

# Preparing Students as Nurse Leaders to ACT with Conviction for Social Justice



“As if it harm'd me, giving others the same chances and rights as myself—As if it were not indispensable to my own rights that others possess the same.” Walt Whitman, poet and Civil War Nurse

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## WHY SOCIAL JUSTICE?

Nursing has a social mandate to address health disparities.

Nursing has roots in public health and social activism .

The concept of social justice s complex , multifaceted , and changing in meaning and implications regarding fairness, impact on the vulnerable and marginalized, and relevance to rapidly expanding globalization.

Nurses as change agents can mobilize interdisciplinary healthcare teams to improve health outcomes for those who cannot speak or act for themselves, to give a voice to the voiceless, and to empower individuals, families, and communities from a capacity and strengths perspective.



## PURPOSE & FRAMEWORK

The purpose of this concept analysis is to:

- 1.Utilize Rogers' (2000) evolutionary method to clarify the concept of social justice.
- 2.Delineate attributes, antecedents, and consequences of the concept as relevant to nursing research and practice.
- 3.Provide a working definition of the concept of social justice.
- 4.Imply further implications for preparing students as nurse leaders to act with conviction for social justice
5. Model Exemplar (Handout)

Rogers, B.L. (1989)..

## ANTECEDENTS

Mutuality for reciprocal and purposeful action

Capacity building

Equality of opportunity, outcomes, and treatment

Choice to engage in collective action for the common good

Respect for human dignity and well-being

Self- determination and participation for all stakeholders

## ATTRIBUTES

Awakened social consciousness through social critique, critical multiculturalism, and expanded social relatedness.

Awareness of disparities and sensitivity to the causes and impact of health disparities and health inequities on the social, economic, moral, and political fabric of society.

Skill in advocacy, coalition building, and policy change through social activism at micro social and macro social levels.

Recognition of people and communities from a strengths perspective rather than a victims perspective.



## CONSEQUENCES

Development of positive social environments

Empowerment and engagement of health professionals and community partners

Decrease in health disparities and health inequities

Formation of sustainable partnerships to share resources and meet mutual goals.

Creation of diverse health systems which reflects a dynamic multicultural society



## DEFINITION

Social justice can be defined as mutual choice to engage in collective action and capacity building for the common good, which promotes health equality of opportunity, outcomes, and treatment; supports respect for human dignity and well-being; and fosters self-determination and participation.

## ACT

Approach: acting with awareness, responsibility and freedom through a Phenomenological approach of Being in the World where person and world are mutually constitutive.

**Critical Multiculturalism;** addressing structural, institutional, and system inequities and disparities.

Teaching paradigm shift: empowering students: nurses, patients, and community to create just communities.

Boutain (2005).

Thorne, S.E., Kirkham, S.,R.,& Henderson, A. (1999).

Vickers, D. A., (2008).

## IMPLICATIONS FOR FURTHER RESEARCH

Continual examination of:

- how nurses perceive and approach unjust societal structures
- how knowledge is socially constructed within the context of its creation
- how the concept of social justice will provide the basis for the development of frameworks to prepare nursing leaders, educators, researchers, and practitioners