



Enacting Social Justice and Equity in Nursing Practice N1190 | NRS-7108

Course Professors:

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N1190/NRSG7108

- a) Pick from the list of Canadian issues (see below)
- b) Choose a written format or a recorded audio/video file – 450 words max for a written format, 35 minutes for a recording.
- c) Select 3 sources from 2018 onwards. Choose one source type that is a first person lived experience (must be one of the following: story, news article, book, or blog), one example of academic research, and one source from a Canadian government body or member organization)
- d) Develop summaries of each article (150 words per article max), covering the following aspects
 - i. What is the issue, and who is most affected by it?
 - ii. How is this problem related to the social determinants of health?
 - iii. Describe one example of how discriminatory practices apply to your issue (i.e. stigma, stereotypes, systemic racism, judgements, other forms of discrimination, etc.)
 - iv. Why is this issue important to nursing?
- e) Written assignments are to be in APA format with a title page and reference list. Times New Roman font

applied to nursing practice in health care settings.

- a) Students will complete the TVIC module found at

		<p>Discuss emancipatory knowi in nursing as a means to uncover the institutional processes and structures tha producehealth and social inequities</p> <p>Describe the key concerns, values and calls for action expressed by nurses commit to social justice</p>		
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Week	Topic	Weekly Learning Objectives	Course Learning Outcome	Assessment and Evaluation
2 Jan 18	Intersectionality Theory and Social Determinants of Health: Addressing Health Inequities and Inequalities	<p>Identify the central tenets of intersectionality theory</p> <p>Identify the nurse's role in addressing health inequities</p> <p>Analyze the importance of using an intersectional lens</p>		

		context of marginalized individuals, families, and communities		
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Week	Topic	Weekly Learning Objectives	Course Learning Outcome	Assessment and Evaluation
3 Jan 25	Poverty, Housing and Economic Determinants of Health ? Guest speaker – Abe Oudshoorn	Describe the relationship between housing, health and health equity Describe the bidirectional relationship between homelessness and health outcomes Discuss a “housing first” approach Explain the relationship between poverty, health equity and health outcomes Explore the nurses’ role in addressing housing, homelessness and poverty	1,4,7	Social Justice Issue Review of Perspectives (25%)

Week	Topic	Weekly Learning Objectives	Course Learning Outcome	Assessment and Evaluation
4 Feb 1	Structural Violence and Institutional Racism in Canada	Define institutional racism Identify how existing norms, laws, and structures contribute to the “invisibility” of institutional racism Discuss the impact of institutional racism on diverse	2,4,6,7	

racialized populations, and its implications for health and healthcare seeking

Identify and discuss anti-racist interventions in healthcare settings at the individual, interpersonal, organizational, community and policy levels

Week	Topic	Weekly Learning Objectives	Course Learning Outcome	Assessment and ES937 g 92 461.64 635.5ml
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Week	Topic	Weekly Learning Objectives	Course Learning Outcome	Assessment and Evaluation
10 Mar 14	Affirming Sexuality and Gender Diversity in Healthcare	<p>Define heteronormativity, gender binary and cisgenderism and how these forces shape health and health outcomes</p> <p>Explore how gender and sexual development and change over a lifespan</p> <p>Identify gender-affirming and sexuality-affirming strategies for working respectfully with LGBTQ+2 populations</p> <p>Learn about health inequities across sexual/gender minority communities and the principles of gender affirming care in health and nursing care</p>	2,3,4,7	

Week	Topic	Weekly Learning Objectives	Course learning Outcome	Assessment and Evaluation
11 Mar 21	Group Presentations	<p>Present case studies on social justice issue & nurses' role as advocates</p> <p>Explore strategies to disrupt injustice at the individual, team, organizational and systemic levels</p>	1,2,3,4,5	Group Case Study Presentations (groups of 5) 30%

Week	Topic	Weekly Learning Objectives	Course Learning Outcome	Assessment and Evaluation
12 Mar 28	Dismantling Barriers to Health and Marginalization ? Online guest speaker – Zoe Leyland	<p>Explore stigma, marginalization, and medical gatekeeping in healthcare</p> <p>Discuss common misconceptions and myths that contribute to stigma</p> <p>Explore critical perspectives of (dis)ability/ableism</p> <p>Explore stigma, marginalization and medical gatekeeping in the context of chronic pain management</p> <p>Identify nursing strategies to reduce stigma and interrupt discrimination in healthcare and society</p>	2,4,7	0.72 rec0.48.481 re 8.75.08 642.7

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, ~~based on~~ 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

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 e raeie the

devices. Additionally, technology use in the presence of clients or agency staff may require