

I. COURSE DESCRIPTION:

In this course the effects of social, political and economic structures on health and life potential will be examined. Relationships of dominance and unequal participation in society will be explored within the context of feminist and critical social theory. Informed by critique, conscientized students may engage in dialogue with one another and reflect critically with respect to their own oppressive environments and that of their clients. Strategies of social action that influence change from oppression to empowerment will be examined.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**Ends-in-View**

Exploring the concepts of empowerment, power, and powerlessness.

Exploring feminist theory: critique and process.

Exploring critical social theory.

Exploring personal meanings concerning empowerment in both personal and professional life.

Exploring selected current health issues for women, minorities, and marginalized groups.

Exploring selected strategies for advocacy, social action, and change.

Process

The intent of this course is to examine health issues within a holistic framework, which considers the individual, the community and society. Two theoretical frameworks will provide the knowledge used for critical analysis of specific health issues. Skills to be developed will be critical analysis and the articulation, both written and verbal, of the impact of social, economic, and political ideologies and structures on health. The student will be able to apply knowledge gained in other nursing courses to specific health issues and to demonstrate a comprehensive and integrated understanding of the concept of empowerment. A feminist process and experiential learning will provide the model for participation. It is hoped that the learners will feel empowered to contribute fully in the critical dialogue in an environment, which is caring and safe.

III. TOPICS:

1. Empowerment; oppression; marginalization
2. Power inequalities which predominate in our society
3. Feminist theory
4. Critical social theory
5. Health care inequalities
6. Nurses as an oppressed group
7. Social and political activism

- 8-12 Student presentations including
- poverty and homelessness
 - women and violence
 - sexual orientation
 - First Nations communities
 - mentally ill
 - the young and the elderly
 - body image
 - power inequalities in patient care

*Topics may change depending on the needs of the class

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

There are no required texts for this course.

Articles listed under “Required Reading” for each learning activity will be available in the library or may be accessed using online databases.

Learners are expected to utilize the literature extensively in relation to assignments.

Classmates and teacher/facilitator are significant resources.

Recommended Texts

Chinn, P. (2004). *Peace and power: Creative leadership for building communities* (6th ed.). Mississauga, ON: Jones and Bartlett Publishers.

Kechnie, M., & Reitsma-Street, M. (1996). *Changing lives: Women in Northern Ontario*. Toronto: Durham Press.

McIntyre, M., Thomlinson, E., & McDonald, C. (2006). *Realities of Canadian nursing: Professional, practice, and power issues* (2nd ed.). Philadelphia, PA: Lippincott Williams & Wilkins Publishers.

V. ATTENDANCE

Punctual and regular attendance at the various academic activities is required of all students. If there are extenuating circumstances bearing upon a student’s absence, the instructor should be notified. Absences in excess of 20% may jeopardize receipt of credit for the course.

VI. EVALUATION PROCESS/GRADING SYSTEM:

1. Paper: Personal Meaning and the Conceptual Analysis of Empowerment (30%)
2. Group Assignment (70%):
 - workshop presentation
 - formal paper
 - group process/participation evaluation

The school policy on written assignments applies to all assignments unless otherwise stated. APA (5th ed.) format is required. Students may lose up to 10% of the total possible mark for poor form and writing style. It is expected that students who have experienced difficulties with writing competency in past courses will seek assistance before submission of papers.

Two copies of the each assignment must be submitted. If, for personal reasons, you are not able to meet the deadlines, it is your responsibility to contact the course professor prior to the due date. If an extension is granted, you are required to document your situation and request in writing, and submit this request to the course professor within two days of the original request. *Extensions will not be granted on the day that the assignment is due.*

**Note: there will be a 5% daily deduction associated with all extensions granted.*

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	
A	80 – 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

NOTE:

For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

All NURS courses require 60% for a passing grade.

All science courses, including BIOL2105, BIOL2111, CHMI2220 and elective courses require 50% for a passing grade.

VII. SPECIAL NOTES:Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VIII PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

IX. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.