



**Western**  
Arthur Labatt Family  
School of Nursing

**FANSHAWE  
COLLEGE**  
School of Nursing



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

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

**N3456A**

**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 root (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 healthcare, implementing nursing interventions, and advocating for policies that support these actions. 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 on 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**

There are no required texts or subscriptions. Required readings are open-source documents and will be posted along with weekly module activities on Brightspace.

## **Brightspace**

All course material will be posted to Brightspace: <https://westernu.brightspace.com>. If students need assistance with Brightspace, they can seek support on the [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 Brightspace. What is most important is that you update your browser frequently to ensure it is current. All JavaScript and cookies should be enabled.

## **Course Communication & Process**

This course will follow a weekly process; a lecture week begins on Monday at 8:00 AM and ends on Sunday at 11:55 PM. Weekly course announcements and content will be released Mondays at 8:00 AM. For questions, please post on Brightspace discussion forums or contact the instructor via email.

## **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 Anishinaabe 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 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, Potawatomi, and Delaware Nations. This land is linked to Treaty 29 (Huron Tract Treaty). Nearby communities include Walpole Island First Nations (Bkejwanong), Aamijwnaang 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, Anishinaabe, 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.

### Class Schedule

| WEEK # | DATE          | TOPIC                                                          |
|--------|---------------|----------------------------------------------------------------|
| 1      | Sept 9–13     | Module 1 – Welcome & Introduction                              |
| 2      | Sept 14–20    | Module 2 – History, Decolonization, & Indigenous Knowledges    |
| 3      | Sept 21–27    | Module 3 – Health Landscape of Indigenous Peoples              |
| 4      | Sept 28–Oct 4 | Module 4 – Equity & Determinants of Indigenous Peoples' Health |
| 5      | Oct 5–9       | Module 5 – The Story Behind Health Outcomes                    |
|        | Oct 10–18     | <b>FALL READING WEEK</b>                                       |
| 6      | Oct 19–25     | Module 6 – Trauma & Violence Informed Care                     |
| 7      | Oct 26–Nov 1  | Module 7 – Health Policy                                       |
| 8      | Nov 2–8       | Module 8 – Cultural Practices & Health                         |
| 9      | Nov 9–15      | Module 9 – Speaker Series                                      |
| 10     | Nov 16–22     | Module 10 – Justice for Indigenous Peoples                     |
| 11     | Nov 23–29     | Module 11 – Indigenous Cultural Safety in Healthcare           |
| 12     | Nov 30–Dec 6  | Module 12 – Making Connections                                 |
| 13     | Dec 7–9       | <i>No new content</i>                                          |

### Methods of Evaluation

Brief descriptions of assignments are below.  
More detailed instructions can be found on the course site.

| Percentage of Course Grade | Assignment Name           | Due Date                                                                                                                                         | Modules Covered                                             |
|----------------------------|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| 5%                         | E-Learning Certificate    | Sunday, September 27 @ 11:55 pm                                                                                                                  | 3                                                           |
| 10%                        | Knowledge Checkpoints (5) | <u>Checkpoint 1 (Modules 1, 3, 5):</u><br>Sunday, October 25 @ 11:55 pm<br><u>Checkpoint 2 (Modules 8, 11):</u><br>Sunday, December 6 @ 11:55 pm | <u>Checkpoint 1:</u><br>1-5<br><u>Checkpoint 2:</u><br>6-11 |
| 20%                        | Advocacy Campaign*        | Sunday, November 1 @ 11:55 pm                                                                                                                    | 1-7                                                         |
| Part A: 10%<br>Part B: 20% | Case Study**              | Part A: Sunday, October 4 @ 11:55 pm<br>Part B: Sunday, November 15 @ 11:55 pm                                                                   | Part A: 1-4<br>Part B: 1-9                                  |
| 35%                        | Final Exam (In Person)    | TBD as scheduled by the Office of the Registrar                                                                                                  | 1-12                                                        |

\* Group assignment

\*\* Case Study Part B is a designated assessment (undocumented absences will not be approved)

## 1. E-Learning Certificate

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

The purpose of this assessment is 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, accessible training programs on Indigenous health available to nurses for continuing education and professional development.

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. **NOTE:** You are given time during Module 3 to complete this.

## 2. Knowledge Checkpoints

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

The purpose of this assignment is for students to:

- Prepare for examination-style questions used in the final exam for this course;
- Engage with course materials to assess your understanding and ability to apply key concepts.

In five (5) weekly modules, you will individually complete a set of multiple-choice questions in Brightspace. These questions will directly assess the course learning outcomes and content covered in the preceding modules. Each activity will be graded on a pass/fail basis; students will receive full credit for completing the activity regardless of whether their

responses are correct. 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 purpose of this assignment is for students to:

- Apply course concepts in a real-world context to support positive change;
- Strengthen teamwork, collaboration and communication skills.

In small, pre-assigned groups, you will develop an advocacy campaign focused on a current Indigenous health issue in Canada that has not been previously addressed in the course before the assignment 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\*

(relates to Course Learning Outcomes 3,4)

The purpose of this assignment is for students to:

- Critically analyze a healthcare case study through a nursing lens;
- Apply Indigenous Determinants of Health Frameworks to practical nursing scenarios;
- Demonstrate evidence-informed decision-making by integrating appropriate scholarly sources to support nursing actions.

You will be provided with a relevant nursing scenario and asked to respond to a series of questions that apply progressively more complex concepts and principles from the course. Responses should be concise and submitted in short-answer format. This is an individual assignment completed in two parts (Part A and Part B) with separate due dates for each.

**\* Case Study Part B is a designated assessment,** and the instructor will not approve undocumented absences for this assessment.

### 5. Final Exam

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

The final exam will take place **in person** during the undergraduate exam period scheduled by the Office of the Registrar (date, time, and location TBD). The exam will consist entirely of multiple-choice questions designed to assess the integration and application of key course concepts, with an emphasis on critical thinking and clinical judgment. Although entirely multiple-choice, the question format will vary and may include, but is not limited to, select-all-that-apply, ranking, and case-based components. The final exam will be comprehensive, covering material from the entire course. Students requiring accommodation must arrange this in advance.

## Attendance

Students are expected to demonstrate professional responsibility through regular 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 with consistency.

## Submitting Assignments

You will submit all assignments on the course site at [Western Brightspace](#). You are responsible for ensuring that the correct file version is uploaded; incorrect submissions including corrupt files could be subject to late penalties or a zero. Written assignments will be submitted to Turnitin. You will have access to Turnitin reports before your submission is graded.

## Absence from Course Commitments

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, with certain limitations as outlined in the [Academic Consideration – Undergraduate Students in First Entry Programs](#). 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 examinations) and for practical laboratory and performance tests (typically scheduled during the last week of the term).

Students should also note that **Case Study Part B is a designated assessment** for the course. As such, academic consideration requests (both undocumented and documented) may be denied, since flexibility has already been built into this assessment, as per the *72-hour No Questions Asked Late Work Policy* (see below).

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.

## Information about Late or Missed Assessments

Late assessments without academic consideration will be subject to a late penalty of 5% per day, unless the *72-hour No Questions Asked Late Work Policy* is followed. Please refer to the Undergraduate Programs Manual for the protocol for missed examinations.

## 72-hour No Questions Asked Late Work Policy

For all course assignments, students may submit course assignments up to **72 hours after** the original due date **without penalty and without requesting permission** from the instructor. For example, if an assignment is due Sunday, October 25 at 11:55 p.m., it may be submitted without penalty until Wednesday, October 28 at 11:55 p.m. You are not required to e-mail your course

instructor if you are submitting within this 72-hour period. **Please do not e-mail your instructor to request this extension, as a response may not be provided.**

The purpose of this policy is to support students experiencing last-minute unforeseen circumstances (e.g., internet issues, illness, or family responsibilities), with the expectation that the majority of the assignment has been completed and can be submitted within the 72-hour extension period. If circumstances will extend beyond 72 hours, students should consult with their academic counsellor regarding academic consideration. Academic consideration requests must be submitted within 48 hours of the original due date. If an assignment is submitted more than 72 hours late **without an approved academic consideration or academic accommodation, the late penalty will be calculated from the original deadline.** For example, if an assignment is due October 25 at 11:55 p.m. and is submitted four days late without an approved accommodation, a 20% deduction will be applied. This is consistent with the course late-work policy of 5% per day, up to a maximum of 10 days, after which a grade of zero will be assigned. **This policy does not apply to the final exam.**

### **Accommodation for Religious Holidays**

Students should review the policy for [Accommodation for Religious Holidays](#). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructor as soon as possible but not later than two weeks prior to writing the examination/term test.

### **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.

### **Academic Appeals and Scholastic Offences**

Students can file a **request for relief from academic decisions** if the request is based on one or more grounds listed in the policy. You can read more about the [request for relief policy](#) and [request for relief procedures](#) here.

Scholastic offences are taken seriously and students are directed to read the [Scholastic Offences policy](#), specifically, the definition of what constitutes a Scholastic Offence.

### **Review of Graded Assignments**

After a graded assignment is returned, a student's first step is to take **24 hours** to reflect on the assignment requirements outlined in the syllabus, the feedback provided by the evaluator, and the marking rubric. If a student cannot understand the meaning or intent behind the feedback received, they may submit a written request to the evaluator for an informal consultation to review the assignment grade. To support a timely review, students should contact the evaluator within seven days of receiving the grade. The request must clearly identify the grounds for the review and refer to specific feedback, rubric criteria, or other relevant aspects of the evaluation. An assignment will

not be reviewed solely because a student is dissatisfied with the grade received or believes the grade does not reflect the effort they put into completing the assignment.

If, following this review, a student still believes there are documented grounds to support that the grade was unfairly calculated, they may consult the course instructor. If the student remains dissatisfied with the instructor's decision, or does not receive a decision from the instructor, a written request for relief must be submitted to the Undergraduate Chair of the School offering the course within three (3) weeks of the date the grade was issued. [The Office of the Ombudsperson](#) may be of assistance with this process.

Please refer to the Undergraduate Programs Manual for more information on the re-grading of assignments. Students who need assistance with their writing skills should contact on-campus resources for support: <https://writing.uwo.ca/>.

### **Rounding of Final Grades** (for example, bumping a 79% to 80%)

This is a practice some students request. The final grade documented is the grade that you have achieved. There is no rounding to the next grade level, or 'giving away' of marks. Please do not ask the instructor to do this for you; the response will be, "Please review the course outline where this is presented".

### **Passing Grade**

You must achieve an overall course grade of 65% to pass. There is no minimum required grade on any specific assignment to pass this course.

### **Grading Scale**

The following outlines University-wide grade descriptors:

| Letter grade | Number grade | Description                                                     |
|--------------|--------------|-----------------------------------------------------------------|
| A+           | 90-100       | One could scarcely expect better from a student at this level   |
| A            | 80-89        | Superior work which is clearly above average                    |
| B            | 70-79        | Good work, meeting all requirements, and eminently satisfactory |
| C            | 60-69        | Competent work, meeting requirements                            |
| D            | 50-59        | Fair work, minimally acceptable                                 |
| F            | below 50     | Fail                                                            |

### **Plagiarism**

Student work is expected to be original. 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 that the work belongs to them. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the

service is subject to the licensing agreement, currently between Western University and Turnitin.com ([www.turnitin.com](http://www.turnitin.com)).

For group assignments, all members share responsibility for academic integrity. Plan your work so the group has time to review the full submission and ensure all sources are appropriately used and cited. In the absence of a scholastic offence, everyone gets the same mark, so work with the rest of your group in a proactive fashion.

### **Scholarly Requirements**

All scholarly writing must follow the 7th edition of the *Publication Manual of the American Psychological Association* (APA, 2020). APA guidelines must be used when citing or referencing another author's work or ideas. Failure to appropriately acknowledge the work or ideas of others is unethical and may constitute plagiarism.

### **Use of Artificial Intelligence (AI) for the Completion of Course Work**

Within this course, students are permitted to use AI tools exclusively for information gathering and preliminary research or brainstorming 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; however, students are expected to uphold academic integrity by appropriately attributing all sources and avoiding plagiarism. Assignments should reflect the students' 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. If AI use is suspected in a manner inconsistent with the expectations outlined above, students may be asked to provide research notes, rough drafts, outlines, or other materials used in preparing the assignment. Students are expected to retain these materials until final grades have been entered. Failure to provide them when requested may weigh against the student when concerns about the authenticity of the work are being assessed.

### **Re-submission of Previously Graded Material**

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

### **Use of Statistical Pattern Recognition on Multiple Choice Examinations**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

### **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 (listed in Brightspace). In the subject of the e-mail, please clearly indicate the topic and section you are in. Instructors and teaching assistants will aim to respond within 24 hours, exclusive of weekends and holidays. At times when 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 your original e-mail was received.

## **Use of Electronic Devices During Examinations**

Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices (e.g., cell phones, tablets, cameras, smart glasses, smart watches, or iPods) during ANY examination. These devices MUST either be left at home or with your belongings at the front of the room. They MUST NOT be at your test/examination desk or in your pocket. **Any student found with a prohibited device will be referred to the Director of the Arthur Labatt Family School of Nursing for a Scholastic Offence, with the recommendation that they receive a grade of zero on this assessment.**

## **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

Such behaviour will be reported to the Associate Director and may compromise a student's standing in the program.

## **Support Services**

There are various support services around campus and these include, but are not limited to:

1. [Academic Support and Engagement](#)
2. [Wellness and Well-being](#)
3. [Registrar's Office](#)
4. [Ombuds Office](#)
5. [Services provided by the University Students' Council \(USC\)](#)
6. [Indigenous Student Centre](#)
7. [Inclusion, Equity, & Diversity Support](#)

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://www.uwo.ca/health/>) for a complete list of options about how to obtain help.

## **Statement on Gender-Based and 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/gbsv/index.html>.

## **Statement on Harassment and Discrimination**

Western is committed to providing a learning and working environment that is free of harassment and discrimination. All students, staff, and faculty have a role in this commitment and have a responsibility to ensure and promote a safe and respectful learning and working environment. Relevant policies include [Western's Non-Discrimination/Harassment Policy](#) (M.A.P.P. 1.35) and [Non-Discrimination/Harassment Policy – Administrative Procedures](#) (M.A.P.P. 1.35). Any

student, staff, or faculty member who experiences or witnesses behaviour that may be harassment or discrimination **must report the behaviour** to Western's [Human Rights Office](#). Harassment and discrimination can be human rights-based, also known as EDI-based (sexism, racism, transphobia, homophobia, islamophobia, xenophobia, antisemitism, and ableism), or non-human rights-based (personal harassment or workplace harassment).

### **Student Code of Conduct**

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>.

### **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 health-care providers, it is expected of you to create welcoming and inclusive classroom environments, much like you would in practice. Your peer group brings a myriad of experiences and worldviews, and everyone deserves to be listened to and heard in a respectful and open-minded manner. Hateful messages have no place in this online learning 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.***

### **Indigenous Allyship**

We expect students to work towards embodying Indigenous Allyship through their choice of words and behaviours with course instructors, teaching assistants, administrators, and colleagues/classmates. Please review the following resource to help guide this work: <https://indigenous.uwo.ca/allyship/index.html>.

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.

#### ***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 Conduct.

### **Accessibility Statement**

Please contact the 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](#). If you think you may qualify for ongoing accommodation (e.g. separate room to write examinations, flexibility with deadlines, etc.) that will be recognized in all your courses, we encourage you to visit [Accessible Education](#) for more information.

### **Correspondence Statement**

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 Brightspace, and to read e-mails generated in this way.

### **Copyright**

Course material produced by faculty is copyrighted and to reproduce this material for any purpose 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.