

Department of Nursing Education & Health Studies

COURSE OUTLINE – Spring 2023

NS2220 (A4): Indigenous Health in Canada

3 (6-0-0) UT 45 hours/7 Weeks

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

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CALENDAR DESCRIPTION:

This course is offered in response to the Truth and Reconciliation Commission of Canada: Calls to Action, and is the beginning step to culturally safe interaction and practice. Focus is on introducing students to a variety of historical realities and contemporary issues relevant to Indigenous health in Canada. Students will examine issues and contributions facing settler relations from a historical, contemporary, and critical perspective, with a focus on health and well-being.

REQUIRED TEXT/RESOURCE MATERIALS:

There are no required textbooks to buy for this course. There are required readings and other resources available to access each week on the myClass page, along with the required resources listed below:

American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (7th ed.).

Canadian Nurses Association. (2017). *Code of ethics for registered nurses*. Retrieved from <https://www.cna-aic.ca/~media/cna/page-content/pdf-en/code-of-ethics-2017-edition-secure-interactive.pdf?la=en>

College and Association of Registered Nurses of Alberta. (2011). *Primary health care: Vision, roles, and opportunities*. Edmonton, AB: Author. Retrieved from https://www.nurses.ab.ca/docs/default-source/document-library/position-statements/primary-care-vision-roles-opportunities.pdf?sfvrsn=319160d5_14

College and Association of Registered Nurses of Alberta (2010). *Ethical decision-making for registered nurses in Alberta: Guidelines and recommendations*. Edmonton: Author. Retrieved from https://www.nurses.ab.ca/docs/default-source/document-library/guidelines/rn-ethical-decisions-making.pdf?sfvrsn=d714472f_10

College and Association of Registered Nurses of Alberta. (2011). *Professional boundaries for registered nurses: Guidelines for the nurse-client relationship*. Edmonton, AB: Author. Retrieved from http://www.nurses.ab.ca/content/dam/carna/pdfs/DocumentList/Guidelines/RN_ProfessionalBoundaries_May2011.pdf

College and Association of Registered Nurses of Alberta. (2013). *Practice standards for regulated members with The Canadian Nurses Association code of ethics for registered nurses*. Edmonton: Author. Retrieved from http://www.nurses.ab.ca/content/dam/carna/pdfs/DocumentList/Standards/PracticeStandards_Jan2013.pdf

DELIVERY MODE(S): Attend On Campus, In-person.

COURSE OBJECTIVES:

1. Understand the historical and contemporary realities relevant to Indigenous health in Canada.
2. Develop self-awareness about Indigenous people's relationship to colonialism and its impacts.
3. Examine our own attitudes and beliefs of Indigenous histories and cultures in Canada.
4. Develop and explore cultural humility.
5. Develop an understanding of Indigenous teachings and practices through interactions with Indigenous knowledge keepers and elders.
6. Reflect and critically analyze perceptions and knowledge through/in Indigenous worldviews.

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.ca>.

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.**

EVALUATIONS:

Assignments/Course Components	Due dates	Weight
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1) Critical Reflections (4 x 10 % each)	<ul style="list-style-type: none"> • Minimum 2 Due by May 24, 2023 @ 2359 hrs • Remaining Due by June 11, 2023 @ 2359 hrs 	40%
2) Indigenous Healthcare Solutions Paper	<ul style="list-style-type: none"> • June 2 @ 2359 hrs 	20%
3) In-Class Presentation: <ul style="list-style-type: none"> i. Project Outline/Group Rules (5%) ii. Group Presentation (30%) 	<ul style="list-style-type: none"> • May 19, 2023 @ 2359 hrs • June 13th @ 0800 hrs (<i>presenting in class June 13 & 15th</i>) 	35%
4) Guest Speaker and Participation marks	<ul style="list-style-type: none"> • Weekly Class Time (Tuesdays/Thursdays 09:00-11:50) 	5%

1. Critical Reflections (May 24 & June 11 @ 2359 hrs): Being able to reflect is essential to nursing practice. The intention of the reflections is to display acquisition of knowledge, application of concepts, critical thinking, reflection, and insight in relation to the content presented each week. The guiding and/or reflective prompts/questions will help you to explore your own thoughts, feelings, and experiences surrounding Indigenous health in Canada and consider how this learning will change your nursing practice.

- Students will engage in a minimum of 4 out of 6 reflection forums. A minimum of two are to be completed by midterm, with the remaining reflections due by the end of Week 6. Reflections should adhere to minimum 250-500 word limit.
- To be submitted in a word or PDF document on myClass page in the applicable ‘Assignment’ dropdown.

<u>Evaluation Criteria for Reflection(s):</u>
<p><u>-Reflexivity:</u> Writing Conveys the student’s point of view, personal understanding, or experience in relation to the question(s) posed. Writer asks questions or challenges assumptions. /5 marks</p> <p><u>-Writing:</u> Text is descriptive, clear & concise. Adheres to word limit. No spelling or grammatical errors /5 marks</p>

2. Indigenous Healthcare Solutions Paper (June 2 @ 2359hrs).

This assignment is to assist students in acquiring a deeper understanding of health issues Indigenous people face within the healthcare organization and solutions that can aid in closing those gaps for Indigenous people within Canada.

- Each student will research a current issue Indigenous people have faced from the gaps within a healthcare system. The student will find a current Canadian news article or research publication on a current health inequity

encounter an Indigenous person has faced and provide at least three recommendations on how nurses can help break the barriers and close the gaps within the healthcare system for Indigenous peoples.

- Assignment must include 3 headings clearly answering the following:
 - 1). Description of the incident related to health equity.
 - 2). Your opinion as to why the incident occurred within the healthcare system.
 - 3). Minimum of Three recommendations describing how nurses can assist to change the outcome of the incident if future occurrences were to take place.
- Minimum 1000 words to a maximum of 1300 words required. APA 7th edition formatting including title page and reference page for citing event source.
- To be submitted in a word or PDF document on myClass page in the applicable 'Assignment' dropbox

Evaluation Criteria for Indigenous Healthcare Solutions Paper:	
- <u>Review of Content:</u> Content is accurate and all required information is presented in a logical order, including headings	/3 marks
- <u>Understanding and solutions/recommendations:</u> Demonstrates clear understanding of information in resource used. Provided 3 or more realistic and probable solutions/recommendations for the content explained.	/3 marks
- <u>Writing & Mechanics:</u> Text is descriptive, clear & concise. Adheres to word limit. No spelling or grammatical errors. Text is in authors' own words.	/2 marks
- <u>References:</u> References are cited in APA appropriately	/2 marks

3. In-Class Group Presentation

Groups of 2-3 are asked to collaborate, create, and present on a topic relating to one of the TRC Calls to Action (#18-24). The presentation should either be in the form of an electronic poster, a photovoice, a video and/or PowerPoint on an issue relevant to Indigenous health in Canada. Presentation must include:

- A description of the chosen 'Call to Action' and how it is or is not being implemented currently.
- A question posed to your audience that enhances discussion of your presentation afterwards.

There will be one mark assigned for the whole group. If there is a group member who was not involved, please reach out to instructor. Instructor reserves the right to mark the group member with a different grade accordingly.

i.) Project Outline & Group Rules (May 19th @ 2359 hrs) submitted via myClass

- Outline to provide a concise description of the "Call to Action" your presentation will address, the goals of the presentation and on how you will present your work (presentation). Literature must be integrated.
- Group Rules including division of agreed upon work.
To be submitted on myClass page in the applicable 'Assignment' dropbox.

ii.) Presentation (June 13 & 15 during class time 0900-1150 hrs)

- The 10-20 min presentation must demonstrate your group's ability to integrate relevant resource materials (photographs, graphs, brochures, etc.) to engage your audience and have them develop a deeper

understanding of your chosen “Calls to Action” (choosing one of #'s 18-24). The presentation will be evaluated for content, interactive component, and length of time.

<i>In-Class Presentation Rubric</i>				
Part i): Group Outline & Group Division: Includes all of the following: Chosen topic, goals of the presentation, and how you will deliver presentation. Also include group rules including division of work.				/5 points
Part ii): Presentation				/30 points
Content	All members show a full understanding of the content. Demonstrates clearly, concisely, and confidently the specifics behind the issues and fosters deep thought and reflection around the chosen ‘Call to Action’. Reference list for presentation provided in full. 10 points	Some members show a good understanding of the content. Demonstrates with some clarity and confidence the specifics behind the ‘Call to Action’, somewhat fosters deep thought and reflection. Reference list for presentation provided. 6 points	Some members show a limited understanding of parts of the content. Somewhat confidently demonstrates with limited clarity specifics about the ‘Call to Action.’ Reference list not provided. 3 points	Some members do not understand the content. Specifics behind the ‘Call to Action’ are unclear and are not confidently presented by all members. Reference list not provided. 0 points
Interactive Component	Group uses creative ways to engage with the audience through an effective interactive & engagement component. 10 points	Group uses some creative ways to engage with the audience through an interactive component. 6 points	Group uses limited creativity to engage with the audience through an ineffective interactive component. 3 points	Lacks creativity with no interactive component. 0 points
Time-Limit	Presentation is 10-20 minutes long. 10 points	Presentation is 7-10 minutes long. 6 points	Presentation is 5-7 minutes long. 3 points	Presentation is less than 5 minutes long <u>or</u> more than 20 minutes long. 0 points

4. Guest Speaker & Class Participation Credit (All or nothing Credit 5%)

There are many speakers being invited as guests to our classrooms. We will also be doing a lot of group discussion, reflection, simulation, and activities during classes, so participation is imperative for learning. This mark is an all or nothing credit. In order to receive this mark students must:

a) Be present during all days we have guest speakers

b) Be Present for all classes. Demonstrates active listening, participation in group discussions, and engagement in every class in order to receive credit.

GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100	C+	2.3	67-69
A	4.0	85-89	C	2.0	63-66
A-	3.7	80-84	C-	1.7	60-62
B+	3.3	77-79	D+	1.3	55-59
B	3.0	73-76	D	1.0	50-54
B-	2.7	70-72	F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

This section contains working documents that are subject to change due to unforeseen circumstances. Students will be notified of any changes to these documents.

Week	Content	Readings (To be completed prior to classes)
Week 1 May 2 & 4	<ul style="list-style-type: none"> • <i>Introductions, Course Review</i> Colonization and Bias. Residential Schools and Indian Hospitals/Treaties, Settler Society, Metis History, Health in the North • Blanket Exercise 	<ul style="list-style-type: none"> • Required Readings & Resources posted on myClass page. • NWP Main Campus for Blanket Exercise
Week 2 May 9 & 11	<ul style="list-style-type: none"> • Intergenerational Trauma Racism and Marginalization • Sixties Scoop and MMIWG 	<ul style="list-style-type: none"> • Required Readings & Resources posted on myClass page. • Guest Speaker (tentative)- Sixties Scoop
Week 3 May 16 & 18	<ul style="list-style-type: none"> • Determinants of Health & Indigenous Healthcare • <i>Tentative*</i> Indigenous Health Module Simulation Debrief 	<ul style="list-style-type: none"> • Required Readings & Resources posted on myClass page. • Guest Speaker -Indigenous Liaison-Teryl Campbell • Guest Speaker (Tentative)- FNHC Navigator

		Assignment Group Outline & Project Division due May 19 th @ 2359hrs
Week 4 May 23 & 25	<ul style="list-style-type: none"> Royal Commission of Aboriginal Peoples, Aboriginal Healing Foundation, Resilience, Resistance Indian Residential Schools Agreement, Common experience payment Official Apologies, TRC call to Action <i>Tentative*</i> Indigenous Health Module Simulation Debrief* 	<ul style="list-style-type: none"> Required Readings & Resources posted on myClass page. <p>*Assignment: * Minimum Two Critical Reflections completed May 24 @ 2359 hrs</p>
Week 5 May 30 & June 1	<ul style="list-style-type: none"> Government and Policy Changes Changing Healthcare in Canada United Nations Declaration of Rights of Indigenous Peoples (UNDRIP) Cultural safety and humility <p><i>*Summative Evaluation*</i></p>	<ul style="list-style-type: none"> Required Readings & Resources posted on myClass page. <p>* Assignment* Indigenous Healthcare Solutions Paper due June 2 @ 2359 hrs</p>
Week 6 June 6 & 8	<ul style="list-style-type: none"> Indigenous Ways of Knowing Allyship and Reconciliation 	<ul style="list-style-type: none"> Required Readings & Resources posted on myClass page. Guest Speaker- Teresa Gladue Elder in Residence NWP Campus Friendship Centre Guest Speaker Desiree Mearon <p>*Assignment* Remaining Critical Reflections completed June 11 @ 2359 hrs</p>
Week 7 June 13 & 15	<ul style="list-style-type: none"> In-Class Presentations 	<ul style="list-style-type: none"> Wrap up/ Logic Model <p>*Assignment* In-Class presentations Due June 13 @ 0800</p>

STUDENT RESPONSIBILITIES:

As a student at NWP, you have rights and responsibilities. It is your responsibility to be familiar with the information contained in this Course Outline and the BScN student handbook and to clarify any areas of concern with the instructor. It is also your responsibility to be familiar with NWP Policies. Please take the time to familiarize yourself with the policies that might impact you while you are here:

- NWP Department of Nursing Education & Health Studies Handbook: [doc.php \(nwpolytech.ca\)](http://doc.php(nwpolytech.ca))
- NWP Policies: [Northwestern Polytechnic administrative/academic policies](#)
- NWP Students Rights & Responsibilities Policy: [Students Rights & Responsibilities Policy](#)

Academic Misconduct: Academic misconduct in all its forms is a serious offence.

Academic misconduct is the giving, taking, or presenting of information or material that unethically or dishonestly aids oneself or another on any work which, under normal circumstances, is to be considered in the determination of a grade or the compilation of academic requirements or the enhancement of that student's record or academic career. The two key areas of academic misconduct are plagiarism and cheating. Please read the definitions that follow.

Plagiarism: The use of close imitation of language, paintings, films, prototypes and ideas of another author and representation of them as one's own original work. The most common forms of plagiarism are: copying or paraphrasing another author's work without proper acknowledgement, using the ideas or lines of reasoning of another author's work without proper acknowledgement, submitting work to which someone else has made substantial improvements to the content, and submitting the same work for multiple courses without approval. Plagiarism can be judged to have occurred if the instructor has both the submitted material and original source that was copied, or if the student is unable to explain the terminology or ideas of a submission.

Late Assignments

To obtain credit in the course ALL assignments, examinations, and knowledge checks must be completed. Students are expected to make every effort to complete assignments on time. Assignment submissions are expected on the date determined by faculty. If extensions are necessary, they may be requested up to 48 hours prior to the assignment due date and should be submitted in writing to the faculty member involved. Not all extensions will be granted. In exceptional situations, extension requests within the 48-hour period may be considered. Late assignments will have 5% of total marks (or one letter grade) for the assignment deducted for each day/partial day (including weekend days) beyond the due time.

For example, a paper marked at B+ would receive an adjusted grade of B if handed in one day late. After 5 days, a grade of 0 will be awarded to the assignment. If the late penalty places the grade below the necessary pass grade, students will be unsuccessful in the course. When submitting assignments electronically, it is the student's responsibility to ensure the assignment has been received. Papers/assignments may not be rewritten for a higher grade. Concerns regarding grading are to be discussed with the faculty member involved.