



Western
Arthur Labatt Family
School of Nursing



FANSHAWE
School of Nursing

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

Course Professors:

Western Site

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Office Hours by Appointment

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N1190/NRSG7108: Enacting Social Justice in Nursing Practice

Fanshawe site: Tuesday 1300-1600hrs

Western site: Thursday 1330-1630hrs

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 | 10% | Week 3 Friday January 23 rd , 11:59pm |
| 2. Indigenous Learning Bundle: In Class Assignment Indigenous Lands, Spaces and Places | 15% | Week 5 Notebook submission In Class |
| 3. Midterm | 20% | Week 8 In Class |
| 4. Unessay assignment: Migration Intersectional Health Justice | 25% | Week 11 Friday March 20 th 11:59pm |
| 5. Final Exam | 30% | TBD |

1. Trauma- and Violence-Informed Care (TVIC) module proof of completion with relevant completed Notebook (10%)

(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 Assignments content folder on the course site
- b) Students will then submit the associated **TVIC Foundations Notebook**
- c) Please consult the course website for more information

2. Indigenous Learning Bundle: Notebook submission end of class (15%)

This assignment involves engaging with the "Indigenous Lands, Spaces and Places " digital curriculum module by Sakihitowin Awasis (2022), part of the "Maatookiiying gaa-miinigoowiziying (Sharing our gifts)" series at Western University. The bundle includes five videos that introduce the differences and interrelationship between land, space, and place. The videos in this bundle are gifted to you with the intention of them being used in their entirety.

Details

During class, students will be introduced to an Indigenous bundle and guided through a facilitated learning experience. Students are asked to engage attentively and respectfully, taking notes during the class that record their personal reflections on their learning. After all contents of the bundle are presented, time will be given to students to gather in small groups to share their learning with one another. This will also provide time to expand understandings of the bundle.

At the end of the class, students will submit their written reflections in the notebook provided. The reflections should focus on what was learned through the experience of witnessing and engaging with the bundle, how the teachings connect to course themes, and any personal or professional insights that emerge. This is a reflective evaluation grounded in presence, listening, and relational learning that is core to respectful relationship building.

Evaluation: Notebook submission at end of class (15%) - See assignment outline posted on brightspace/FOL

3. Midterm Exam – 20%

4. Unessay Assignment: Creative Expression of Migration and Intersectional Health Justice (25%)

Description: This assignment invites you to creatively express what you've learned about newcomer health, migration justice, and related intersectional social justice issues through an artistic piece. Instead of writing a traditional essay, you will submit a creative project that reflects your understanding of the module "*Health & Wellbeing of Newcomers: An Equity-Oriented Approach*", which explores migration, displacement, border violence, health equity, and culturally safe care. This module is part of **Migration Justice Week** and will be facilitated by a guest speaker Dr. Shokoufeh Modanloo. Your work should focus on newcomer health and migration justice, or explore intersections with other social justice issues impacting the health and wellbeing of newcomer communities such as climate justice, dispossession of land, political conflict, mental health, reproductive justice, women's rights, etc.

What is an Unessay? An Unessay is an arts-based project that allows you to express ideas creatively while demonstrating critical thinking. You can choose any medium—painting, drawing, sculpture, poetry, music, podcast, video, mixed media, or fabric art. The goal is to combine creativity with scholarly insight and show how your art reflects what you learned in the module and the course overall.

Step 1: Choose Your Topic

- Select a theme related to newcomer health and migration justice (or an intersection with another social justice issue).
- Make sure your topic connects to the module learnings: Migration and displacement; Border violence and belonging; Displacement as a determinant of health; Creating culturally safe healthcare spaces

Step 2: Do Your Research

- Gather information from at least three sources: A lived experience (story, blog, news article, or book); An academic research article; A Canadian government or advocacy organization resource
- Note: These sources are for your own understanding and inspiration. You do not need to submit them, but you may reference them in your reflection.

Step 3: Create Your Art

- Decide on your medium (painting, sculpture, poem, podcast, video, etc.).
- Plan your concept:
 - Message:* What story or idea do you want to share?
 - Emotion:* How will your piece make people think or feel?
 - Connection:* How does your art relate to your research and the module?
- Create your piece! Be thoughtful and intentional.

Step 4: Write a Reflection (Maximum 1 Page)

- After finishing your art, write a one-page reflection that includes:
- What you created and why.
- The key messages or emotions you aim to convey.
- How this process helped you understand newcomer health and migration justice.

- Include an APA-style reference list for your sources.

Step 5: Submit Your Work

- Submit your art piece and your reflection.
- If your art is a performance or spoken word, include a clear recording.

Consenting Students will be invited to participate in a research evaluation study and a public art exhibition to share their work with peers and community members. Participation in the study and exhibition is optional.

For any questions related to this assignment, module, or research study, please contact Dr. Shokoufeh Modanloo directly at smodanlo@uwo.ca.

5. Final Exam (30%)

(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 Fanshawe: Jan 6 Western: Jan 8 | Social Justice in Nursing: Historical Legacy, Core Values and Vision | <p>Explore the meaning of health and the right to health</p> <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> | 1 | |

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| Week | Topic | Weekly Learning Objectives | Course Learning Outcome | Assessment and Evaluation |
|--|---|---|--------------------------------|--|
| <p>2</p> <p>Fanshawe: Jan 13</p> <p>Western: Jan 15</p> | <p>Intersectionality Theory and Social Determinants of Health: Addressing Health Inequities and Inequalities</p> | <p>Identify the central tenets of intersectionality theory</p> <p>Identify the nurse’s role in addressing health inequities</p> <p>Review trauma and violence informed care and introduce TVIC module</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> | <p>1, 2, 3, 4, 6</p> | <p>Introducing TVIC Module (to be submitted January 23)</p> |

| Week | Topic | Weekly Learning Objectives | Course Learning Outcome | Assessment and Evaluation |
|--|--|--|--------------------------------|---|
| <p>3</p> <p>Fanshawe: Jan 20</p> <p>Western: Jan 22</p> | <p>Poverty, Housing and Economic Determinants of Health</p> | <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> <p>Explain the relationship between poverty, health equity and health outcomes</p> <p>Explore the nurses’ role in addressing housing, homelessness and poverty</p> | 1,4,7 | <p>TVIC Module due January 23 11:59 pm</p> |

| Week | Topic | Weekly Learning Objectives | Course Learning Outcome | Assessment and Evaluation |
|--|--|---|--------------------------------|----------------------------------|
| <p>4</p> <p>Fanshawe: Jan 27</p> <p>Western: Jan 29</p> | <p>Structural Violence and Institutional Racism in Canada</p> | <p>“Everybody’s Work” film</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> | 2,4,6,7 | |

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| | | <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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| Week | Topic | Weekly Learning Objectives | Course Learning Outcome | Assessment and Evaluation |
|--|---|---|--------------------------------|---|
| <p>5</p> <p>Fanshawe: Feb 3</p> <p>Western: Feb 5</p> | <p>Decolonization, Indigenization & Reconciliation</p> | <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</p> | <p>1, 2, 6</p> | <p>Notebook to be submitted at end of class</p> |

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| | | <p>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 |
|--|---|---|-------------------------|--|
| <p>6</p> <p>Fanshawe:</p> <p>Feb 10</p> | <p>Selected Issues in Reproductive Justice</p> | <p>“Vessel” viewing</p> <p>Reproductive Justice</p> <p>Describe historical roots of the social, political and cultural issues that drive inequities in access to reproductive health care services. Gain a critical understanding of social and political factors that shape reproductive health options and outcomes.</p> <p>Discuss examples of reproductive injustice as faced by diverse populations</p> <p>Identify policies and practices that can promote equitable access</p> | <p>2,3,6</p> | <p>Gust Speaker: Dr. Jodi Hall; Class will be online starts at 1pm</p> <p>Zoom link to be posted on course site.</p> <p>Western site: option to join Zoom class with Fanshawe on Tuesday February 10th at 1pm. If unable to attend, be sure to watch the uploaded video after it is posted. No class onsite for Western site on Thursday Feb 12th.</p> |

Week 7 – Feb 16 -20 Reading Week – No Class this Week!

| Week | Topic | Weekly Learning Objectives | Course Learning Outcome | Assessment and Evaluation |
|---|----------------|--|-------------------------|---------------------------|
| 8 Fanshawe Feb 24 Western: Feb 26 | Midterm | Fanshawe site: Midterm Feb 24 th 4-6pm T1003 Western site: Midterm Feb 26 th in class | 1,2,5,6 | 15% |

| Week | Topic | Weekly Learning Objectives | Course Learning Outcome | Assessment and Evaluation |
|------------------------------------|--|---|-------------------------|---|
| 9 Western: Mar 5 | Migration, border violence and nurses' role | Define immigrant, refugee, and other populations of displaced persons Explain the history of borders in constructing a Eurocentric and colonial Canadian identity Explore how legacies of colonialism, nationalism and racism shape health and social care of immigrant, refugee, and racialized populations Outline nurses' role in addressing anti-migrant racism and demonstrating allyship with displaced persons | 1,4,6 | Guest Speaker: Dr. Shokoufeh Modanloo, Online Zoom – no in person option. Fanshawe site: option to join Zoom class with Western on Thursday March 5 th at 1:30pm. If unable to attend, be sure to watch the posted video after it is posted. No onsite, synchronous class for Fanshawe site on Tuesday March 3 rd |

| Week | Topic | Weekly Learning Objectives | Course Learning Outcome | Assessment and Evaluation |
|------|-------|----------------------------|-------------------------|---------------------------|
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| <p>10</p> <p>Fanshawe: Mar 10</p> <p>Western: Mar 12</p> | <p>Affirming Sexuality and Gender Diversity in Healthcare</p> | <p>Define heteronormativity, gender binary and cisgenderism and how these forces shape health and health outcomes</p> <p>Explore how gender, gender identities, and sexualities 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> | <p>2,3,4,6</p> | |
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| Week | Topic | Weekly Learning Objectives | Course learning Outcome | Assessment and Evaluation |
|---|--|---|--------------------------------|--|
| <p>11</p> <p>Western: Mar 19</p> | <p>Embracing Diversity: Understanding and Supporting Individuals with Diverse Abilities</p> | <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> | <p>1,2,3,4,5,6</p> | <p>Unessay: Migration and Intersectionality (25%)</p> <p>Guest Speaker: TBA</p> <p>Online Over Zoom on Mar 19 at 1:30pm</p> <p>Fanshawe site: option to join Zoom class with Western on Thursday March 19th at 1:30pm. If unable to attend, be sure to watch the</p> |

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| | | | | video after it is posted. No onsite, synchronous class the Fanshawe site on March 17 th , 2025 |
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| Week | Topic | Weekly Learning Objectives | Course Learning Outcome | Assessment and Evaluation |
|---|--|---|-------------------------|---|
| 12 Fanshawe: Mar 24 Western: Mar 26 | 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 | <p>Viewing: There's Something in the Water: Environmental Racism in Indigenous & Black Communities, 2019</p> <p>Refer to Week 12 content folder for this week's content</p> |
| 13 Fanshawe: Mar 31 Western: April 2 | Exam Review | | | |
| | Final Exam (30%) | 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/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 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

Midterm Examination Make-Up

A single make-up midterm examination will be offered only to students with documented extenuating circumstances, as approved by both the academic advisor and the course instructor. Students who are unable to attend the scheduled make-up examination will not be granted an additional sitting. In such cases, the midterm examination may be reweighted to the final examination, or the assessment may be completed during the next offering of the course, at the discretion of the course instructor.

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.