

NURS 5175 3.0 Winter 2013-14 Section M

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1. Calendar Course Description

This online course explores the health issues of lesbians, gay men, bisexuals and transgender/transsexual (LGBT) people and the implications of sexual and gender diversity for health professional practice in education, clinical and organizational settings in a Canadian context. This course is relevant to graduate nursing students and those across the health professions with an interest in teaching-learning, administration, leadership and clinical practice. This course is offered as a 36-hour online equivalent. Prerequisites: NURS 5100, NURS 5200, NURS 5300 or with permission of Course Director.

2. Expanded Course Description

Health organizations and the professions are focusing increasing attention on cultural competence and organizational capacity with a view to enhancing high quality and equitable care and positive work environments for diverse and marginalized populations. Lesbian, gay, bisexual (sexually diverse) and transgender/transsexual (gender diverse) people represent up to 5-10% of the population and are found across race/ethnicity, age, geographic location, religion and culture. LGBT people across the lifespan often encounter challenges to achieving good health and well being with well-documented negative outcomes. They bear a disproportionate burden of chronic disease and mental health concerns. LGBT people have also created important resources and collaborated with diverse providers to foster understanding and programming, such as those focused on teens and childbearing families. Health professionals across domains of practice are well-positioned to support the development of relevant and responsive health care services and positive workplaces that address LGBT holistic health issues through education, policy and practice strategies that foster access and equity.

This online course uses a critical and intersectional analysis to explore the holistic health concerns of LGBT people and implications for institutional and community care settings, as well as organizational and educational environments in which nurses and interdisciplinary providers can foster LGBT-positive spaces. Emphasis is placed on examining the historical, economic, social, cultural and political contexts with a view to critical reflection and engaging with the nursing and interdisciplinary research which informs the current practice landscape for health professionals in a Canadian context. We will use arts-based approaches, case studies and tools which have practical application in diverse practice settings to understand the complexities of LGBT people's lives and comprehensive strategies to promote their health.

This course offers students a supportive scholarly learning community in which to explore and clarify personal values and beliefs related to LGBT health and understand implications for practice. We will use a critical lens to examine how gender, race/racism, class, sexuality, ability and other social dynamics influence the possibility of LGBT-positive care and work environments. Online seminars will address theoretical perspectives, current evidence base for LGBT health, diverse arts-based and media approaches that foster values clarification and engagement, as well as recent policy and advocacy initiatives that have shaped professional practice in a Canadian context.

3. Learning Outcomes

Upon successful completion of the course, students will be able to:

- 1) Describe theoretical perspectives and discourses that inform professional practice related to LGBT health
- 2) Understand and articulate the complex factors and social determinants that shape LGBT health and the holistic health issues of diverse groups across the lifespan.
- 3) Identify individual and collaborative strategies and best practices that will build professional capacity.
- 4) Apply a critical lens to analyze the clinical dimensions and/or, educational, practice/work dynamics and related health implications for a particular subgroup of LGBT people

Required Textbook:

Eliason, M.J., Dibble, S. S., DeJoseph, J., & Chinn, P. (2009). *LGBTQ cultures: What health care professionals need to know about sexual and gender diversity*. Lippincott, Williams and Wilkins. (currently available online).

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed). Washington, DC: Author.

3. Evaluation

Overview: Students will prepare an annotated bibliography worth 20% of the grade. Pairs of students will take the leadership for facilitating one week's seminar with a short presentation and development of discussion questions based on the topic/readings (25%). Students will submit a 15-20-page research essay worth 35% of the grade which explores a critical issue related to LGBT health in relation to professional education, policy or practice. The remaining 20% will be based on participation in class, with each student contributing to the scholarly learning community with a report on required readings and related current media / professional events each week and personal reflection on learning submitted at the end of the course.

(1) Annotated bibliography (20%)-due Week 5

Each student will create an annotated bibliography of current research to examine an aspect of professional practice in relation to LGBT health in a Canadian context. Through this process, students will identify current professional practices and discourses based on critique and synthesis of 8 peer-reviewed articles or policy documents (beyond course readings) in one domain of professional practice (e.g., education, policy/administration, clinical practice). Students will choose a preferred focus of interest: a specific LGBT population (e.g., gay teens, gender diverse immigrants) and health issue (e.g., intimate partner violence, chronic disease prevention, workplace health).

(2) On-line presentation (25%) (weeks 5 – 11)

Individual students will prepare an on-line PowerPoint presentation to be presented asynchronously based on the required course readings for that week with a focus on implications for health professional education, policy and/or practice. Students will generate a reading list, questions for discussion, and co-lead an on-line discussion concerning this topic area. In the event that pairs of students are presenting, a group grade will be given for the presentation. Students will submit their preferred online seminar presentation dates to the Course Director by the end of week 2.

(3) Scholarly research paper (35%)

Students will submit a 15-20-page research essay that explores a health issue related to LGBT health in depth, using a critical lens and integrating theory, research and practice to examine implications for professional education, policy or practice. The paper will identify current debates in the Canadian health professions using interdisciplinary research, best practices and current evidence. Students will use course concepts to propose relevant educational, policy and practice strategies/innovations for nurses and/or other health professionals to foster the health and well-being of diverse LGBT communities.

(4) On-line attendance and contributions (20%)

Students are required to log on to the course discussion website and post a substantive contribution to the weekly discussion. Postings will be supported with references to assigned or other relevant scholarly readings, related current media/professional events and emerging insights through the annotated bibliography and other assignments. The goal is for students in this online seminar course to contribute to the scholarly learning community by sharing ideas, experiences, knowledge, and resources, thereby expanding opportunities for learning and mutual support.

At the end of term, each student will submit a two-page self reflection on the content and process of course learning in relation to LGBT health and professional practice that addresses 1) course tools and concepts/processes that fostered/challenged values, beliefs, assumptions and practices and 2) strategies for further development. Students will incorporate substantiating evidence in the form of 9 of their 11 weekly online contributions. The Course Director will assign a participation mark.