

**GS/NURS 5210 3.0**  
**Theoretical Foundations of Nursing Praxis with Marginalized Persons: A Human  
Science Perspective**

***Calendar Course Description***

This course examines approaches to nursing praxis with clients in marginalized situations, such as poverty and homelessness. It focuses on how nurses live caring from the human science perspective within this context, as they support persons as leaders in development of community and healthcare services.

Prerequisites: Nursing 5100 6.0 Theoretical/philosophical foundations of nursing science or by permission of instructor

***Expanded Course Description***

This course examines approaches to nursing praxis with marginalized and vulnerable persons, such as the poor and homeless, minority groups and those living with mental illness, in which these persons are recognized as leaders of their care. In trusting and respectful relationships nurses support persons in accessing and shaping healthcare and other services in ways that persons perceive as meeting their needs.

The emphasis in this course is on preparing nurses to advance societal equity and quality of life through person-centred processes and services with marginalized persons. Students participate in the identification and definition of issues within the current system, the critical analysis of existing services and approaches of practitioners in current healthcare, and the formulation of human science based approaches to meet the needs of marginalized persons.

Specifically, the course objectives are:

1. To examine nurses' roles in praxis from the human science perspective with marginalized persons;
2. To analyze the current social, economic, and political factors influencing healthcare access and utilization of services by marginalized persons;
3. To analyze and critique how problems are defined and responded to within the current healthcare system, thereby creating opportunities and barriers to care;
4. To formulate approaches to community nursing and service delivery that support marginalized persons as leaders of their care;
5. To identify ways of supporting persons in negotiating the current system and reshaping it appropriate to their needs;
6. To analyze the ethical basis for nurses' role as political advocates for equitable resources and services

The course will be offered as the online equivalent of a 36-hour classroom course in a 12-week format

### **Nursing Praxis Paper (30%) Assignment 1 (6-7 pages)**

Choose a case study situation to illustrate how you would approach a person(s)' care from the perspective of human science based nursing approaches. How would you learn about the person's needs? What would you have to consider within the person's social and physical environment? How would you advocate without being paternalistic to make it possible to meet the needs of the person? Please, also refer back to readings from the Theoretical and Philosophical Nursing Foundations course (5100) as appropriate. Length: 6-7 pages. Use proper APA format. Due: week 6.

Criteria for evaluation include depth of critical analysis, strength of empirical and literature support for proposed strategies and approaches, as well as strength and logical development of ideas, readability, grammar, syntax, and appropriate use of APA

### **Pair Presentation 20%) Assignment 2**

In pairs further expand on how to change the healthcare system, using the course literature and human science based approaches to better serve marginalized persons and to end their marginalization. How would you try to convince government representatives responsible for healthcare? How would you approach your own healthcare institutions about changes? What would you propose to them? Come up with 5 or 6 basic approaches to better health and quality of life for marginalized groups, such as better integration of services. You can focus on a particular group living in poverty, such as persons / families living with mental illness, diabetes or asthma. Present a convincing proposal in power point to either a) the minister of health (provincial or federal) or b) to the CEO at your institution. In addition to dropping the presentation in the assignment box also post in forum for discussion. Due week 8.

Criteria for evaluation include depth of critical analysis, strength of empirical and literature support for proposed strategies and approaches, as well as logical development of ideas, readability, grammar, syntax, creativity and appropriate use of APA

### **Final Reflection Paper (30 %) Assignment 3 (6-8 pages)**

Reflection on your learning journey: At the end of the semester look back at your learning and insights over the semester. Reviewing your exercises and assignments reflect on how your thinking has changed. What was most surprising to you? What was least surprising to you? What have you learned about equity and social justice? How can nurses become active in policy development and at which level(s)? How should they advocate for resources and social justice? What has changed and how, in your understanding of marginalized clients? How do you envision healthcare for marginalized clients / groups changing? How will your own nursing practice with marginalized clients change, no matter where you work? Due week 12

Criteria for evaluation include depth of critical analysis, strength of empirical and literature support for proposed strategies and approaches, as well as logical development of ideas, readability, grammar, syntax, and appropriate use of APA

### **Participation grade (20 %) (self evaluation)**

Students are required to engage at least weekly in online scholarly dialogue related to the module topics, readings, and teaching-learning activities. The purpose of the online discussion is to create a learning community where students can share ideas, experiences, knowledge, and resources, thereby contributing to and supporting each others' learning. Contributions to the online discussion are expected to be substantive; that is, they should demonstrate analysis, synthesis, and critical reflection. Students are also expected to engage with the ideas under discussion by responding to and critiquing others' work. A *critique* involves expressing your judgment (i.e., what you think) about the ideas being considered. Feel free to contribute resources, such as videos, articles etc. but you need to give proper credit and observe copyright law. The depth and breadth of postings, depth of critical analysis of the readings, engagement with postings of other students, as well as innovative thinking are the components of the participation grade.

**Evaluation:** Students are expected to complete a self-evaluation of participation using the criteria specified in the evaluation rubric. Evidence supporting the evaluation must be provided. Specifically, you are asked to submit a compilation of ten (10) postings (each one, dated), with no more than one posting for any given week.

**Note that, when it comes to substance, quality is more important than quantity!**

Note: If the evidence provided does not adequately substantiate the self-evaluation, the course professor reserves the right to adjust the participation grade accordingly.

Suggestion: Since you will need to provide evidence to substantiate your participation, it is suggested that you begin by reviewing the evaluation rubric to get a better sense of expectations. Then, as you proceed through the course, flag examples of your postings at the end of each week, to use as "evidence" for your self-evaluation.

When you flag a posting, write yourself a note explaining the context, so that you don't have to go back and re-read all the discussions at the end of the course. This contextualization should help you in addressing the criteria for evaluation.

**Readings:** For readings see course Modules. All readings are on reserve in library in electronic form. Feel free to add your own readings by providing a url and / or the reference.

### **Grading for Graduate Courses**

Grades in the Faculty of Graduate Studies are interpreted as follows:

A+	(Exceptional)
A	(Excellent)
A-	(High)
B+	(Highly Satisfactory)
B	(Satisfactory)
C	(Conditional)
F	(Failure)
I	(Incomplete)

For further information please see the website <http://www.yorku.ca/grads/cal/regs.htm#gs>

Lastly, please be sure to attend to the highest standard of academic integrity. There is a tutorial you may want to take on academic integrity or you can ask questions on line—to me or a librarian.

The availability of scholarly material on the web means we must all take great care to reference others' ideas and never cut and paste a quote without a full reference (url) and page number.

If you have any questions, please ask first before using material.