



**Western**  
Arthur Labatt Family  
School of Nursing

**Indigenous Health: The Influence of Policy and Practices  
N3456B**

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# **INDIGENOUS HEALTH: THE INFLUENCE OF POLICY AND PRACTICES**

**N3456B**

**Online**

## **Calendar Description**

This course will provide an interprofessional learning environment with opportunities for students to critically examine and reflect on Indigenous health and healthcare practices. Health policy concepts will be embedded within historical, social, cultural, and political realities.

## **Expanded Description**

The health of Indigenous peoples (individuals, families, groups, and communities) is deeply affected by colonization and other distal determinants of health for Indigenous peoples. This introductory course provides philosophical and theoretical foundations for understanding Indigenous health situations, delivering culturally safe and equitable health care, and implementing nursing interventions. Major course concepts include, but are not limited to: Indigenous ways of knowing, cultural health and wellness practices, Indigenous connection to the land, trauma-and-violence-informed care, Indigenous health policy, health and social systems, and health advocacy. In this course, you will enhance your critical thinking related to equitable practice and policy through readings, case studies, small group discussions, and reflection of your own health practices.

## **Course Weight & Delivery**

0.5 FCE,

Asynchronous online through OWL Brightspace

## **Pre-requisites**

Registration in the Faculty of Health Sciences or permission of the Arthur Labatt Family School of Nursing.

## **Course Learning Outcomes**

1. To develop a critical understanding of Indigenous health, including socioeconomic determinants, in Ontario, Canada, and beyond.
2. To recognize the diversity across Indigenous communities and the evolving nature of knowledge about Indigenous peoples' health.
3. To assess Indigenous health policies and practices that promote and protect the health of Indigenous peoples.
4. To evaluate and apply strategies that build individual and organizational capacity for culturally safe Indigenous health policy and practice.
5. To reflect on bias and colonial narratives and how they may shape personal, professional, and interprofessional beliefs and behaviours.

**Entry-to-Practice Competencies for Registered Nurses (CNO, 2019) addressed in the course:**

1. Clinician: 1.1, 1.3, 1.13, 1.14, 1.19, 1.22, 1.25, and 1.26
2. Professional: 2.2, 2.3, 2.4, 2.5, 2.7, and 2.9
3. Communicator: 3.2 and 3.3
4. Collaborator: 4.1, 4.2, and 4.3
5. Coordinator: 5.1 and 5.6
6. Leader: 6.1, 6.3, 6.4, 6.5, 6.6, 6.7, 6.10, and 6.11
7. Advocate: 7.1, 7.3, 7.4, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11, and 7.14
8. Educator: 8.3
9. Scholar: 9.1, 9.2, 9.3, 9.5, 9.6, 9.7, and 9.8

**Course Materials**

Required readings and activities will be posted weekly on OWL Brightspace.

**Methods of Evaluation**

*Brief description of assignments on next page*

<b>Percentage of Course Grade</b>	<b>Assignment Name</b>	<b>Due Date</b>
10%	Online training module	Sunday, January 19, 11:55 pm
20%	*Presentation	Sunday, February 2, 11:55 pm
10%	Case Study Report #1	Friday, February 14, 5:55 pm
20%	*Advocacy campaign	Sunday, March 2, 11:55 pm
5%	Peer performance appraisal	
25%	Case Study Report #2	Sunday, March 16, 11:55 pm
10%	Self-reflection	Friday, April 4, 11:55 pm

*\*Group assignment*

## 1. Online Training Module

(relates to Course Learning Outcomes 1,2,3)

The purpose of this assessment is for you to:

- Engage in awareness building and/or cultural safety training surrounding Indigenous health topics.

You will be asked to complete an online training module (link available in assignment description). Following completion, you will submit your certificate and a short reflection on your experience while engaging with the material. This is a pass/fail assignment to be completed individually.

## 2. Presentation

(relates to Course Learning Outcomes 1,2,3,4)

The purposes of this assignment are for you to:

- apply key course concepts to a relevant media story related to Indigenous health;
- strengthen teamwork and presentation skills.

As a group(assigned), you will choose a relevant media story related to Indigenous health and record an 8-10-minute presentation about the topic, reflecting on key Indigenous health concepts. Presentations can be in the form of your choice (video, podcast, PowerPoint with audio, poster with audio, etc.). Each student must also watch and grade several other presentations (assigned) and provide meaningful feedback to presenters. You will receive a group mark for this assignment based on peer evaluations. Note that part of your grade depends upon completing the peer evaluations.

## 3. Case Study Reports (2)

(relates to Course Learning Outcomes 3,4)

The purposes of this assignment are for you to:

- critically examine relevant healthcare case studies from a nursing perspective;
- apply course learnings to set case studies.

You will be provided with 2 separate nursing cases that you will apply course concepts and principles. This assignment will involve answering key critical reflection questions that will be provided. Answers should be in short form. This assignment is to be completed individually.

## 4. Advocacy Campaign

(relates to Course Learning Outcomes 3,4)

The purposes of this assignment are for you to:

- apply course concepts in a real-world way to make positive change in the community;
- strengthen teamwork and communication skills.

In your pre-assigned groups, you will create an advocacy campaign around the Indigenous health topic previously explored in your group presentation. The campaign should be aimed at creating upstream change or awareness at the community, health, or policy level. Campaigns can be presented in one of several formats (more information on this in assignment description). You will receive a group mark for this assignment.

### **5. Peer Performance Appraisal**

(relates to Course Learning Outcomes 1,2,3,4)

The purpose of this assignment is for you to:

- critically reflect on and evaluate the contributions of your peers.

You will assign a grade and provide written feedback for each member of your small group based on their contributions to the group assignments (Presentation + Advocacy Campaign).

### **6. Self-Reflection**

(relates to Course Learning Outcomes 4,5)

The purposes of this assignment are for you to:

- reflect on your personal and professional growth throughout the course;
- reflect on how the course material can be used in your future/student nursing practice.

You will reflect on how your views of providing culturally safe care for Indigenous peoples may have changed over this course. Reflections can be in the form of your choice (written, video, photovoice or storytelling method, beading, etc.). This assignment is to be completed individually.

## **Class Schedule**

WEEK #	DATE	TOPIC
1	January 6-10	Module 1 – Welcome & Background
2	January 13-17	Online Training Module + Group Work Time
3	January 20-24	Module 2 – History & Decolonization
4	January 27-31	Module 3 – Disease & Trauma
5	February 3-7	Module 4 – Trauma & Violence Informed Care
6	February 10-14	Module 5 – Equity & Determinants of Indigenous Peoples' Health
	February 17-21	<b>SPRING READING WEEK</b>
7	February 24-28	Module 6 – Cultural Practices & Health
8	March 3-7	Module 7 – Speaker Series
9	March 10-14	Module 8 – Health Policy
10	March 17-21	Module 9 – Power, Privilege, & Intersectionality
11	March 24-28	Module 10 – Indigenous Cultural Safety in Healthcare
12	March 31-April 4	Module 11 – Moving Forward

### **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.

### **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.

### **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](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf).

### **Attendance**

Students are expected to demonstrate professional responsibility through regular attendance at, 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 and faculty. Students are expected to organize their schedules such that weekly preparation for class is completed, and classes are attended, with consistency.

### **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.

### **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.

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.

### **Accommodation for Religious Holidays**

Students should review the policy for [Accommodation for Religious Holidays](#).

### **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](#).

### **Appealing a Grade Within this Course**

You have the right to appeal any grade within this course. The grounds for a grade appeal may be one or more of: medical or compassionate circumstances, extenuating circumstances beyond the student's control, bias, inaccuracy, or unfairness. All grounds advanced in a request for relief must be supported by a clear and detailed explanation of the reasons for the request together with all supporting documentation.

Appeals generally proceed in this order:

1. Course instructor (informal consultation)
2. Department Chair (submission of written request)
3. The Dean of the Faculty (submission of written request)

In the case of perceived procedural unfairness, steps 2 and 3 are carried out within the Department and Faculty offering the course. In the case of extenuating medical or compassionate circumstances that impact on a grade, steps 2 and 3 are carried out within a student's Home Department and Faculty.



A request for relief against a mark or grade must be initiated with the instructor as soon as possible after the mark is issued. In the event that the instructor is not available to the student, or fails to act, or if the matter is not resolved satisfactorily with the instructor, a written request for relief must be submitted to the Chair of the Department within three weeks of the date that the mark was issued. In the case of a final grade in a course, the written request for relief must be submitted to the Chair of the department by January 31st (for first-term half courses) or June 30th (for second-term half courses or full-year courses)

### **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 e-mails generated in this way.

### **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 instructors, 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.

### **Gender-Based & Sexual Violence**

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find

information about support services for survivors, including emergency contacts at:

[https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html).

## **Netiquette**

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

### ***General Guidelines:***

- Be respectful of others' 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.

## **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 and/or lab reports 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.

## **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/>

### **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](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf)

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

### **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.

## **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 employees 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.