



NUR480: Critical Perspectives in Global Health Nursing: An Elective Practicum: 2015

Faculty:	Freida Chavez RN, MHSc, DNP
Contact:	Office: HS 368/ Tel: 416- 978- 2854/ E-mail: freida.chavez@utoronto.ca
Course Schedule:	Six 2 hour preparatory seminars from February to June Clinical practice, 4 weeks full- time in July and August Post-trip debriefing meeting in August/September (date & time TBD)
Course Weighting:	Non-credit (will appear on official transcript)
Prerequisite:	Completion of all course requirements for BScN

Course Description:

This elective course provides an opportunity for an enriched, independent experience of clinical practice at the level of novice nurse, in a resource- constrained setting. The purpose of this course is to facilitate understanding of global health issues, social determinants of health, and provision of health care services to marginalized communities. Constant reflexivity, use of a critical lens guided theoretically by a post-colonial feminist perspective, placements will focus on primary health care principles, in urban and rural settings in India through LSBFoN's established connection with the Catholic Health Association of India (CHAI) <http://www.chai-india.org>.

The format consists of six preparatory seminars (first four are interprofessional) addressing the above mentioned concepts, four weeks of clinical practice, Blackboard discussions, one post-trip debriefing meeting, and evaluations. Students are expected to attend all seminars and develop learning objectives prior to clinical placements. Clinical practice will focus on priority areas identified by host placement agencies. Preceptors in placements will work in partnership with faculty members to supervise students and give feedback on their practice. Faculty members will be available by email, telephone and Skype for ongoing support during the placement. During the clinical placement, students are also expected to participate in reflective journaling. Upon completion of the placement, a reflective summary must be submitted, and students will be asked to share their experiences with prospective students.

Course Objectives:

- To introduce students to theoretical concepts and ethical issues relevant to global health , particularly post –colonial feminism as a guiding framework
- To give students the opportunity to integrate nursing knowledge, demonstrate competency in providing nursing care, and exercise sound clinical and ethical decision-making as novice health professionals,
- To support students in exploring, with clinical preceptors and clients, appropriate and viable strategies for practically managing primary health care issues,
- To encourage critical analysis of the social determinants of health affecting individual clients and communities through self reflection, and preceptor, peer, and faculty supervision and feedback.

Course Requirements:

- Completion of learning objectives which will be reviewed by faculty prior to placement and clinical preceptor during placement,
- Attendance at all pre-departure seminars with both theoretical and practical components through winter and spring terms,
- Weekly updates of journals during placement sent to faculty,
- Attendance & participation in full time clinical practice, for 4 weeks in placement setting,
- Completion of a reflective summary submitted on the last day of placement,
- Completion of course and self-evaluations,
- Participation in post-trip debriefing meeting.

Student Learning Objectives:

Students will draft learning objectives and share them with faculty member and CHAI preceptors prior to departure. The objectives will be further refined with preceptor in placement setting.

It is recommended that students' learning objectives be written with attention to course objectives and personal learning goals. As commonly understood, objectives should be worded as action oriented statements that are measurable and can be realistically achieved within the specified time frame.

Journaling:

Many aspects of students' experiences in the clinical placement may not be easily committed to memory given the amount and variety of what they will be seeing and doing in each particular setting. Writing, therefore, is suggested as one of the most immediate ways of capturing these experiences (both personal and professional) and reactions to them. It is expected that students will keep a journal that has a minimum of weekly entries. The form that these entries take is up to the individual student - some examples are a hand-written notebook, typed notes in Word format, descriptive email messages, blogs, or entries on Facebook. Since students may write however they choose, the following are only suggestions for structuring the entries:

- Daily log of activities,
- Incidents of critical learning (personal or professional),
- Highlights of excellent practice,
- Stories that bring theoretical concepts to life,
- Direct experiences of demonstrated colonialism (or neo-colonialism), oppression, inequity,
- Descriptions of new cultural understandings of health, illness, treatment & healing,
- 'Photo diary' (pictures & accompanying description of particular people, places and situations that tell a story), drawings, music or other forms of art,
- Ethical challenges or dilemmas.

Reflective Summary:

Students are expected to submit a four- page reflective summary evaluation upon return from clinical placement. How you choose to format this summary is up to you. You may focus on a particular concept discussed in the pre-placement seminars in relation to examples from your practice in the placement setting, or provide a more descriptive overview of the entire placement. Again, we encourage you to think creatively, perhaps include photos or drawings if you like. How you choose to organize the paper is up to you, however the summary must somehow speak to a learning opportunity (ies) you experienced, and/or a challenge(s) experienced in the placement (not logistical/ practical related to course, but rather intrapersonal/professionally- related), for example - encounters/ experiences that caused you to reflect on yourself, your nursing practice, the nursing profession, health care, etc.

Student Learning Portfolio: (recommended, not required)

Registered Nurses are accountable to provide documentation of their learning and their skills for the CNO and it is in your best interest to begin this process during your undergraduate program. A learning portfolio may also be useful if you move to another country for work or have plans for graduate school as portfolio materials may be requested in applications for such endeavours.

Given the unique opportunity for students in developing their career, the purpose of a student learning portfolio is:

- To provide a medium to demonstrate learning in this placement as part of cumulative learning in the BScN program,
- To demonstrate accomplishments of personal learning objectives in this course,
- To prepare for the College of Nurses of Ontario (CNO) Reflective Practice mandate for all Registered Nurses.

Students can be creative in their presentation of their portfolio. Contents should be organized in terms of the professional standards of the CNO and/or the Community Health Nursing Interest Group.

Suggested materials include:

- Course outline, personal learning objectives, & strategies to meet them,
- Reflective journal entries & reflective summary,
- Evaluations (self, peers, community members, preceptors, faculty),
- Copies of materials you prepared in placement (e.g. teaching tools, posters, pamphlets),
- Any materials that reflect learning and accomplishments (e.g. photos, client cards/letters).

Seminars:

These seminars are intended to build on your previous related coursework. Preparation for seminars will involve *required* readings. Changes to schedule may be necessary and students will be notified.

Date 2015	Topic	Facilitator(s)
Tuesday, Feb. 3 5:00- 7:00PM Rm 270 (155 College Street)	Introduction to Interprofessional Education, Collaborative Practice Core Concepts and Ethical Considerations	Freida Chavez, Debra Cameron
Tuesday Feb 24 5:00-7:00pm Rm 270 (155 College Street)	Post-Colonial Feminism as a Framework for Health Practice Developing a Critical Perspective on Disability and Global Health	Freida Chavez, Debra Cameron
Tuesday March 2 5:00-7:00PM Rm 208 (155 College Street)	Infectious and Non-communicable Diseases	Adrienne Chan, Freida Chavez, Debra Cameron
Tuesday March 10 5:00-7:00PM (Safety Abroad Office)	Safety Abroad	Julienne Lottering, Freida Chavez, Debra Cameron
Tuesday April 7 4.30-6.30PM Rm270 (155 College Street)	- India Health System - Meeting with past NUR480 students	Freida Chavez, past NUR480 students
Thursday May 21	- India Health System (con't)	Freida Chavez

3-4.30PM Rm 208 (155College Street)	- Logistical pre-departure details	
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Readings - Session I

Introduction to Interprofessional Education, Collaborative Practice

Huynen, Martens, Hilderink (2005) "The health impacts of globalisation: a conceptual framework." *Globalisation and Health* 1(14) doi:10.1186/1744-8603-1-14

Chavez, F. (2013) Interprofessional Collaborative Practice in Primary Health Care: Nursing and Midwifery Perspectives: Six Case Studies. *Human Resources for Health Observers, Issue 13*. WHO.

Frenk, J., Chen, L., Bhutta, Z., Cohen, J., Crisp, N., Evans, T., Fineburg, H., Garcia, P., Ke, Y., Kelley, P., Kistnasamy, B., Meleis, A., Pablos Mendez, A., Reddy, S., Scrimshaw, S., Sepulveda, J., Serwadda, D., & Zurayk, H. (2010). Health professionals for a new century: transforming education to strengthen health systems in an interdependent world. *The Lancet*, 376(9756), 1923-1958.

Core Concepts and Ethical Considerations

Crump, J.A., Sugarman, J., Working Group on Ethics Guidelines for Global Health Training (WEIGHT). (2010). Ethics and best practice guidelines for training experiences in global health. *The American Journal of Tropical Medicine and Hygiene*, 83: 1178-1182. DOI: 10.4269/ajtmh.2010.10-0527

<http://www.ethicsandglobalhealth.org/>

Readings-Session II

Post-colonial Feminism as a Framework for Health Practice

Anderson, J.M., Reimer Kirkham, S., Browne, A.J., & Lynam, M.J. (2007). Continuing the dialogue: Postcolonial feminist scholarship and Bourdieu – discourses of culture and points of connection. *Nursing Inquiry*, 14(3), 178-188.

Chavez, F., Bender, A., & Gastaldo, D. (2011). Global Health. In *Community Health Nursing: A Canadian Perspective*, (pp. 480-491.). Toronto, Ontario: Pearson Education Canada.

Gustafson, D. L. (2007). White on whiteness: becoming radicalized about race. *Nursing Inquiry*, 14 (2), 153-161. <http://onlinelibrary.wiley.com/doi/10.1111/j.1440-1800.2007.00365.x/pdf>

Developing a Critical Perspective on Disability and Global Health

SE Roush & N Sharby. 2011. Disability Reconsidered: The Paradox of Physical Therapy. *Physical Therapy* 91(12):1715-1727.

The Convention on the Rights of Persons with Disabilities (CRPD), Adopted 13 December 2006, <http://www2.ohchr.org/english/law/disabilities-convention.htm>

Additional Readings:

- Anderson, J.M, Perry, J., Blue, C., Browne, A., Henderson, A., Khan, K.B., Reimer, S.K., Lynam, J., Semeniuk, P., & Smye, V. (2003). "Rewriting" cultural safety within the postcolonial and post national feminist project: Toward new epistemologies of healing. *Advances in Nursing Science*, 26(3), 196-214.
- Anderson, J. (2000). Gender, 'race', poverty, health and discourses of health reform in the context of globalization: a postcolonial feminist perspective in policy research. *Nursing Inquiry*, 7(4), 220-229.
- Anderson, J.M. & McCann, K. (2002). Toward a post-colonial feminist methodology in nursing research: Exploring the convergence of post-colonial and black feminist scholarship. *Nurse Researcher*, 9(3), 7-27.
- Anderson, J. M., Rodney, P., Reimer-Kirkham, S., et al. (2009). Inequities in health and healthcare viewed through the ethical lens of critical social justice. Contextual knowledge for the global priorities ahead. *Advances in Nursing Science*, 32(4), 282-294.
- Anderson, K. & Taylor, A. (2005). Exclusionary politics and the question of national belonging: Australian ethnicities in 'Multiscalar' focus. *Ethnicities*, 5(4), 460-485.
- Anderson, J.M. (2000b). Gender, "race", poverty, health and discourses of health reform in the context of globalization: a postcolonial feminist perspective in policy research. *Nursing Inquiry*, 7, 220-229.
- Anderson, J., Perry, J., Blue, C., et al. (2003). Rewriting cultural safety within the postcolonial feminist project: Toward new epistemologies of healing. *Advances in Nursing Science*, 26(3), 196-214.
- Ang, I. (2003). Together-in-difference: Beyond diaspora, into hybridity. *Asian Studies Review*, 27(2), 141-154.
- Bhatia, S. & Ram, A. (2001). Rethinking 'acculturation' in relation to diasporic cultures and postcolonial identities. *Human Development*, 44(1), 1-18.
- Bhabha, H. (2004). *The Location of Culture*. London: Routledge.
- Benatar, S.R., Daar, A.S., & Singer, P.A. (2003). Global health ethics: The rationale for mutual caring. *International Affairs*, 79, 107-138.
- Birn, A.E. (1999). Skirting the issue: Women and international health in historical perspective. *American Journal of Public Health*, 89(3), 399-407.
- Canadian Nurses Association (2006). Social justice... a means to an end, an end in itself. www.cna-nurses.ca/CNA/documents/pdf/publications/Social_Justice_e.pdf.
- Chavez, F., Bender, A., Hardie, K., & Gastaldo, D. (2010). Becoming a Global Citizen through Nursing Education: Lessons Learned in Developing Evaluation Tools. *International Journal of Nursing Education Scholarship*, 15 (1), Article 44.
- Chavez, Freida (2011b). Exemplars of Global Service- Learning in Nursing. In Tamara McKinnon and Joyce Fitzpatrick, eds. *Global Service- Learning in Nursing*. New York, NY: National League for Nursing.
- Chavez, F., Peter, E., and Gastaldo, D. (2008). Nurses as Global Citizens. In Tschudin, V. (Ed.) *the Globalisation of nursing: ethical, legal and political issues*, (pp.175-186) Oxon, UK: Radcliffe Publishing Ltd. Abingdon
- Cohen J. Global health. The new world of global health. *Science* 2006 ;311(5758):162-7
- Crigger, N, Brannigan, M., Baird, M. (2006). Compassionate nursing professionals as good citizens of the world. *Advances in Nursing Science*, 29(1), 15-26.
- Donnelly, T.T. (2002). Representing 'Others': Avoiding the reproduction of unequal social relations in research. *Nurse Researcher*, 9(3), 57-67.

- Gustafson, D.L. (2005). Transcultural nursing theory from a critical cultural perspective. *Advances in Nursing Science*, 28(1), 2-16.
- Health Professions Network, Nursing and Midwifery, Department of Human Resources for Health (2010). *Framework for Action on Interprofessional Education and Collaborative Practice*. Geneva, Switzerland: World Health Organization.
- Interprofessional Collaborative Practice in Primary Health Care: Nursing and Midwifery Perspectives, WHO Human Resources for Health Observer - Issue No. 13
<http://www.who.int/hrh/resources/observer13/en/index.html>
- Kirkham, S.R. & Browne, A.J. (2006). Toward a critical theoretical interpretation of social justice discourses in nursing. *Advances in Nursing Science*, 29(4), 324-339.
- Kirkham, S.R., Hofwegen, L.V., & Harwood, C.H. (2005). Narratives of social justice: Learning in innovative clinical settings. *International Journal of Nursing Education Scholarship*, 2(1), 1-14.
- Koskinen, L. & Tossavainen, K. (2004). Study abroad as a process of learning intercultural competence in nursing. *International Journal of Nursing Practice*, 10(3), 111-120.
- Loomba, A. (2005). *Colonialism/ Postcolonialism*, 2nd ed. New York, NY: Routledge.
- McIntosh, P. (1990). White privilege: unpacking the invisible knapsack. *Independent School, Winter 1990*, 31-36. <http://mmcisaac.faculty.asu.edu/emc598ge/Unpacking.html>
- McLuhan, M. (2001). *War and Peace in the Global Village*, 3rd ed. Corte Madera, CA: Gingko Press.
- Messias, D. (2001). "Globalization, nursing, and health for all". *Journal of Nursing Scholarship*, 33(1), 9-11.
- Mill, J.E., Yonge, O.J. & Cameron, B.L. (2005). Challenges and opportunities of international clinical practica. *International Journal of Nursing Education Scholarship*, 2(1), 1-13.
- Mistry, R. (1995). *A Fine Balance*. Toronto: McClelland & Stewart.
- NE Groce & J-F Trani. Millennium Development Goals and people with disabilities. *The Lancet* 374; Nov 28, 2009, p.1800-1801. [http://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(09\)61909-7/fulltext](http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(09)61909-7/fulltext)
- Richmond, C.A.M. (2007). Narratives of social support and health in Aboriginal communities. *Canadian Journal of Public Health*, 98(4), 347-351.
- S Grech. 2009. Disability, poverty and development: critical reflections on the majority world debate. *Disability & Society* 24(6):771-784.
- Seto-Nielsen, L. (2013). Palliative Home Care and Chinese Immigrants: The Meanings of Home and Negotiations of Care. PhD thesis, University of Toronto.