



Western
Arthur Labatt Family
School of Nursing

**Indigenous Health: The Influence of Policy and Practices
N3456A/B**

Course Professors:

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INDIGENOUS HEALTH: THE INFLUENCE OF POLICY AND PRACTICES

N3456A/B

Online

Calendar Description

This course will provide an interprofessional learning environment with opportunities for students to critically examine and reflect on Indigenous health and health care 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, 3 lecture hours

Asynchronous online through OWL Brightspace

Pre-requisites

Registration in Year 3 of the Western BScN program, or the Compressed Time Frame BScN program.

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 Brightspace.

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.

Land Acknowledgement

Western University is located in what is now known as the City of London. This region is the traditional and current territory of multiple diverse Indigenous groups. The Anishnaabe and Lūnaapéewak peoples have occupied this region since before written history, as evidenced by their rich oral traditions. Current nearby communities include the Chippewas of the Thames First Nations (Anishinaabe) and Munsee-Delaware Nation (Lūnaapéewak). While various Haudenosaunee (People of the Longhouse) nations, also known as the Iroquois, have occupied many areas surrounding the Great Lakes, the Oneida Nation's Thames settlement was not established until the mid-1800s, following their displacement from their homelands in Wisconsin, New York State. The region is also the traditional territory of the historic Attawandaron peoples. The territory is connected to Treaty 6 (London Township Treaty of 1796) and the Dish with One Spoon Covenant Wampum. Gabrielle Heil joins from what is now known as St. Clair Township as a guest on this territory of the Chippewa, Odawa, Potawatami, and Delaware Nations. This land is linked to Treaty 29 (Huron Tract Treaty). Nearby communities include Walpole Island First Nations (Bkejwanong), Aamijwanaang First Nations, and Chippewas of Kettle and Stoney Point First Nations. Joyla Furlano joins us from what is now known as Kingston, which is located on the territory of the Haudenosaunee, Anishnabe, and Huron-Wendat peoples and is Treaty 57 land,

established in 1847. Nearby communities include the Bay of Quinte Mohawks First Nations (Haudenosaunee).

We must acknowledge that this land was acquired by the Crown through processes that were often deceitful and through agreements that caused significant harm to the Indigenous Peoples whose traditional territories were surrendered. We condemn the ongoing injustices that continue to be perpetuated against Indigenous peoples. Despite centuries of colonization, Indigenous peoples continue to live and thrive on this land. We express our gratitude for their continued stewardship of the land.

Methods of Evaluation

Brief descriptions of assignments are below

Percentage of Course Grade	Assignment Name	Due Date
5%	E-Learning Certificate	Sunday, January 18 @ 11:55 pm
10%	Content Engagement Activities (5)	Modules 1, 3, 5: <i>Friday*</i> , February 13 @ 5:55 pm Modules 8, 11: <i>Thursday*</i> , April 9 @ 5:55 pm
20%	Advocacy Campaign**	Sunday, March 1 @ 11:55 pm
Part A: 10% Part B: 20%	Case Study Report	Part A: Sunday, February 8 @ 11:55 pm Part B: Sunday, March 15 @ 11:55 pm
35%	Final Exam	TBD

* Note, Content Engagement Activities do **NOT** follow the usual Sunday 11:55 pm submission deadline.

** Group assignment

1. E-Learning Certificate

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

The purposes of this assessment are to:

- Provide an initial overview of key concepts related to Indigenous health and healthcare, to be explored in greater detail throughout the course;
- Introduce publicly funded and accessible training programs available to nurses.

You will be required to complete an online training course (link available in Brightspace) and submit your certificate of completion. This is an individual assignment graded on a pass/fail basis.

2. Content Engagement Activities

(relates to Course Learning Outcomes 1,2,3,4,5)

The purpose of this assignment is for you to:

- Critically engage with course materials and demonstrate understanding and/or application of key concepts.

In five (5) of the weekly modules, you will complete a short online activity (in Brightspace) that directly relates to the course content for that week. Each activity will be graded on a *pass/fail* basis and must be completed individually. Please take note of the *two* separate due dates for these activities (course mid-point and end-point).

3. 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 context to support positive change;
- Strengthen teamwork, collaboration and communication skills.

In pre-assigned groups, you will develop an advocacy campaign that addresses a current Indigenous health issue in Canada not previously covered in the course (prior to the week of the due date). This assignment consists of two components: a one-page infographic and a short written submission. You will receive a group mark for this assignment.

Note: An advocacy campaign is not synonymous with a health promotion project. Further guidance on this will be provided.

4. Case Study Report

(relates to Course Learning Outcomes 3,4)

The purposes of this assignment are for you to:

- Critically analyze a healthcare case study through a nursing lens;
- Apply relevant course concepts and learnings to a practical scenario;
- Demonstrate evidence-informed decision-making by integrating appropriate scholarly sources to support your nursing actions.

You will be provided with a relevant nursing scenario and asked to respond to a set of critical reflection questions using concepts and principles from the course. Responses should be concise and are to be submitted in short-answer format. This is an individual assignment. Note, this assignment will be done in two parts, Part A and Part B, with *two* separate due dates.

5. Final Exam

(relates to Course Learning Outcomes 1,2,3,4,5)

The final exam will take place online during the scheduled exam period (date and time TBD). It will consist of multiple-choice questions that focus on critical thinking and clinical judgment. Although entirely multiple-choice, the question format will vary and may include select-all-that-apply, ranking, case-based components, etc. The final exam will be comprehensive, covering material from the entire course. Students requiring accommodations must arrange this in advance.

Class Schedule

WEEK #	DATE	TOPIC
1	January 5-9	Module 1 – Welcome & Introduction
2	January 12-16	Module 2 – E-Learning Certificate
3	January 19-23	Module 3 – History & Decolonization
4	January 26-30	Module 4 – Equity & Determinants of Indigenous Peoples' Health
5	February 2-6	Module 5 – Disease & Trauma
6	February 9-13	Module 6 – Trauma & Violence Informed Care
	February 16-20	SPRING READING WEEK
7	February 23-27	Module 7 – Cultural Practices & Health
8	March 2-6	Module 8 – Health Policy
9	March 9-13	Module 9 – Speaker Series
10	March 16-20	Module 10 – Power, Privilege, & Intersectionality
11	March 23-27	Module 11 – Indigenous Cultural Safety in Healthcare
12	March 30-April 3	Module 12 – Making Connections
13	April 6-9	<i>No new content</i>

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.

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. Please review the [Medical Academic Consideration page](#) for details about absences.

Accommodation for Religious Holidays

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

Scholarly Requirements

All scholarly writing will follow the 7th edition of the *Publication Manual of the American Psychological Association* (2020). All other types of writing will follow APA (7th ed.) format when citing or referencing another author's work or ideas. Failure to do so is unethical and is plagiarism.

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: <https://writing.uwo.ca/>

If, after the assignment review, a student still believes they have grounds with supporting documentation that their grade was unfairly calculated, they may request a formal appeal of the grade in accordance with the policy for academic appeals (<https://www.uwo.ca/ombuds/>)

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to your expulsion from the nursing program. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging and appropriately citing the author to whom the work belongs. You are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to them. You are plagiarizing if you present your own work, otherwise used for other course(s)/purposes, as original material in current course work. At the discretion of the instructor, you may be required to submit your work through **Turnitin.com** to verify originality **and are responsible for acting on the report generated**. For further information, please see the BScN Program Manual for the academic policy on plagiarism.

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.

Assignments and Exams

Please refer to the Undergraduate Programs Manual for information on penalties for late assignments, re-grading of assignments, and the protocol for missed mid-term or final exams.

You will submit assignments on Brightspace at westernu.brightspace.com/d2l/homeuwo.ca

Online Proctoring

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>

Course Correspondence

Students may send e-mails directly to their assigned instructor and/or teaching assistants. Please ensure that you e-mail the instructor for your assigned section. In the subject of the e-mail please clearly indicate the topic. Instructors and teaching assistance will aim to respond within 24 hours, exclusive of weekends and holidays. At times where the course load is heavier, it may take up to 48 hours to respond. After 48 hours, please feel free to send a reminder e-mail to ensure we did receive the e-mail.

Electronic Devices

Electronic devices are useful in assisting with the teaching/learning process in both classroom and professional practice settings. In the classroom or praxis setting, devices should be used in a manner that is not distracting to others or oneself. In professional practice placement settings, please abide by the policies set by the agency about use of *social media*, internet, and handheld devices. Additionally, technology use in the presence of clients or agency staff may require explanation as to its use as part of professional practice (e.g., a drug guide on a smart phone).

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

Support Services at Western

1. *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>
2. *Mental Health*: Students who are in emotional/mental distress should refer to MentalHealth@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options for obtaining help.
3. *Physical Health & Wellness Education*: 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/>

4. *Indigenous Student Centre* is available to support you personally, academically and culturally. Reach out at: <https://indigenous.uwo.ca/students/>
5. Inclusion, Equity, & Diversity Support: visit *Equity and Human Rights Services*: <https://www.uwo.ca/equity/>
6. 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/>

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.

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 whom 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.

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.

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

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