

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

Course Professors:

Western Site

Shokoufeh Modanloo

smodanlo@uwo.ca

Office Hours by Appointment

Fanshawe Site

Jhall@fanshaweonline.ca

Office Hours by Appointment

Winter 2025

Copyright © 2023 The University of Western Ontario and Fanshawe College.

All rights reserved. This book is protected by copyright. No part of it may be reproduced, stored in a retrieval system, or transmitted in any form or by any means - electronic, mechanical, photocopying, recording, or otherwise - without written permission from The University of Western Ontario, London, Ontario N6A 3K7 or Fanshawe College, 1001 Fanshawe Blvd., P.O. Box 7005, London, Ontario N5Y 5R6.

N1190/NRS-G-7108: Enacting Social Justice in Nursing Practice

Fanshawe – Thursdays
Western – Thursdays

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 - 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.
6. Demonstrate knowledge of nursing actions that have the potential to transform health care in the interests of human dignity, equity, sustainability, and justice.
7. Articulate the principles of environmental justice and the interconnections between environmental factors, climate change, and human health.

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.)

1. Clinician: 1.1, 1.3, 1.7, 1.15, 1.16, 1.18, 1.22, 1.23, 1.25, 1.26
2. Professional: 2.1, 2.2, 2.5, 2.7, 2.12
3. Communicator: 3.6
4. Collaborator: 4.1, 4.3, 4.5
5. Coordinator: 5.3
6. Leader: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.9, 6.10, 6.11
7. Advocate: 7.1, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.11, 7.14
8. Educator: 8.2, 8.3, 8.5
9. 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. TVIC module proof of completion of sections 1 – 3 with relevant completed journal activities from module	15%	Week 5 Feb 6, 2025, 11:55 PM
2. Indigenous Bundle: In Class Assignment	15%	Week 8 Pre-reflection Forum Discussion Posts (Feb 26, 2025, 11:55 PM) Post-reflection Forum Discussion Posts (March 5, 2025, 11:55 PM)
3. Social Justice Issue: Review of Perspectives	30%	Week 11 March 20, 2025, 11:55 PM
4. Final Exam	40%	TBD

1. Trauma- and Violence-Informed Care (TVIC) module proof of completion with relevant completed Notebook

(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 in their content folder for week 5 on course site <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 **TVIC Foundations Notebook** that is completed throughout the module. The notebook is available in the content folder of Week 5 on your course site
- c) Please consult the course website for more information

2. Indigenous Bundle: In Class Assignment (15%)

This assignment involves engaging with the "Orientation to Indigenous Knowledge" digital curriculum module by Brunette-Debassige, C. (2022), part of the "Maatookiiying gaa-miinigoowiziying (Sharing our gifts)" series at Western University. The bundle introduces learners to the unique nature of Indigenous knowledges (IKs). The videos in this bundle are gifted to you with the intention of them being used in their entirety. To respect this gift, students are expected to view the videos fully (total viewing time: approximately 77 minutes).

Evaluation:

- **Class Attendance and Participation: 5%**
- **Pre-Reflection Discussion Forum Posts: 5%**
- **Post-Reflection Discussion Forum Posts: 5%**

Steps to Complete the Assignment:

1. Complete Pre-Reflection Questions (5%): Post two responses in the forum:

- a. Answer one of the pre-reflection questions:

Pre-Reflection Questions:

- What is your relationship and understanding of Indigenous knowledges?
- Where do you think IKs originate? Where are IKs held, and how are they maintained and shared?
- What are the dominant Euro-Western ways of learning, sharing, and producing knowledge of which you are aware?

- b. Respond to one of your classmate's posts, providing feedback or elaborating on the points they raised.

2. In-Class Participation (5%)

- attend the class session where we will review the content of the bundle together.
- Participate in discussions and activities related to the bundle content.

3. Post-Class Reflection (5%):

a. Complete Post-Reflection Questions:

- i. Post two responses in the forum:

1. Answer one of the post-reflection questions below.
2. Respond to one of your classmate's posts, reflecting on their insights and providing additional thoughts.

ii. Post-Reflection Questions:

1. What new insights have emerged for you from the readings and videos? Do any particular learnings stand out in your mind?
2. What assumptions did you previously hold about Indigenous knowledges? How has the bundle and readings broadened and shifted those understandings?
3. How do you think Indigenous knowledges have been limited (and continue to be limited) by Euro-Western colonial systems of power?
4. How have Indigenous peoples' voices been historically misunderstood and misrepresented in Euro-Western education systems?
5. Thinking broadly, what are the differences between Indigenous and Euro-Western paradigms and epistemologies? Can you compare Indigenous and Euro-Western systems of knowledge and highlight how they may converge and diverge?
6. Why is it important to strategically use but also complicate Indigenous/Euro-Western binary constructs?
7. Can you cite examples of Indigenous scholars integrating diverse knowledges and paradigms? (e.g., Ermine, 2007, ethical space of engagement; Michie et al., 2018; Etuapmunk/two-eye seeing; Nakata, 2000, cultural interface)

3. **Perspectives of a social justice issue**—Double-spaced: Maximum 3 pages excluding reference page and title page (approximately 750 words)
(Relates to Course Learning Outcomes # 1, 2, 4, 6)

- a) Select from the list of Canadian issues (see below)
- b) Choose a written format or a recorded audio/video file – 750 words max for a written format, 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) Read or listen to each source carefully to fully understand the content. Write a brief summary of the main points from each source. Reflect on how you interpret the information and its relevance to the social justice issue. Use your critical thinking skills to analyze the credibility, perspective, and impact of each source.
- e) Further develop your analysis, 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?
- f) 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 living in larger bodies
- 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*

4. Final exam

(Relates to Course Learning Outcomes # 1, 2, 3, 4, 5, 6, 7)

- 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	Social Justice in Nursing: Historical Legacy, Core Values and Vision	Explore the meaning of health and the right to health	1	

		<p>Define social justice and its relationship to nursing and key nursing leaders active in social justice</p> <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>		
--	--	---	--	--

Week	Topic	Weekly Learning Objectives	Course Learning Outcome	Assessment and Evaluation
-------------	--------------	-----------------------------------	--------------------------------	----------------------------------

2 Jan 16	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 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 context of marginalized individuals, families, and communities</p>	1, 2, 3, 4, 6	
-------------------------------------	--	---	---------------	--

Week	Topic	Weekly Learning Objectives	Course Learning Outcome	Assessment and Evaluation
3 Jan 23	Poverty, Housing and Economic Determinants of Health	<p>Describe the relationship between housing, health, and health equity</p> <p>Describe the bidirectional relationship between homelessness and health outcomes</p> <p>Discuss a "housing first" approach</p>	1,4,7	

		<p>Explain the relationship between poverty, health equity and health outcomes</p> <p>Explore the nurses' role in addressing housing, homelessness and poverty</p>		
--	--	--	--	--

Week	Topic	Weekly Learning Objectives	Course Learning Outcome	Assessment and Evaluation
<p>4</p> <p>Jan 30</p>	<p>Structural Violence and Institutional Racism in Canada</p>	<p>Define institutional racism</p> <p>Identify how existing norms, laws, and structures contribute to the “invisibility” of institutional racism</p> <p>Discuss the impact of institutional racism on diverse 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>	<p>2,4,6,7</p>	

Week	Topic	Weekly Learning Objectives	Course Learning Outcome	Assessment and Evaluation
5 Feb 6	Introducing TVIC and Self-Advocacy	<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 (15%)

Week	Topic	Weekly Learning Objectives	Course Learning Outcome	Assessment and Evaluation
6 Feb 13	Selected Issues in Women's Health	<p>Intimate Partner Violence</p> <p>Describe historical issues of inequities in women's health</p> <p>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>	2,3,6	<p>Gust Speaker: Dr. Jodi Hall; Class will be online starts at 11 am</p> <p>Zoom link</p>

		Explore nursing strategies to promote health and justice towards women's health		
--	--	---	--	--

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

Week	Topic	Weekly Learning Objectives	Course Learning Outcome	Assessment and Evaluation
8 Feb 27	Decolonization, Indigenization & Reconciliation	<p>Discuss the ways in which the determinants of health and colonial systems influence the 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>	1,2,5,6	Orientation to Indigenous Knowledges (15%)

Week	Topic	Weekly Learning Objectives	Course Learning Outcome	Assessment and Evaluation
9 Mar 6	Migration, border violence and nurses' role	Define immigrant, refugee, and other populations of displaced persons	1,4,6	Guest Speaker: Dr. Shokoufeh Modanloo, Online Zoom at 11 am

		<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>		
--	--	--	--	--

Week	Topic	Weekly Learning Objectives	Course Learning Outcome	Assessment and Evaluation
10 Mar 13	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 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>	2,3,4,6	

Week	Topic	Weekly Learning Objectives	Course learning Outcome	Assessment and Evaluation
------	-------	----------------------------	-------------------------	---------------------------

11 Mar 20	Embracing Diversity: Understanding and Supporting Individuals with Diverse Abilities	<p>Explore critical perspectives of (dis)ability/ableism</p> <p>Explore stigma, marginalization, and medical gatekeeping in healthcare</p> <p>Discuss common misconceptions and myths that contribute to stigma</p>	1,2,3,4,5,6	<p>Social Justice Issue: Review of Perspectives (30%)</p> <p>Guest Speaker: Elizabeth Mohler https://elizabethmohler.ca/ Online Over Zoom at 11 am</p>
----------------------------	--	---	-------------	---

Week	Topic	Weekly Learning Objectives	Course Learning Outcome	Assessment and Evaluation
12 Mar 27	Environmental Justice and Climate Change	<p>Discuss the interconnections between environmental factors, climate change, and human health</p> <p>Discuss principles of environmental justice and propose how nurses can advocate for healthy public policy.</p> <p>Examine the disproportionate impacts of climate change and environmental hazards on marginalized communities</p>	1,2,6, 7	In Class Viewing: There's Something In The Water: Environmental Racism in Indigenous & Black Communities, 2019
13 Apr 3	Exam Review	a comprehensive final exam review session		Online Over Zoom

		cover all the essential topics and sections included in the final exam. go over sample questions, highlight important sections, and provide tips on how to approach different topics of study		
	Final Exam (40%)	Exam week		

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/d2l/le/content/101482/viewContent/12227152/View>

School of Nursing Policies:

<https://www.fanshaweonline.ca/d2l/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

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.