

UNIVERSITY OF BRITISH COLUMBIA
SCHOOL OF KINESIOLOGY
INDIGENOUS HEALTH AND WELLNESS
KIN 484A (2021)

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwm̓əθkw̓əy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

COURSE INFORMATION

Course Title	Course Code Number	Credit Value
INDIGENOUS HEALTH AND WELLNESS	KIN 484A*	3

Location: [Online Virtual Learning](#)

Instructor Facilitated Tutorial Time: [Tuesdays 12:30 – 2:30 pm](#)

Online Virtual Learning and/or Community Partner Meeting Times: [Thursdays 12:30 – 2:30 pm](#)

Duration: [Jan 11, 2021 to Apr 14, 2021](#)

Term: [2](#)

* Please note that this course is formerly KIN 489B. Students can receive credit for either KIN 489B or KIN 484A.

COURSE INSTRUCTOR: CONTACT INFORMATION

Course Instructor: [Dr. Darren Warburton](#)

E-mail: darren.warburton@ubc.ca

Office Location: [Indigenous Studies in Kinesiology | Rm 208, Lower Mall Research Station | 2259 Lower Mall](#)

Office Hours: [Dr. Warburton is available for questions during and following instructor-facilitated tutorials. Appointments can also be made at alternative times.](#)

INDIGENOUS COMMUNITY FACILITATOR: CONTACT INFORMATION

Course Instructor: [Dr. Rosalin Miles](#)

E-mail: rosalin.miles@ubc.ca

Office Location: [Indigenous Studies in Kinesiology | Lower Mall Research Station | 2259 Lower Mall](#)

Office Hours: [Dr. Miles is available via appointment to discuss issues related to the experiential learning placements.](#)

COURSE DESCRIPTION

Welcome to Indigenous Health and Wellness. This course is designed for undergraduate and graduate students interested in gaining a better understanding of the complex social, cultural, historical, and economic factors that shape healthy lifestyle behaviours, health, and wholistic wellness within Indigenous communities. A special focus of this course is the exploration of the importance of Indigenous led, community-based health and wellness initiatives that address the determinants of wholistic wellness (e.g., emotional, mental, spiritual, and physical wellbeing). Central to this course is learning about the importance of supporting healthy lifestyle behaviours building upon the innate strengths, opportunities, and aspirations of Indigenous peoples. This course involves extensive virtual learning and experiential learning opportunities under the direct collaboration with a First Nations community leader. Community service (experiential) learning is an essential element of this course requiring students to work closely with Indigenous community leaders. This will often involve participating in sharing circles and other traditional Indigenous community-based activities. Due to the COVID-19 pandemic, all interactions with Indigenous leaders, course instructors, community partners, and peers will be conducted in a virtual environment.

RATIONALE

This course provides undergraduate and graduate students an opportunity to gain critical competencies for working with Indigenous community leaders, Elders, and youth. This course supports the School of Kinesiology's course offerings in Indigenous Studies in Kinesiology. This course will appeal to students in the Exercise and Health Sciences and those interested in working in the fields of Indigenous studies, health and wellness promotion, exercise science, and/or exercise medicine.

COMMITMENT

KIN 468 (Indigenous Health and Wellness) aligns with the UBC Indigenous Strategic Plan to support learning, research, and community engagement that reflect the Truth and Reconciliation Commission (TRC) of Canada's Calls to Action, and are consistent with the United Nations Declaration on the Rights of Indigenous Peoples. Our course was developed in response to the TRC's 94 Calls to Action. Our course addresses at least 30 of the 94 Calls to Action to redress the legacy of residential schools and advance the process of Canadian reconciliation with Indigenous communities. This includes specific Calls to Action related to "Health" and "Sports and Reconciliation" (such as Calls to Action #18, #21, #22, #61, #87, #89, #90, #91). This course also supports Call to Action #10 that emphasizes the incorporation of Indigenous ways of knowing within the educational system¹.

¹ Truth and Reconciliation Commission of Canada: Calls to Action. Available online: http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf (accessed on 21 May 2018).

AIMS AND OUTCOMES

The ultimate goal of this course is to provide students with a greater understanding of the complex factors that shape healthy living and wholistic wellness within Indigenous communities. This course will provide a greater understanding of First Nations and Métis history, cultures, traditional physical activity and lifestyle practices, and the effects of residential schools and colonization on the health and wellbeing of Indigenous peoples. Students will gain an understanding of the importance of taking a strengths-based, Indigenous led, approach to healthy lifestyle interventions and initiatives that build upon the inherent strengths and aspirations of Indigenous peoples. This course aims to develop a student body that has the critical competencies to effectively work with Indigenous community leaders. This course will also help prepare students for a career in Indigenous studies, health and wellness promotion, exercise science, and/or exercise medicine.

COURSE LEARNING OBJECTIVES

Each sharing module has specific learning objectives, which are clearly outlined for the student. All sharing modules have been co-created by Indigenous Elders, community leaders, scholars, and staff to allow for the effective incorporation of Indigenous worldviews and practices related to healthy lifestyle behaviours. This Indigenous led approach is designed to ensure the cultural relevance and safety of the information disseminated in this course. Students will have the opportunity to interact and learn directly from Indigenous scholars, community leaders, and Elders.

Upon completion of this course, successful students will be able to:

1. Demonstrate the ability to work with Indigenous leaders to explore the community-based aspirations related to healthy lifestyle behaviours and wholistic wellness.
2. Critically evaluate peer-reviewed literature to determine evidence-based best practice for healthy lifestyle interventions within Indigenous communities.
3. Support evidence- and strengths-based health and wellness initiatives within Indigenous communities that address the aspirations of Indigenous peoples.
4. Demonstrate problem-solving and critical thinking skills in an applied manner.
5. Demonstrate the ability to work in a collaborative group setting under the mentorship of Indigenous scholars, Elders, and/or community leaders.

COURSE STRUCTURE

This course incorporates self-directed learning techniques, and as such requires that the students have completed their recommended readings and that they take an active role in the instructor facilitated tutorials, online sharing modules, experiential learning placements, and group-based discussions. Students are also required to complete two cultural safety and competency training seminars prior to participating with the Indigenous community partners. We provide a series of recommended readings for each sharing module; however, it is anticipated that students will make use of extensive resources outside of these readings.

PREREQUISITES

Third Year Standing

We believe that students will also benefit greatly from participating in the diverse menu of courses from across the University of British Columbia. Some highly recommended courses include:

- KIN 368 (3) Indigenous Sport and Physical Culture in Settler Canada
- SPPH 404 (3) First Nations Health: Historical and Contemporary Issues
- SPPH 408 (6) Topics in Aboriginal Health: Community-based Learning Experience
- UBC 23 24 Indigenous Cultural Safety (Centre for Excellence in Indigenous Health)

COURSE REQUIREMENTS

TUTORIALS, ONLINE LEARNING MODULES, AND COMMUNITY-BASED EXPERIENTIAL LEARNING PLACEMENT

This course will follow recent innovations in blended learning including a series of online and instructor facilitated tutorials supplemented with a virtual community-led experiential learning placement. Students will be required to complete a series of online (virtual) sharing modules. Students may complete the online modules at their own pace. However, it is important for instructor facilitated discussions that students have completed the related online learning modules and readings.

Students are advised to pay close attention to the course schedule and online announcements on CANVAS (<http://about.canvas.ubc.ca/?login>) prior to each tutorial. It is important to highlight that the schedule is likely to vary slightly throughout the term based on the aspirations of the class (i.e., some sharing modules may require a greater time of discussion) and that of the partner communities. Students will be required to complete many readings/modules online and then attend the instructor facilitated summary discussions. Success in this class is highly reliant on students completing all readings and online sharing modules prior to the instructor facilitated discussions.

The community-based experiential learning placement will allow students to apply their academic knowledge to address real-world priorities with an Indigenous community partner. In this model, all parties (e.g., students, community leaders, and facilitators) take part in the teaching and learning process. This learning placement provides the opportunity for community partners to draw upon students' expertise while also teaching students about the key health and wellness priorities within the community. Community partners take on the role of co-educators of students defining the priorities that the students work on. Students must at all times act in a culturally appropriate and safe manner.

Early in term, students will be assigned randomly to small working groups. These working groups will work on a small group community-based experiential learning project to present at the end of the course. Students should be expected to work with Indigenous community partners for 2-4 weeks of this initiative to address priorities established by the community. This will require students to meet early in term with the respective community partner and participate in sharing circles to discuss the aspirations of the community.

A series of approximately seven (7) online sharing modules will be used during this course. Related learning objectives and readings will be placed on CANVAS prior to each learning module. Throughout the course, students will be required to complete an online quiz regarding one or more

topics that have recently been discussed in class. Key points to remember regarding the online quizzes include:

- Quizzes will be completed on individual basis.
- Students missing tutorials will still have the opportunity to complete individual quizzes for the respective case study. They will be responsible for conducting the background research and problem solving required for the related questions.
- There will be four (4) quizzes for marks. Each quiz will be worth 5% of the final grade.
- Students are required to complete individual assignments from distinct IP addresses to ensure that the quizzes are done in a fair manner.
- Students must complete individual assignments on their own to avoid instances of academic misconduct. Academic honesty is essential to the University of British Columbia as an institution of higher learning and research. Students are not permitted to share or access answers from others.

LEARNING ACTIVITIES

This course relies heavily on self-directed learning; therefore, students must take responsibility for their learning including (but not exclusive to) incorporating information not provided in peer-reviewed literature and traditional textbooks and working well with other group members. The marks may be scaled to maintain the normal average and distribution for this course.

This course will involve extensive student centred-learning, similar to what is now currently employed in many undergraduate medicine programs. Students who complete this course will be well prepared for other programs that use problem-based learning. In this course we will follow the principals of Barrows (1996) wherein student learning occurs in smaller student groups (4-6 students per group), and original issues/priorities provide the basis for learning and the development of critical thinking and self-directed learning skills. The role of the instructor is to help students learn through self-discovery. The instructor therefore serves as the facilitator in each tutorial rather than providing traditional lectures. Real-life issues and priorities will be used as a stimulus for the development of problem solving and critical thinking skills. Students are required to be active participants in the discovery of information.

Students are expected to build upon the information from other courses in their undergraduate and/or graduate education. The skills learned from various fields (such as the humanities, biological sciences, etc.) can be used effectively in sharing modules presented. Students should welcome individuals from diverse backgrounds as their lived experiences and expertise will bring a fresh approach to each sharing module.

Importantly, the learning environment is meant to be an atmosphere that is welcoming to others, conducive to learning, challenges the learner, and encourages intellectual curiosity. As such, students should feel comfortable, supported, and respected.

LEARNING MATERIALS

Our course utilizes CANVAS, as an online learning management system. When permissible, learning resources will be posted directly to CANVAS OR links provided, which allows students to access the required learning materials. Students will be provided a series of readings and learning resources for each sharing module.

POLICIES AND EXPECTATIONS

There are several policies by which a student should adhere to:

- Attendance to all instructor-facilitated tutorials is recommended highly, owing to the integrated nature of the course material. Absence from instructor-facilitated tutorials has the potential to impair the ability of students to integrate course content. Attendance will be taken during the instructor-facilitated tutorials and part of the participation marks will be determined by the involvement in these tutorials.
- Students are required to participate in approximately seven (7) learning modules and a community-led experiential learning placement throughout the term. Students are required to complete four (4) online quizzes. Students are required to demonstrate academic integrity throughout the completion of these quizzes including completing individual quizzes on their own to avoid instances of academic misconduct. In cases where it is clear that the quizzes have not been completed on their own, students will receive a mark of zero. Breach of those expectations or failure to follow the appropriate policies, principles, rules, and guidelines of the University of British Columbia with respect to academic honesty, may also result in disciplinary action (see further details below).
- Students are required to complete the online learning modules and the final summary review test. The online learning modules can be completed at each student's own pace. All online learning modules and related questions must be completed before the final exam period. This includes the completion of the final summary review test. The final summary review test includes 20 questions related directly to the topics covered in the course and are provided as a means of self-assessment related to the sharing modules and experiential learning placements.
- Students are asked to participate in a series of online discussion forums and self-reflection pieces throughout the course. Participation in these activities will be taken into consideration when completing the final group marks. It is expected that all students have participated in each online discussion and self-reflection quiz for each sharing module.
- Students should familiarize themselves with the university and departmental policies regarding special accommodation, academic concession, illness, and/or disability. For more information please see: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>

ASSESSMENTS OF LEARNING

The assessment of the course learning objectives will be conducted using a variety of methods, including: individual and group participation tasks.

EVALUATION PROCEDURES

1. Individual Quizzes (4 quizzes x 5%): 20%
2. Virtual Learning Video (Individual): 30%
3. Group Project Presentation and Final Report: 40%
4. Class Participation: 10%

EVALUATION PROCEDURE DESCRIPTION

1) Quizzes (20%)

Each student will be required to complete four (4) quizzes (5% each) throughout the course related to the online sharing modules. Students are to complete these quizzes individually. Students will be provided 120 min to complete each quiz. Students are responsible for completing each quiz prior to the established deadline.

2) Virtual Learning Video (30%)

Each student is required to complete an individual virtual learning video vignette that relates directly to his/her group presentation and experiential learning placements. The topics of each virtual learning video should be discussed and agreed upon by all group members to avoid unnecessary duplication. Duplicate topics will not be permitted to ensure a wide breadth of information. Further instructions regarding these video vignettes will be provided in class and on CANVAS.

3) Group Project Presentation and Final Report (40%)

Each student will be responsible for contributing to a group project presentation and related final report related to the experiential learning placement. It is expected that students will work (as a team) with a community partner to establish a priority for the community related to health and wellness. Students will be marked as a group and as individuals on the project presentation.

The overall assessment will formally include peer assessments and the evaluation of each student's participation by the instructor and at least one experiential learning partner. These evaluations will be used in the overall assessment for both the group presentation and final report. As part of this component, students will be required to demonstrate that they were active participants in group project and interactions with the experiential learning partner(s). This specific participation will be considered (on an case-by-case basis) in the calculation of each student's final group mark. The assessment of each student's contribution to the final paper and presentation will include both product (i.e, the quantity and quality of individual work in the group project) and process (i.e., the teamwork skills and interaction) evaluations.

The final report should be a brief summary of the work that was conducted with the Indigenous community partner including extensive usage of informative Infographics. This final report should have at least one 1-page Infographic and a brief summary of the findings (up to 1,500 words including abstract, but excluding the references). Interested students will have the opportunity to submit their work to a peer-reviewed journal for consideration for publication.

4) Course Participation (10%)

An important component of this course, is the active participation and engagement in learning. Course participation refers to any discussion and interaction (written or oral) during the course including participation during instructor facilitated tutorials, the pre- and post-sharing modules self-evaluations, and the online discussions related to each sharing module. Course participation also refers to interactions with the course website (CANVAS) and related sharing module resources (such as videos, peer reviewed literature, etc). It is important to highlight that the participation in group projects will also be included in the final marks for the group assignments. This is distinct and includes a formal self- and peer-evaluation process for the group project-related work (as discussed in the above section).

COURSE CONTENT

The course content is that of the recommended readings, and information (including handouts) derived from the tutorials and discussions. Below is a general overview of the topics to be covered in this course. Approximately seven (7) learning modules will be used. The group discussions will be conducted at a pace that requires students to be familiar with key concepts surrounding healthy lifestyle behaviours, energy expenditure, cardiorespiratory function, and exercise medicine.

RECOMMENDED READINGS

Owing to the interactive nature of this course, the areas covered are subject to change depending on the requirements and/or requests of the class. The course content is that of the recommended readings (provided in each sharing module) and information derived from the tutorials and group discussions.

COURSE SCHEDULE

The dates provided for the sharing modules are approximate and may change depending on the aspirations and pace of the class. Often the discussion of sharing modules will require mini-introductory lectures. These presentations will be posted following the respective lecture incorporating the feedback that was provided during the group discussions. This course will make extensive use of readings from related literature.

Considerable flexibility has been provided for the experiential learning placements. However, the course is designed such that the first four sharing modules and cultural safety and competency seminars form the foundation for the experiential learning placements. The specific start time for the experiential learning placements may vary according to the aspirations of the community partner. All students should have started their experiential learning placements after the completion of Sharing Module 6.

Online sharing modules are denoted by a * in the table below. Please note that additional learning/sharing sessions may be scheduled throughout the term reflecting the aspirations of our Indigenous community partners (announced via CANVAS). Students will be responsible for the information from these learning sessions on the quizzes.

SCHEDULE

Sharing Module Topics	Potential Dates
Traditional Virtual Welcome (Elder Gail Sparrow)	Jan 12
• Introduction to Blended and Problem-based Learning	Jan 12
Cultural Safety and Awareness Seminar: Dr. Heidi Hansen "Working in a good way with Canada's Indigenous People" Cultural Safety and Awareness Seminar: Dr. Amber Shilling "Wellness in Indigenous Communities" <ul style="list-style-type: none"> Students are asked to complete these seminars at their desired pace prior to the experiential learning placements. Students will participate in a cultural safety and awareness self-reflection session under the supervision of First Nations scholar, Dr. Rosalin Miles, prior to commencing all experiential learning placements. 	
• Sharing Module 1: Traditional Indigenous health and wellness knowledge related to healthy lifestyle behaviours.	Jan 14*, Jan 19
• Sharing Module 2: The effects of Indian Residential Schools on healthy lifestyle behaviours and wholistic wellness.	Jan 21*, Jan 26
QUIZ NUMBER ONE: DUE JANUARY 21, 2021 @ 10 PM (PST)	
• Sharing Module 3: A wholistic approach to health and wellness within Indigenous communities.	Jan 28*, Feb 2
• Sharing Module 4: Healthy lifestyle behaviours and wholistic wellness.	Feb 4*, Feb 9
QUIZ NUMBER TWO: DUE FEBRUARY 4, 2021 @ 10 PM (PST)	
• Sharing Module 5: Present-day opportunities and aspirations in Indigenous for healthy lifestyles and wholistic health and wellness.	Feb 11*, Feb 23
READING BREAK: February 15 – 19, 2021	
• Sharing Module 6: Community-based and Indigenous led healthy lifestyle approaches to health and wellness.	Feb 25*, Mar 2
QUIZ NUMBER THREE: DUE FEBRUARY 25, 2021 @ 10 PM (PST)	
• Sharing Module 7: Engaging Indigenous youth and Elders.	Mar 4*, Mar 9
Experiential Learning Placements <ul style="list-style-type: none"> Students will work with community partner and facilitator/instructor on community-led initiatives. Dedicated time has been provided to all students for the completion of these placements and related tasks. Students are asked to complete the cultural safety and awareness seminars and sharing modules 1-4 before starting the experiential learning placements. 	Start and End dates may vary amongst groups.
GROUP PRESENTATION POWERPOINT SLIDES: DUE APRIL 6, 2021 @ 10 PM (PST)	
VIRTUAL PRESENTATION OF GROUP REPORT: APRIL 8, 2021 (DURING ALLOCATED CLASS TIME 12:30 – 2:30 pm)	
FINAL INSTRUCTOR FACILITATED TUTORIAL: APRIL 13, 2021	
QUIZ NUMBER FOUR: DUE APRIL 20, 2021 @ 10 PM (PST)	
VIDEO VIGNETTES: DUE APRIL 20, 2021 @ 10 PM (PST)	
GROUP FINAL PAPER: DUE APRIL 22, 2021 @ 10 PM (PST)	

- **Course Dates for 2021: Jan 12, 2021 to Apr 14, 2021**
 - Please note that the first in person meeting will be Tuesday, January 12, 2021. The first online sharing module will be available on Thursday, January 14, 2021.

UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#).

OTHER COURSE POLICIES

1. ACADEMIC INTEGRITY

Students are expected to follow UBC policies for academic integrity and academic misconduct, which includes practices around plagiarism, referencing and citation, and copyright. For more see, UBC's [Learning Commons Academic Integrity resources](#).

Marking and Submission Policies

Papers/assignments may NOT be rewritten for a higher grade. Concerns regarding grading are to be discussed with the instructor.

For the group assignments, a student representative from each group will be required to submit an electronic copy through the respective assignment portal via CANVAS. Students MAY also be asked to upload assignments into the TurnItIn system.

Students are required to comply with the detailed instructions contained in this course syllabus and on the respective assignment portals. The instructor will retain a copy of all assignments submitted in electronic format for future reference. Electronic copies of assignments must be virus free prior to submission (students are responsible for ensuring that their virus protection is effective and current). The standard format/style used for assignments is the American Psychological Association [APA] format.

Submission Deadlines

Students (and groups) are required to make every effort to complete assignments on time. Assignments are submitted electronically and must be submitted prior to the established deadline. If an extension is necessary, students must make a formal written request up to 48 hours prior to the assignment deadline. In exceptional situations, extension requests within the 48 hour period may be considered.

Late papers will have 5% of total marks for the assignment deducted for each day/partial day (including weekend days) beyond the due time. This mark reduction continues until the assignment is submitted; however, after 5 days the maximum mark that may be awarded for a late submission is capped at 60%.

Here are the key points related to submissions:

- Assignments are submitted electronically and must be submitted prior to the established deadline.
- Late assignments will have 5% deducted per day/partial day (including weekends and weekdays).
- Please contact Dr. Warburton as soon as possible (at least 48 hr prior to deadline) if you are not able to meet a deadline owing to a permissible reason (e.g., a physician's note).

Academic Honesty

- All students will be required to complete the *Honesty Pledge* prior to the submission of the first Quiz. We will follow the UBC guidelines related to academic honesty. Examples of unacceptable behaviour include:
 - Handing in assignments that are not 100% your own work without proper acknowledgement (citation).
 - Using the work of another.
 - Submitting work that has been submitted before, for any course at any institution.
 - Using answers from previous courses to assist in the completion of online quizzes.
 - Working with another person (including a classmate) in the completion of online quizzes.
- If you are unclear on what academic honesty is, see UBC's policies for academic integrity and academic misconduct. For more information see [UBC's Learning Commons Academic Integrity resources](#). Other important documents include:
 1. The Student Declaration (<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,285,0,0>)
 2. The Academic Honesty and Standards (<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,286,0,0>)
 3. The Student Conduct During Examinations (<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,41,90,0>)
- In general, minimum requested penalties for issues related to academic dishonesty will be as follows:
 - For assignments and quizzes: a mark of -100% on the assignment or quiz. Therefore, in instances of academic dishonesty, a student would receive a mark of zero (0) on an assignment or quiz.

2. LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technology: CANVAS, UBC Qualtrics. These tools will capture data about your activity and provide information that can be used to improve quality of course teaching and learning, as well as curriculum development. In this course, analytics data will be used to: (a) View overall class progress; (b) Review statistics on course content being

accessed to support improvements in the course ; (c) Track participation in quizzes and discussion forums; and (d) Assess participation in the course.

3. COPYRIGHT

All materials of this course (e.g., course study guides, lecture slides, workbooks, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner.

Course information and materials are available through UBC CANVAS. All materials posted on the course site are for noncommercial and educational purposes only. It is intended that materials are used for the sole purpose of acquiring course content knowledge and for quiz and exam preparation by currently registered students. This content may not be photocopied, distributed, and/or used in any other manner (e.g., posted to the web) without expressed written permission from the instructor and/or respective copyright holder. It is advised that all students make themselves aware of copyright restrictions at UBC (e.g., please see the Copyright link on CANVAS), especially as it relates to written work.

Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. NO course related items may be posted on online learning platforms (such as Course Hero). Recording and/or use of photography during instructor facilitated sessions is not permitted except in extenuating circumstances, which must be discussed and pre-arranged with the Course instructor.

4. CORRESPONDENCE

When corresponding with the course instructor and/or teaching assistant(s) over e-mail, please use your UBC e-mail account and include "KIN 468" in the subject heading. Use appropriate salutations and professional grammar in all e-mail correspondence. During the school week, it is our aim as your course teaching unit to respond to your e-mail within 12 hours; however, please be aware that e-mails may not be checked and/or responded to over the week-end (i.e., from 5:00 pm Friday until 9:00 am Monday) or after business hours on weekdays (i.e., before 9:00 am or after 5:00 pm). Asking course content questions through e-mail are welcome; however, question quantity should be limited in nature. In fact, many questions are better discussed in person and you may be directed to make an appointment with the course instructor if this is the case. Therefore, please manage your time appropriately throughout the semester and keep abreast of course content and approaching course deadlines.

5. ONLINE COMMUNICATIONS AND TECHNOLOGY

In this course, and throughout your program, you are expected to communicate in a respectful and professional manner. You may find it helpful to review [UBC's Distance Learning Communication Online: Netiquette](#) web page.

Blackboard Collaborate and Zoom

This course will include Blackboard Collaborate Ultra and Zoom sessions to conduct our instructor facilitated tutorials. These web conference sessions will give you opportunities to connect with your instructor(s) and other students in real-time online meetings. Be sure to use these sessions to ask any

content related questions that you may have. If you are new to Collaborate Ultra watch this [short orientation video](#)).

While laptops (and tablets) are welcomed during the instructor-facilitated tutorials, the use of such devices for verbatim transcription is counterproductive to learning and highly discouraged. In particular, our course will involve the sharing of stories from Indigenous Elders and community leaders. We ask for the utmost respect for these leaders and their personal stories. Moreover, surfing the web and checking/sending e-mails is prohibited during tutorials (unless related to the in-class discussions). Students may be asked to leave the session if their technology use is a distraction for the instructor, presenters, and/or other students.

Recording of lecture slides or shared stories (via video and/or audio methods) and photographing class tutorial materials (e.g., by using your phone) in any manner is prohibited except in extenuating circumstances, which must be discussed and pre-arranged with the course facilitator.

6. STUDENTS LEARNING OUTSIDE OF CANADA

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <https://academic.ubc.ca/supportresources/freedom-expression>).