



## **Enacting Social Justice and Equity in Nursing Practice N1190 | NRSB-7108**

### **Course Professors:**

#### **Western Site**

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Office Hours by Appointment

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**2023 - 2024**

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**N1190/NRSG7108: Enacting Social Justice in Nursing Practice**  
**Fanshawe - Section 01 Thursdays 0900-1200 B1027**  
**Fanshawe - Section 02 Thursdays 1300-1600 B1027**  
**Western – Thursdays 0800-1100**

**Calendar Description:**

Introduction to social determinants of health, social justice and health equity are foundational components in this course. Impacts of policy, politics, power and privilege are investigated to understand how nursing and the current healthcare system have created historic inequities that continue to disadvantage and marginalize specific populations. The impact of colonizing practices is threaded throughout the course.

*Prerequisite(s): Registration in Year 1 of the Western-Fanshawe Collaborative BScN Program*

*Course Delivery: 3 lecture hours – hybrid of in person and online, synchronous and asynchronous*

*Course weight: 0.50*

**Expanded Description:**

Integral to this course is a focus on acknowledging and valuing diverse perspectives, knowledges, and histories. Students will discuss and reflect on how intersectional social identities (such as race, gender, Indigeneity, and sexuality) may be privileged over others, stigmatized, oppressed and/or marginalized to produce health inequities. Students will explore how the overreliance on a biomedical model of healthcare and use of policy, politics, power, and privilege created and continues to support historic inequities that disadvantage specific populations.

**Course Learning Outcomes:**

Successful students will be able to:

1. Identify the values and standpoint of social justice in nursing and apply it to principles of critical allyship and transformative change.
2. Describe the social determinants of health and the health consequences of neoliberalism, intersectional health inequities and structural violence.
3. Explain the social construction of gender norms and how gender-based discrimination intersects with other forms of inequalities that shape an individual's health.
4. Identify how stigma, stereotypes, systemic racism, and other forms of discrimination impact the health of individuals and populations.
5. Recognize the impact of colonization and the residential school system on the health of many First Nations, Inuit and Métis people of Canada and nursing's role in addressing the calls to action related to truth and reconciliation.

- Demonstrate knowledge of nursing actions that have the potential to transform health care in the interests of human dignity, equity, sustainability, and justice.

### Entry-to-Practice Competencies for Registered Nurses (CNO, 2019) addressed in the course

List examples of competencies that are *most* relevant to the course by number (i.e., #1.1,2.5,3.2, etc.)

- Clinician: 1.1, 1.3, 1.7, 1.15, 1.16, 1.18, 1.22, 1.23, 1.25, 1.26
- Professional: 2.1, 2.2, 2.5, 2.7, 2.12
- Communicator: 3.6
- Collaborator: 4.1, 4.3, 4.5
- Coordinator: 5.3
- Leader: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.9, 6.10, 6.11
- Advocate: 7.1, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.11, 7.14
- Educator: 8.2, 8.3, 8.5
- Scholar: 9.1, 9.2, 9.3, 9.5, 9.6, 9.7, 9.8

### Course Materials:

Required: There is no required textbook

Recommended: American Psychological Association. (2020). *Publication manual of the American Psychological Association*. (7th ed.). Washington, DC: American Psychological Association.

### Methods of Evaluation

Assignment Title	Value/Percentage	Date of submission
1. Social Justice Issue: Review of Perspectives	25%	Week 3
2. TVIC module proof of completion of sections 1 - 3 (10%) with relevant completed journal activities from module (10%)	10%	Week 5
3. Case studies on social justice issue & nurses' role as advocates - Group Assignment (groups of 5)	30%	Week 11
4. Final Exam	35%	TBD

- Perspectives of a social justice issue– 450 words max**  
(Relates to Course Learning Outcomes # 1, 2, 4, 6)

- 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, 3-5 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 post), 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 this issue?
  - 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, 12-point Times New Roman format. For audio recordings, submit an APA reference list with your audio file.

### Potential list of topics:

- Implementing a Guaranteed Universal Income
- Promoting cultural safety in public health
- Addressing stigma faced by persons with mental illness
- Addressing stigma faced by persons with disabilities
- Addressing stigma faced by persons who are obese
- Improving healthcare access/quality for mothers (consider intersecting identity, for example, young, Indigenous, etc.)
- Improving healthcare access/quality for lower-income populations
- Improving post-secondary education for racialized students/people of colour
- Preventing disparities in childhood literacy
- Addressing environmental racism in Ontario
- Addressing climate change in Canada
- Improve protections and supports for asylum seekers
- Improve protection and supports for youth experiencing homelessness
- Ageism
- Another topic chosen by student *through dialogue with the professor*

## 2. TVIC module proof of completion with relevant completed journal activities from module

(Relates to Course Learning Outcomes # 1, 2, 4, 5, 6)

The purposes of this assignment are for you to learn, reflect on, and demonstrate your understanding of the concept of Trauma and Violence Informed Care and how it can be

applied to nursing practice in health care settings.

- a) Students will complete the TVIC module found at <https://courses.cpe.ubc.ca/browse/ubcv/faculty-of-applied-science/nursing/equip/courses/tvicfoundations>
- b) Students will then submit proof of completion of the module along with the associated journal activities that are completed throughout the module
- c) Please consult the course website for more information

### 3. Group presentations of case studies on a social justice issue & nurses' role as advocates (groups of 5)

(Relates to Course Learning Outcomes # 1, 2, 4, 5, 6)

- a) Present a case study of discrimination in nursing practice (real or constructed)
- b) Describe two principles that have been taught in this course that are related to your case and explain how they are connected
- c) Create an action plan in response to this case – present one action that can be done to address this scenario at the individual level, organizational level, and systemic level (three actions total) and explain how they will make an impact
- d) Each group will have 15 minutes to present during class – all group members must have a turn speaking during the presentation
- e) You will be marked on the presentation by a group of your peers

### 4. Final exam

(Relates to Course Learning Outcomes # 1, 2, 3, 4, 5, 6)

- a) The final exam will be completed after the conclusion of the course during the April examination period. **Do not book personal/travel plans until the final exam schedule is posted.** The date and time for the exam will be released from the Office of Registrar.

### Weekly Class Schedule

Week	Topic	Weekly Learning Objectives	Course Learning Outcome	Assessment and Evaluation
1 Jan 9	<b>Social Justice in Nursing: Historical Legacy, Core Values and Vision</b>	Explore the meaning of health and the right to health  Define social justice and its relationship to nursing and key nursing leaders active in social justice	1	

		<p>Discuss emancipatory knowing in nursing as a means to uncover the institutional processes and structures that produce health and social inequities</p> <p>Describe the key concerns, values and calls for action expressed by nurses committed to social justice</p>		
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<b>Week</b>	<b>Topic</b>	<b>Weekly Learning Objectives</b>	<b>Course Learning Outcome</b>	<b>Assessment and Evaluation</b>
<p><b>2</b></p> <p><b>Jan 18</b></p>	<p><b>Intersectionality Theory and Social Determinants of Health: Addressing Health Inequities and Inequalities</b></p>	<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 when exploring health inequities in nursing.</p> <p>Describe the interlocking relationship between public policies and the determinants of health inequities</p> <p>Define the concepts of privilege and oppression and explore their interconnectedness to social and health outcomes</p> <p>Discuss nurses’ role in relation to the sociopolitical determinants of health in the</p>	<p>1, 2, 3, 4, 6</p>	

		context of marginalized individuals, families, and communities		
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Week	Topic	Weekly Learning Objectives	Course Learning Outcome	Assessment and Evaluation
<b>3</b> <b>Jan 25</b>	<b>Poverty, Housing and Economic Determinants of Health</b>  ? 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
<b>4</b> <b>Feb 1</b>	<b>Structural Violence and Institutional Racism in Canada</b>	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	

		<p>racialized populations, and its implications for health and healthcare seeking</p> <p>Identify and discuss anti-racist interventions in healthcare settings at the individual, interpersonal, organizational, community and policy levels</p> <p>Define and discuss structural violence and its link to health equity</p> <p>Discuss examples of structural violence across society and examples of policy change to address structural violence</p> <p>Explore the nurse's role in addressing structural violence and institutional racism</p>		
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<b>Week</b>	<b>Topic</b>	<b>Weekly Learning Objectives</b>	<b>Course Learning Outcome</b>	<b>Assessment and Evaluation</b>
<b>5 Feb 8</b>	<b>Introducing TVIC and Self-Advocacy</b>	<p>Define the various types of trauma and violence and their impacts on individuals</p> <p>Define the principles of TVIC</p> <p>Explore how TVIC can be implemented in nursing practice</p> <p>Discuss barriers to implement TVIC and how to overcome them</p> <p>Explore the concept of self-advocacy</p>	1, 2, 6	TVIC Module and Associated Learning Activities (10%)



Week	Topic	Weekly Learning Objectives	Course Learning Outcome	Assessment and Evaluation
6 Feb 15	<b>Selected Issues in Women's Health</b>	<p>Intimate Partner Violence</p> <p>Describe historical issues of inequities in women's health Gain a critical understanding of social and political factors that shape women's health and construction of gender and gender roles</p> <p>Discuss examples of reproductive injustice as faced by diverse populations and broaden understanding of women's choices</p> <p>Identify policies and practices that can promote women's health in nursing care</p> <p>Explore nursing strategies to promote health and justice towards women's health</p>	2,3,7	

**Week 7 – Feb 22 – Reading Week – No Class this Week!**

Week	Topic	Weekly Learning Objectives	Course Learning Outcome	Assessment and Evaluation
8 Feb 29	<b>Decolonization, Indigenization &amp; Reconciliation</b>	Discuss the ways in which the determinants of health and colonial systems influence the	1,2,5,7	Policy Brief Part 1: Annotated Bibliography (10%)

	? guest speaker – Sara Mai Chickadee	<p>capacity for health of Indigenous peoples</p> <p>Discuss Indigenous movements that have contributed to decolonization and Indigenization and consider their contributions to climate justice</p> <p>Explore the meaning of trauma, colonial trauma and violence, and its implications for nursing practice</p> <p>Demonstrate knowledge of strategies to affirm nursing’s commitment to reconciliation</p>		
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Week	Topic	Weekly Learning Objectives	Course Learning Outcome	Assessment and Evaluation
9 Mar 7	<p><b>Migration, border violence and nurses’ role</b></p> <p>? Guest Speaker Susana Cajax</p>	<p>Define immigrant, refugee, and other populations of displaced persons</p> <p>Explain the history of borders in constructing a Eurocentric and colonial Canadian identity</p> <p>Explore how legacies of colonialism, nationalism and racism shape health and social care of immigrant, refugee, and racialized populations</p> <p>Outline nurses’ role in addressing anti-migrant racism and demonstrating allyship with displaced persons</p>	1,4,7	

<b>Week</b>	<b>Topic</b>	<b>Weekly Learning Objectives</b>	<b>Course Learning Outcome</b>	<b>Assessment and Evaluation</b>
<b>10</b> <b>Mar 14</b>	<b>Affirming Sexuality and Gender Diversity in Healthcare</b>	<p>Define heteronormativity, gender binary and cisgenderism and how these forces shape health and health outcomes</p> <p>Explore how gender and sexuality develop 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	

<b>Week</b>	<b>Topic</b>	<b>Weekly Learning Objectives</b>	<b>Course learning Outcome</b>	<b>Assessment and Evaluation</b>
<b>11</b> <b>Mar 21</b>	<b>Group Presentations</b>	<p>Present case studies on social justice issue &amp; 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	<p><b>Dismantling Barriers to Health and Marginalization</b></p> <p>? Online guest speaker – Zoe Leyland</p>	<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	

### 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 as follows:

#### Fanshawe:

Under content on the Collaborative Nursing Program Homeroom site (NSG3-HR) on Fanshawe online/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 7<sup>th</sup> edition of the *Publication manual of the American Psychological Association* (2020). All other types of writing will follow APA (7<sup>th</sup> 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](http://owl.uwo.ca) and Fanshawe in Virtual Home Room [www.fanshaweonline.ca](http://www.fanshaweonline.ca)

### ***Online Proctoring***

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

### **Electronic Devices**

Electronic devices are useful in assisting with the teaching/learning process in both classroom and professional practice settings. In the classroom or praxis setting, devices should be used in a manner that is not distracting to others or oneself. In professional practice placement settings, please abide by the policies set by the agency about use of social media, internet, and handheld

devices. Additionally, technology use in the presence of clients or agency staff may require explanation as to its use as part of professional practice (e.g., a drug guide on a smart phone).

### **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.