



Western
Arthur Labatt Family
School of Nursing



FANSHAWE
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 skills related to equitable practice and policy through readings, case studies and small group discussions, as well as reflection of your own health practices.

Course Weight & Delivery:

0.5 FCE, asynchronous online through OWL

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.

Methods of Evaluation

Percentage of Course Grade	Assignment Name	Due Date
2.5%	Survey #1	January 12, 11:59pm
10%	Online training module	January 19, 11:59pm
17.5%	*Presentation	February 9, 11:59pm
20%	Case study report #1	February 16, 11:59pm
17.5%	*Advocacy campaign	March 8, 11:59pm
20%	Case study report #2	March 15, 11:59pm
10%	Self-reflection	March 29, 11:59pm
2.5%	Survey #2	March 29, 11:59pm

**Group assignment*

1. Surveys (2)

(relates to Course Learning Outcome 5)

The purpose of this assessment is for you to:

- reflect on your own possible biases and how the course material may shape your perspectives.

You will complete a survey at both the beginning and end of the course. Both surveys will be graded as pass/fail. This assignment is to be completed individually.

2. 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. Following completion of this, you will submit a short reflection on your experience and the material learned in addition to a certificate of completion. This is a pass/fail assignment to be completed individually.

3. 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 of 5 (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.). All presentations will be made available on OWL. Each student will also be required to watch and grade several other presentations and provide meaningful feedback to presenters. You will receive a group mark for this assignment. Note, you must grade the other presentations assigned to you in order to receive a mark for this assignment.

4. 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 to. This assignment will involve answering key critical reflection questions that will be provided. Answers should be in short paragraph form. This assignment is to be completed individually.

5. 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.

As a group of 5 (assigned), you will choose a specific challenge related to Indigenous health and create an advocacy campaign around it. The campaign should be aimed at creating change or awareness at the community, health, or policy level. Campaigns can be presented in the form of your choice (more information on this to come). You will receive a group mark for this assignment.

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 own 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 8-12	Module 1 – Welcome & Background <i>** Survey #1 due Jan 12 @ 11:59 pm</i>
2	January 15-19	Module 2 – History & Decolonization <i>** Online Training Module due Jan 19 @ 11:59 pm</i>

3	January 22-26	Module 3 – Disease & Trauma
4	January 29- February 2	Module 4 – Trauma & Violence Informed Care
5	February 5-9	Module 5 – Equity & Determinants of Indigenous Peoples' Health <i>** Group Presentation due Feb 9 @ 11:59 pm</i>
6	February 12-16	Module 6 – Speaker Series <i>** Case Study #1 due Feb 16 @ 11:59 pm</i>
7	February 19-23	SPRING READING WEEK
8	February 26- March 1	Module 7 – Cultural Practices & Health
9	March 4-8	Module 8 – Health Policy <i>** Advocacy campaign due March 8 @ 11:59 pm</i>
10	March 11-15	Module 9 – Power, Privilege, & Intersectionality <i>** Case Study #2 due March 15 @ 11:59 pm</i>
11	March 18-22	Module 10 – Indigenous Cultural Safety in Healthcare
12	March 25-29	Module 11 – Moving Forward <i>** Survey #2 & Self Reflection due March 29 @ 11:59 pm</i>

Undergraduate Program Site

All students are required to visit the Undergraduate Program Site and be familiar with its contents. The Undergraduate Program Manual and full list of School of Nursing Policies can be accessed:
Fanshawe:

Under content on the Collaborative Nursing Program Homeroom site (NSG3-HR) on Fanshaweonline/FOL here (requires login to FOL):

Program Manual:

<https://www.fanshaweonline.ca/d21/le/content/101482/viewContent/12227152/View>

School of Nursing Policies:

<https://www.fanshaweonline.ca/d21/le/content/101482/viewContent/13885634/View>

Western:

Requires login with UWO username and password:

<https://uwoca.sharepoint.com/sites/NursingUndergraduateInformation?e=1%3A9bcb11eb675d42f1867e859267a302ae&CT=1690304572539&OR=OWA-NT&CID=d6022dc4-883c-f129-18eb-4f2f5576da36>

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.

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.

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.

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:

Fanshawe (select Fanshawe Library Learning Commons):

<https://www.fanshawec.ca/students/support/academic-support>

Western: (<http://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/> or <http://www.fanshawec.ca/appeals>).

Course Correspondence

To maintain the confidentiality of correspondence between students and course professor and/or Teaching Assistant(s), all electronic correspondence must take place within the course site on OWL (Western site students) or Fanshawe online (FOL – Fanshawe site). DO NOT send emails through the regular email system. You are expected to check the course site regularly for any messages/announcements posted by the course professor and/or Teaching Assistant(s).

Assignments and Exams

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

Western at owl.uwo.ca and Fanshawe in Virtual Home Room www.fanshaweonline.ca

Academic Considerations and Absences from Lectures and Assessments

Religious Accommodation

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request (in writing) any necessary academic considerations at least two weeks prior to the holiday to the

academic counsellors in their Home Department. Additional information is provided in the [Western Multicultural Calendar](#).

Academic Accommodation

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. Students with ongoing accommodation needs within this course are also encouraged to contact [Accessible Education](#), which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found [here](#).

Academic Consideration

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances that are medical or compassionate in nature. These extenuating circumstances may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. In all cases, students are advised to consult with the academic counsellors in their home units, at their earliest opportunity. Academic counsellors may refer students to [Accessible Education](#) for ongoing academic accommodations.

Most forms of academic consideration require documentation, and this documentation is to be submitted to academic counsellors within five (5) business days of their return to academic responsibilities. Any such documents will be retained in the student's file, and will be held in confidence in accordance with the University's [Official Student Record Information Privacy Policy](#). Once the petition and supporting documents have been received and assessed, appropriate academic considerations shall be determined by academic counseling, in consultation with the student's instructor(s). Academic considerations may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic considerations shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. (Note – it will not be sufficient to provide documentation indicating simply that the student “was seen for a medical reason” or “was ill.”).

Whenever possible, students who require academic considerations should provide notification and documentation in advance of due dates, examinations, etc. Under no circumstances are students expected to submit rationales for (or documentation of) any absences, to course instructors. Students are, however, required to follow-up with course instructors, in a timely fashion, to identify the ways in which the academic consideration will be implemented.

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.

Mental Health

Students who are in emotional/mental distress should refer to MentalHealth@Western <http://www.uwo.ca/uwocom/mentalhealth/> or Fanshawe Health and Wellness <https://www.fanshawec.ca/students/support/health-wellness/counselling> for a complete list of options for obtaining help.

