the Editor. Part B is the full Letter to the Editor submission.

Part A - Project Plan (20% of Course Mark)

The purposes of Part A of the assessment are to:

- Select one of the FOUR provided articles for your Letter to the Editor;
- Summarize the article and identify its significance to global health;
- Identify ONE element of the article that has policy implication;
- Identify the **specific policy** you will discuss in your Letter to the Editor and its significance to the issue; and
- Prepare an outline for your Letter to the Editor.

Specifications (*Please review the Instructions and Rubric for more details*)

- Select the article you will respond to from the provided options
- 12-point font, **Times New Roman**, formatted according to APA 7th edition (revised) student paper
- 1-page maximum (Excluding Title Page and Reference List)
 - ½ page is for the summary
 - ½ page is for the outline and any discussion related to the policy (NOTE: this bulleted list may be single-spaced)

Part B – Letter to the Editor (40% of Course Mark)

The purposes of Part B of the assignment are for you to:

- Gain in-depth knowledge of an issue of significance to global health
- Apply course concepts to an issue of significance to global health
- Gain knowledge of the context of the issue
- Gain knowledge of the contextual factors that influence the issue
- Gain skills in writing for scholarly journals
- Continue to refine your scholarly writing skills

Specifications (*Please review the Instructions and Rubric for more details*)

- Ensure you have reviewed published Letters to the Editor to adjust your writing style as needed
- 12-point font, **Times New Roman**, double spaced, title page and text should be formatted according to APA 7th edition (revised) student paper
- 3-page maximum (Excluding Title Page and Reference List)
 - 1/3 page overview of the original article
 - 1/3 page rationale for selecting this issue
 - 1/3 page on the specific issue you will focus on
 - 2 page discussion of one policy implication

Along with your 3-page Letter to the Editor, you are required to submit a screen shot of the “**Instructions for Authors**” section for the Journal where the original article was published. **You are also required to follow those instructions when preparing your Letter to the Editor.** For example, if they require specific headings, these should be used in your assessment. If they require a citation style other than APA, it should be used. **However, you are required to adhere to the double-spaced, 3-page limit, using Times New Roman font, regardless of the Journal’s allowable word count.** Citations and references should follow the Journal’s Instructions

4. Taking the Stand: Advocating for a ‘Global is Local Issue’ (15% of Course Grade)

The Taking the Stand Assignment is a **PEER GRADE** (Your grade will be an average of the scores that have been given to you from your assigned peer group).

This assignment includes 2 parts:

1. Taking the Stand Voice Recording – You will post in the **Discussion** forums (in **Communications**) in OWL Brightspace a 2–5-minute voice recording of a message you have left on a local politician’s voicemail about a health issue in the London community (Please post a hyperlink and not the audio file itself, as Brightspace cannot support the file size of this many submissions).
2. Peer Evaluation – You will listen to each submission from your assigned peer group (e.g., you will listen to peers’ submissions). You will then complete a survey for each member of your peer group, where you are grading them on their *Taking the Stand* submission using a provided rubric. The grading is anonymous, so your peers can not see the grade that you have given them. Your grade will be an average of each score you have been given by your peers. You will receive more information about the survey later in the term

NOTE: This is a PEER grade. **The course instructor is not grading you.** We ask that you demonstrate professional integrity in grading your colleagues and providing constructive feedback.

Please see full details with respect to expectations in *Assessments* → *Assignments* in OWL Brightspace.

G: Inclusivity

We are dedicated to making space for diverse perspectives and content during shared learning experiences within this course. Together with you, we aim to co-create a learning atmosphere for generative discussion and respectful engagement with multiple worldviews, ways of knowing and being, and perspectives. As future healthcare providers, it is expected of you to create welcoming and inclusive classroom environments much like you would in practice.

Your peer group comes from a myriad of experiences and worldviews, all who deserve to be listened to and heard in a respectful and open-minded manner. Hateful messages have no place in this classroom community and will not be tolerated. Engaging in respectful dialogue requires deep, active listening and we need to be mindful of positionality (what may be easy to debate for one person, may be emotionally laborious for another). **This course requires you to engage in**

critical reflection as you embark on your career as health professionals; at times this may be uncomfortable or even painful. We ask that you practice humility, work through defensiveness, and embrace vulnerability as you embark on this journey of personal development.

As your instructor, we are committed to supporting you in navigating this course content. We are not perfect and may falter but will do our best to learn and grow when that happens.

Together, throughout this course, we will create a space that may challenge our prior understandings but supports inclusivity and respect for all participants. If you require support in navigating a challenging discussion, please reach out to us.

H: Policies

The School of Nursing's policies and undergraduate Program Manual are available on the [Nursing Undergraduate Information SharePoint site](#). Students are required to read and be familiar with its contents.

I: Engagement

Students are expected to demonstrate professional responsibility through regular engagement with, and participation in, all course learning activities. Much of the learning that takes place is a result of preparation and engagement with the material, as well as active dialogue with colleagues, preceptors, and faculty. Students are expected to organize their schedules such that **weekly preparation** for lecture content is completed, and asynchronous lectures are reviewed, with consistency.

J: Netiquette

Netiquette is about establishing a code of behavioural etiquette for communicating online in this course.

General Guidelines

- Be respectful of other's opinions. Being open to new perspectives is one of the objectives of academic discussions. Keep in mind the different cultural and linguistic backgrounds of the students in the course. Remember that these influence communication style and practices; stay open and ask questions to avoid making assumptions about online communications.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing. We all have unique personalities; remember there is a person behind the words. Ask for clarification before making judgements.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. "Flaming" is never appropriate.
- Be professional and scholarly in all course postings. Cite the ideas of others appropriately. Note that text has permanence. What you say online is difficult to retract later. Be judicious. Before you write something, ask yourself: "Would I say this out loud in class?" If not, don't write it.
- Students found guilty of Zoom-bombing a class or of other serious online offences may

be subject to disciplinary measures under the Code of Student Contact.

K: Artificial Intelligence (AI)

Within this course, students are permitted to use AI tools exclusively for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments, and perspectives. The use of AI tools can serve as a starting point for exploration, with students expected to uphold academic integrity by appropriately attributing all sources and avoiding plagiarism. Assignments should reflect the student's own thoughts and independent written work. By adhering to these guidelines, students contribute to a responsible and ethical learning environment that promotes critical thinking, independent inquiry and allows them to produce original written contributions.

L: Academic Integrity Policy/Plagiarism

Student work is expected to be original; assignments and online postings should be written in your own words. An idea or a passage from another author must be acknowledged by using quotation marks, where appropriate, and APA 7th Ed. referencing. Failure to do so is unethical and is plagiarism.

Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. ***You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging the work to belong to them. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. You are self-plagiarizing when you reuse all or part of an assignment that you previously submitted.*** Students can not present their credited work as new scholarship. You may be asked to submit your work, at the discretion of the course instructor, to turnitin.com to verify originality; you are responsible for acting on the report generated.

M: Review of Graded Assignments

After a graded assignment is returned, a student's first step is to take time to reflect on the assignment description in the syllabus, on the feedback provided by the original marker within the assignment, and on the marking rubric. If a student cannot understand the meaning or intent behind the feedback received, they may submit a written request to the original marker for an informal consultation to review the assignment grade. The request must include documentation of grounds, based on the marker's feedback, to support the assignment review. An assignment will not be reviewed simply because a student is unhappy with the grade received, or they believe the mark does not reflect the effort they put into completing the assignment.

Students who need assistance with their writing skills should contact on-campus resources for support: <http://writing.uwo.ca/>.

If, after the assignment review, a student still believes they have grounds with supporting

documentation their grade was unfairly calculated, they may request a formal appeal of the grade in accordance with the [policy for academic appeals](#).

N. Course Correspondence

The centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner. Students are further expected to attend to announcements presented through OWL Brightspace, and to read emails generated in this way.

O. Support Services at Western

New to Online Learning? Check out the following link for a variety of to support online learning from Western Student Experience: <https://www.uwo.ca/se/digital/>

Academic Support and Engagement: Check out these services that support academic success. We encourage all students to engage in the writing supports available to them at Western. <http://academicsupport.uwo.ca>

Physical Health, Wellness Education and Mental Health: Connect with Student Health Services at Western here: <https://www.uwo.ca/health/>. Additional *Student Support Services* can be accessed here: <http://westernusc.ca/services/>

Indigenous Student Center staff and Elders are available to support you personally, academically and culturally. Reach out at: <https://indigenous.uwo.ca/students/>

For services related to inclusion, equity and diversity visit *Equity and Human Rights Services*: <https://www.uwo.ca/equity/>

For services related to the *Office of the Registrar* visit: <http://www.registrar.uwo.ca/> or the *Office of the Ombudsperson* visit: <http://www.uwo.ca/ombuds/>

P. Absence from Course Commitments & Late Work Policy

Students must familiarize themselves with the Policy on Academic Consideration – Undergraduate Students in First Entry Programs.

Students missing course work for medical, compassionate, or extenuating circumstances can request academic consideration by completing a request at the central academic consideration portal. Students are permitted one academic consideration request per course per term **without** supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g., December and April exams) and for practical laboratory and performance tests (typically scheduled during the last week of the term).

Please note that any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course syllabus. Supporting documentation for academic considerations for absences due to illness should use the [Student](#)

Medical Certificate or, where that is not possible, equivalent documentation by a health care practitioner.

For assignments (not exams) in **this course ONLY**, you may have a **zero penalty 48-hour extension** from the time of the original due date for use at your discretion. For example, if the assignment is due on Sunday, October 20th at 11:55 pm, should you determine you require academic consideration, your new assignment deadline would be Tuesday, October 22nd at 11:55 pm. **You are not required to email your course instructor in this course for a delayed submission of less than 48-hours.** If you submit your work within 48-hours of the original due date, you will not have any grade deduction. The purpose of this specific course policy is to support students with last-minute unforeseen circumstances (internet issues, sick kids, Roger's outage, etc.) assuming that the majority of the assignment is complete and will be submitted within 48-hours.

If unforeseen circumstances last **beyond 48-hours** and you have not consulted with your academic advisor for consideration, upon submission of the assignment **a late penalty will be applied to the date of ORIGINAL deadline.** For example, if the assignment is due on Sunday, October 20th at 11:55 pm and you submit your work 3-days late without a consideration from your academic advisor, you will have 15% of your grade deducted from your assignment (This is in accordance with the 5%/day late work policy, up to a maximum of 10 days, after which you will receive a zero).

Q. Accommodation for Religious Holidays

Students should review the policy for Accommodation for Religious Holidays. Where a student will be unable to submit final paper or other assignments due to a conflicting religious holiday, they should inform their instructor as soon as possible but not later than two weeks prior to deadlines.

R. Special Examinations

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examination dates. The Faculty of Health Sciences has set School-specific dates for these Special Examinations. Please speak with your instructor about the date on which the Special Examination for this course will be held.

S. Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

T. Accessibility

Please contact your course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation or review the policy on Accommodation for Students with Disabilities here: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf

U. Brightspace

All course material will be posted to OWL Brightspace: <https://westernu.brightspace.com/>. If students need assistance with OWL Brightspace, they can seek support on the [OWL Brightspace Help](#) page. Alternatively, they can contact the [Western Technology Services Helpdesk](#) online or by phone at 519-661-3800 or ext. 83800 for technical support. Current versions of all popular browsers (e.g., Safari, Chrome, Edge, Firefox) are supported with OWL Brightspace; what is most important is that you update your browser frequently to ensure it is current. All JavaScript and cookies should be enabled.

V. Copyright

Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. Unless explicitly noted otherwise, you may not edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

W. Social Media

It is a breach of privacy and confidentiality, and highly unprofessional, to post information on any social media platform about:

- Peers
- Class activities/discussion
- Clients
- Agencies
- Laboratories
- Simulations
- Communications with professors

Students will be reported to the Associate Director (Western) or Associate Dean (Fanshawe).

Such behaviour may compromise a student's standing in the program.

X. Land Acknowledgement

We are facilitating this course for an institution that is located in what is now known as the City of London. We acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Attawandaron peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (e.g., First Nations, Métis, and Inuit) endure in Canada. We accept that as Registered Nurses and employee of a public institution, we have the responsibility to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research, and community service.