

GS/NURS 5175 3.0 F18 Section A

Sexual and Gender Diversity: Implications for Education, Policy and Practice in the Health Professions

Brief Course Outline

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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 (updated Fall, 2018)

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)/queer (LGBTQ)* people represent up to 5-10% of the population and are found across race/ethnicity, age, geographic location, religion and culture. LGBTQ 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. LGBTQ 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 LGBTQ 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 LGBTQ people and implications for institutional and community care settings, as well as organizational and educational environments in which nurses and

interdisciplinary providers can foster LGBTQ-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 LGBTQ 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 LGBTQ 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 LGBTQ-affirmative care and work environments. Online seminars will address theoretical perspectives, current evidence base for LGBTQ 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.

*In our Fall, 2018 course, we will refer to "LGBTQ" (lesbian, gay, bisexual, trans, queer) people, although the approved brief course description refers to "LGBT", one focus of discussion during the course.

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 LGBTQ health
- 2) Understand and articulate the complex factors and social determinants that shape LGBTQ 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 LGBTQ people

Required Textbooks:

Eliason, M. J., & Chinn, P. (2018). *LGBTQ cultures: What health care professionals need to know about sexual and gender diversity* (3rd ed.). Wolters Kluwer.

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

3. Evaluation

Overview:

- 1) Students will prepare an annotated bibliography worth 20% of the grade.
- 2) Students will take the leadership for facilitating one week's online seminar (25%).
- 3) Students will submit a 15-20-page research essay worth 35% of the grade which explores a critical issue related to LGBTQ health in relation to professional education, policy or practice.
- 4) The remaining 20% will be based on participation in class, with each student contributing to the scholarly learning community and personal reflection on learning and contributions to participation 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 LGBTQ 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 LGBTQ 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 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-page research essay that explores a health issue related to LGBTQ 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 LGBTQ communities.

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

Students are required to log on to the course discussion website several times weekly and posting substantive contributions 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, as well as the principles underpinning course delivery using the Daagu platform and critical/complexity pedagogies. 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 3-page self reflection on the content and process of course learning in relation to LGBTQ 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. A rubric will be provided. Students will incorporate substantiating evidence in the form of 10 Daagu postings included in an appendix attached to the reflective paper.

This course will be delivered on Daagu along with uploading of course assignments and course communications via Moodle.

Resources and guidelines for the Daagu platform, academic integrity will be posted in more detail on Moodle.

Grading for Graduate Courses

Grading of papers will be conducted in accordance with the Faculty of Graduate Studies regulations and standards, as below:

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

For further information please see the website <http://gradstudies.yorku.ca/current-students/regulations/>

The following description of general expectations related to grading levels in our MScN Program will be used in grading in this course. In addition, please consult the evaluation rubrics where provided.

A+ (Exceptional): Thorough knowledge of concepts and/or techniques and exceptional skill and/or originality in the use of those concepts/techniques in satisfying the requirements of an assignment.

Outstanding work, of exceptional quality. Content is complete, accurate, and at a high level. Consistently strong in structure, expression, mechanics (grammar, punctuation, and spelling), and presentation. Well organized, linkages evident, and logical conclusions/proposals. Excellent comprehension of the subject; sound critical and analytical thinking; innovative ideas on the subject. Contains original and credible argument or presentation of the assigned topic with attention to many details and perspectives. Excellent use of the literature; draws on a wide range of current and/or relevant sources that serve as the foundation of arguments/proposals. Evidence of much effort and personal involvement with the topic. Writing style is clear and succinct with correct use of grammar, punctuation, spelling, and referencing format. Errors of expression are infrequent and do not detract from the assignment's effectiveness.

A- to A (High to Excellent): Thorough knowledge of concepts and/or techniques together with a high degree of skill and/or some elements of originality in satisfying the requirements of an assignment.

The principal difference between an 'A+' and an 'A' or 'A-' assignment is that there are no identified areas for improvement in an 'A+' assignment; the creativity/innovation in A+ paper is evident in more than one way.

B to B+ (Satisfactory to Highly Satisfactory): Good to thorough knowledge of concepts and/or techniques together with a fairly high degree of skill in the use of those concepts/techniques in satisfying the requirements of an assignment. Good to very good quality work with no major weaknesses. Well focused on the topic; clear; explicit. Discussion shows more than adequate comprehension of the subject. Some degree of critical and analytical thinking; some use of the literature; most details and perspectives are discussed, but considerations of additional ones would have improved the assignment. Some evidence of personal involvement with the topic. In most cases, writing style is clear and succinct with correct paragraph and sentence structure, grammar, punctuation, spelling, and correct use of referencing format. Errors of expression are occasional rather than repeated and do not obscure meaning.

The principal difference between an "A-" assignment and a "B+" assignment is in the quality of the discussion. A "B" grade is an assignment of good quality with no major

weaknesses; it is similar to a “B+” assignment, but with less evidence of critical and analytical thinking.

C (Conditional): Less than satisfactory level of knowledge of concepts and/or techniques together with some skill in using them to satisfy the requirements of an assignment. Overall, a less than adequate assignment. Fair comprehension of the subject, but some weaknesses in content and/or structure. Discussion is vague even though on topic; important details or perspectives are left out. Minimal use of the literature; minimal evidence of critical and analytical thinking; transitions may be inconsistent; evidence may be occasionally unconvincing or incomplete. At times lacks clarity and succinctness. Minimal evidence of personal involvement with the topic. Occasional/many errors in paragraph and sentence structure, grammar, punctuation, spelling, and referencing format, but not so serious or repetitive that they make the assignment difficult or impossible to understand.

The principal difference between a “B” assignment and a “C” assignment is in the quality of the discussion, with the “C” assignment being more unclear than the “B” assignment. Also, a “C” assignment may have more errors in structure etc. than are acceptable.

Note: This is a brief course outline for a course delivered online via Moodle and Daagu. Other details will be found on the Moodle course site.