

**Report of the
Faculty of Health Council
February 2020**

ITEMS FOR ACTION (4):

1. New Course Proposal in the School of Nursing PhD Program • Faculty of Health

The Graduate Committee recommends,

That Council approves the following new course proposal housed in the Faculty of Health-School of Nursing, as set out in **Appendix “A”** attached hereto:

Program: PhD in Social Work (and MScN/MSW with permission of instructor)
Course Title: Madness, Sanity & the Subject: Critical Perspectives in Mental Health
Effective: 2020F/2021W

- Addition of NURS 7XXX, SOWK 7XXX

Rationale:

In response to inadequacies in the current mental health system, a powerful critique of psychiatric discourse and practice is emerging. At the heart of this critique is a discussion around the medicalization of mental illness and the effectiveness of psychiatric interventions, buttressed by the voices of survivors, community activists, and scholars from the health professions. Among them are researchers examining the legitimacy of mental illness as a medical diagnosis, calling into question the appropriateness of psychiatry’s authority over human emotions and human behaviour. Correspondingly, there appears to be a stronger-than-ever emphasis on the demedicalization of mental health, hence, the timeliness of this course. This course brings together the major critiques of contemporary mental health discourse and practice with specific relevance to nursing (home program) and social work professionals. It will contribute to the home program’s Health for Persons and Communities focus. This program objective supports the development of “knowledge that informs the promotion and positive transformation of health across the lifespan (i.e., children, youth, adults, and older adults) at the individual, group, community, and global level” (<http://nursing.gradstudies.yorku.ca/nursing-phd/>). Currently, the newly-introduced doctoral program in nursing has a limited number of elective courses. This course proposes to add a substantive and theoretical dimension not otherwise present within the program’s course offerings. With respect to focus and content, this would be the only course in the doctoral program that engages with critical mental health approaches as social movements. It is likewise the only course that applies a social constructivist lens in examining identity, using critical theory in the context of mental health.

2. New Course Proposal in the School of Nursing PhD Program • Faculty of Health

The Graduate Committee recommends,

That Council approves the following new course proposal housed in the Faculty of Health-School of Nursing, as set out in **Appendix “B”** attached hereto:

Program: PhD in School of Nursing
Course Title: Social Justice Nursing: Philosophies and Practices
Effective: 2020F

- Addition of GS/NURS 7XXX (Elective)

Rationale:

This elective course tangibly supports and is congruent with the goals and objectives of the PhD Program in Nursing, including specifically:

1. Respond to current and projected demographic and health changes in Canadian and global society;
2. Foster the development of transformative knowledge and practice innovations in all three programmatic areas, including:
 - *Health for persons and communities* – with a specific focus on health equity
 - *Healthcare Services and Systems* – with a specific aim to transform healthcare services and systems through research, leadership, policy development, and organizational change
 - *Nursing Education* – with a specific aim to develop transformative and (critical) caring pedagogies and other innovations in teaching-learning approaches and practices;
3. Advance the discipline of nursing' through explicit attention to structural and systemic health care issues through a social justice lens; and
4. Provide leadership in nursing' by role modelling innovations in critical perspectives regarding health, research, policy and education.

3. New Course Proposal in the School of Nursing PhD Program • Faculty of Health

The Graduate Committee recommends,

That Council approves the following new course proposal housed in the Faculty of Health-School of Nursing, as set out in **Appendix “C”** attached hereto:

Program: PhD in School of Nursing
Course Title: Critical Community Health Nursing
Effective: 2020F

- Addition of GS/NURS 7XXX

Rationale:

This elective course tangibly supports and is congruent with the goals and objectives of the PhD Program in Nursing, including specifically:

1. Respond to current and projected demographic and health changes in Canadian and global society;
2. Foster the development of transformative knowledge and practice innovations (specifically concerning)
 - *Health for persons and communities.* This area of scholarship focuses on developing knowledge that informs the promotion and positive transformation of health across the lifespan (i.e., children, youth, adults, and older adults) at the individual, group, community, and global level.)
3. Provide(ing) leadership in nursing, in the health care system and within interdisciplinary teams through activities such as knowledge generation and mobilization.

4. New Course Proposal in Kinesiology and Health Science • Faculty of Health

The Graduate Committee recommends,

That Council approves the following new course proposal housed in the Faculty of Health-Kinesiology and Health Science, as set out in **Appendix “D”** attached hereto:

Program: Kinesiology and Health Science
Course Title: Techniques in Muscle Physiology
Effective: 2021W

- Addition of KAHS 6375

Rationale:

This course addresses a concept that is relevant to several research programs within the School of Kinesiology and Health Science. The material in this course is distinct from that covered in any other graduate course offered in KAHS because it focuses on the methodology and techniques used to assess skeletal muscle function with hands-on labs being a focus in order to put theory to practice. Although the theoretical material is complementary to that being taught in other courses (KINE 4010 Exercise Physiology, KINE 4445 Physiological Basis of Fatigue, KINE 4455 Movement Analysis Laboratory, KINE 4470 Muscle and Joint Biomechanics, KINE 4590 Advanced Athletic Therapy Assessment & Rehabilitation, KAHS 6370 Advanced Exercise Physiology I: Muscle), this proposed course is designed to enhance the practical skills of graduate students performing muscle-related research within KAHS. The closest laboratory course in concept to his proposed course is KINE 4455 Movement Analysis Laboratory where kinematic analysis of movement is performed on a force plate and neuromuscular assessments are made with electromyography. However, upon consultation with Dr. Taylor Cleworth, the course director of KINE4455, we have prevented any conflict between courses by focusing here on skeletal muscle aspects of isokinetic dynamometry, on use of animal experiments, in addition to covering fluorescent microscopy and various single muscle fibre techniques.

APPENDIX "A"

Appendix "A"

Graduate Studies, Office of the Dean
York University

230 York Lanes - 4700 Keele Street
Toronto, ON, Canada M3J 1P3

Tel: (416) 736-5521
gradstudies.yorku.ca

New Course Proposal Form

The following information is required for all new course proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

- 1. Program: PhD in Nursing; PhD in Social Work (and MScN/MSW with permission of instructor).**
- 2. Course Number:** NURS 7XXX, SOWK 7XXX
- 3. Credit Value:** 3.0
- 4. Long Course Title:** Madness, Sanity, & the Subject: Critical Perspectives in Mental Health
- 5. Short Course Title:** Critical Mental Health Perspectives
- 6. Effective Session:** 2020F/2021W
- 7. Calendar (Short) Course Description:**

This course introduces the learner to critiques of mental health discourse and practice. Critical mental health social movements, such as antipsychiatry, Mad, psychiatric survivor, and neurodiversity are discussed. Contemporary mental health discourse is critically examined and critical/radical alternatives to the current mental health system are discussed and theorized.
- 8. Expanded Course Description:**

This course will introduce the learner to various critiques of contemporary mental health discourse and practice. Beginning with a critical examination of the subject and subjectivity in the context of sanity and sanism, it will draw on various perspectives that have emerged as a response to inadequacies in the current mental health system. Learners will be introduced to critical mental health social movements such as the antipsychiatry, the mad, the neurodiversity, and the psychiatric survivor movements and will examine critical mental health approaches such as those using historical, institutional, discursive, and linguistic analyses. Learners will also be introduced to and will theorize alternatives to the current mental health system and will situate the role of the practitioner as critical clinician, advocate, and activist in contemporary mental health discourse and practice.
- 9. Course Learning Outcomes**
 1. Discuss the social construction of identity and subjectivity using critical theory.
 2. Discuss multiple perspectives to the understanding of mental health and well-being.
 3. Analyze social and political influences on contemporary understandings of mental health.
 4. Critique hegemonic approaches to mental health discourse and practice.
 5. Develop critical counter-hegemonic approaches to mental health discourse and practice.
- 10. Rationale:**

In response to inadequacies in the current mental health system, a powerful critique of psychiatric discourse and practice is emerging. At the heart of this critique is a discussion

around the medicalization of mental illness and the effectiveness of psychiatric interventions, buttressed by the voices of survivors, community activists, and scholars from the health professions. Among them are researchers examining the legitimacy of mental illness as a medical diagnosis, calling into question the appropriateness of psychiatry's authority over human emotions and human behaviour. Correspondingly, there appears to be a stronger-than-ever emphasis on the demedicalization of mental health, hence, the timeliness of this course.

This course brings together the major critiques of contemporary mental health discourse and practice with specific relevance to nursing (home program) and social work professionals. It will contribute to the home program's *Health for Persons and Communities* focus. This program objective supports the development of "knowledge that informs the promotion and positive transformation of health across the lifespan (i.e., children, youth, adults, and older adults) at the individual, group, community, and global level" (<http://nursing.gradstudies.yorku.ca/nursing-phd/>). Currently, the newly-introduced doctoral program in nursing has a limited number of elective courses. This course proposes to add a substantive and theoretical dimension not otherwise present within the program's course offerings. With respect to focus and content, this would be the only course in the doctoral program that engages with critical mental health approaches as social movements. It is likewise the only course that applies a social constructivist lens in examining identity, using critical theory in the context of mental health.

Additionally, please append the graduate program's existing learning outcomes as a separate document.

11. Evaluation:

1. Movement consultation report (30%)

- While there may be literature to explain much of what there is to be known about a particular social movement, literature often lags several years behind the times. Literature is also often a product of a privileged few members of society and may not be as vigorously and frequently produced equitably. This makes dialogue as a form of getting to know the movement necessary.
- Connect with members of the community of one of the movements presented in this course (an elder, a local leader, a known activist, etc.).
- Engage them in dialogue in an effort to examine more deeply the selected movement. Minimally, consider the following as a start to guide your dialogue:
 - i. How long has the movement been in existence?
 - ii. What is its vision?
 - iii. What have been some victories/successes and some defeats/failures of the movement?
 - iv. What currently are the most challenging issues to the movement?
What is the movement doing to engage with these issues?
- Generate a report of your findings. Ensure to guide your dialogue so as to discover some possible challenges to the movement, which you will then begin to address in the subsequent assignments of this course.
- Report maximum length: 8 pages excluding front and back matter and appendices.
- Report formatting: APA, 6th edition.
- Submission: Turnitin.

2. "Critique the critical" paper (35%):

- While the social movements we examine here begin from a rather critical (some radical) standpoint, theirs is not an analysis without problems.
- Based on the information you have gathered from your learnings in this course and based on your findings from the movement consultation, engage in a critical analysis of a selected movement presented in this course.
- To help guide your efforts for the paper, consider the following:
 - i. Identify a theory/theoretical framework to frame your position.
 - ii. Provide a supportive literature review.
 - iii. Draw on your findings from the movement consultation report.
 - iv. Ensure that your critique does not simply deconstruct, but also foreshadow a possible "reconstruction." This will assist you with your next and final paper.
- Paper maximum length: 15 pages excluding front and back matter and appendices.
- Report formatting: APA, 7th edition.
- Submission: Turnitin.

3. Visionary proposal paper (25%):

- In groups of 2 or 3 (interdisciplinary), devise a critical but material way to address/help with/tackle a mental health issue/phenomenon (specific or general). This could be an entirely new endeavour or one that builds on or extends something already in existence.
- The paper must be in the form of a proposal, either addressed to an activist/advocacy agency (in the case of building on/extending something already in existence) or to an appropriate agency/organization (in the case of proposing something completely new).
- The paper must also include a section on the relevance to the health professions.
- An adequate proposal should typically contain the following elements:
 - i. A description of the problem and importance of the issue(s).
 - ii. A sound critique of the problem(s)/issue(s).
 - iii. Literature to support or to contextualize the problem/claims.
 - iv. Possible alternatives with a recommendation of at least one best option.
 - v. A comprehensive and realistic sustainability plan.
- It might be necessary to re-consult the movement or to connect with other overlapping movements/organizations/coalitions, etc. to assist you in developing ideas.
- Paper maximum length: 20 pages excluding front and back matter and appendices.
- Report formatting: APA, 6th edition.
- Submission: Turnitin.

4. Participation & Engagement in the Learning Community (10%):

11. Integrated Courses:

Graduate courses may be integrated only with undergraduate courses at the 4000-level, where it is understood that 4000-level indicates an advanced level. Graduate students will be expected to do work at a higher level than undergraduates. If the proposed course is to be integrated, please provide a grading scheme that clearly differentiates between the work that undergraduate and graduate students perform, including a description of how the work performed by graduate students is at a higher level. As well, please indicate the course information for the undergraduate course (i.e., Faculty/unit/course number/credit value) and include a statement from the relevant undergraduate chair or undergraduate director indicating agreement to the integration.

12. Crosslisted Courses:

Crosslisted courses are offered between two or more graduate programs. For crosslisted courses, please include a statement of agreement from the director of the other graduate program(s).

Please see attached letter from the School of Social Work in support of crosslisting this course.

13. Faculty Resources:

Dr. Simon Adam
Dr. Cheryl van Daalen-Smith
Dr. Nazilla Khanlou
Prof. Linda Juergensen
Dr. Maria Liegghio (Social Work)
Dr. Alex Rutherford (Psychology)

This course will run every other academic year. It will have no additional significant impact on faculty resources.

14. Physical Resources:

No additional or other resources will be required for the running of this course.

15. Bibliography and Library Statement:

- Adam, S. & Juergensen, L. (2019). Toward critical thinking as a virtue: The case of mental health nursing education. *Nurse Education in Practice*, 38, 138-144, DOI: <https://doi.org/10.1016/j.nepr.2019.06.006>
- Adam, S., van Daalen-Smith, C., & Juergensen, L. (2019). The indispensability of critique: Reflections on bearing witness to mental health discourse. *Canadian Journal of Critical Nursing Discourse*, 1(1), DOI: <https://doi.org/10.25071/2291-5796.18>
- Adam, S. (2014). From subservience to resistance: Nursing versus psychiatry. In B. Burstow, B. LeFrançois, & S. Diamond (Eds.), *Psychiatry disrupted: Theorizing resistance and crafting the (r)evolution*, (pp. 65-76). Montreal: McGill-Queens University Press.
- Adam, S. (2017). Crazy making: The institutional relations of undergraduate nursing in the reproduction of biomedical psychiatry. *International Journal of Nursing Education Scholarship*, 14(1).
- Andre, L. (2009). *Doctors of deception: What they don't want you to know about shock treatment*. New Brunswick, NJ: Rutgers University Press.
- Archer, M. (2000). *Being human: The problem of agency*. Cambridge: Cambridge University Press.

- Armstrong, T. (2011). *The power of neurodiversity: Unleashing the advantages of your differently wired brain*. Massachusetts: Da Capo Press.
- Breggin, P. (1979). *Electroshock: Its brain-disabling effects*. New York: Springer Publishing.
- Breggin, P. (1984). Electroshock therapy and brain damage: The acute organic brain syndrome
- Breggin, P. (1991). *Toxic Psychiatry: Why therapy, empathy, and love must replace the drugs, electroshock, and biomedical theories of the "new psychiatry."* New York: St. Martin's Press.
- Breggin, P. (2002). *The Ritalin fact book: What your doctor won't tell you about ADHD and stimulant drugs*. Cambridge: Perseus Publishing.
- Breggin, P. (Ed.). (2008a). *Brain-disabling treatments in psychiatry: Drugs, electroshock, and the psychopharmaceutical complex* (2nd ed.). New York: Springer Publishing.
- Breggin, P. (2008b). *Medication madness: The role of psychiatric drugs in cases of violence, suicide, and crime*. New York: St. Martin's Press.
- Breggin, P. (2017). Centre for the study of empathic therapy, education, and living. Retrieved from <http://www.empathictherapy.org/index.html#.WA46WeUrLxk>.
- Burstow, B. (1992). *Radical feminist therapy: Working in the context of violence*. London: Sage.
- Burstow, B. (2005). A critique of posttraumatic stress disorder and the DSM. *Journal of Humanistic Psychology*, 45(4), 429-445.
- Burstow, B. (2006). Electroshock as a form of violence against women. *Violence Against Women*, 12(2), 372-392.
- Burstow, B. (2015). *Psychiatry and the business of madness: An ethical and epistemological accounting*. Toronto: Palgrave MacMillan.
- Burstow, B. & Adam, S. (2016). Stopping CAMH: An Activist IE Inquiry. In B. Burstow (Ed), *Psychiatry interrogated: An institutional ethnography anthology*, (pp. 21-40). New York: United States: Palgrave Macmillan.
- Chamberlin, J. (1978). *On our own: Patient controlled alternatives to the mental health system*. New York: Haworth Press.
- Chapman, C. (2014). Becoming perpetrator: How I came to accept restraining and confining disabled Aboriginal children. In B. Burstow, B. LeFrançois, & S. Diamond (Eds.), *Psychiatry disrupted: Theorizing resistance and crafting the (r)evolution* (pp. 16-33). Montreal: McGill-Queen's University Press.
- Conrad, P. (1992). Medicalization and social control. *Annual Review of Sociology*, 18, 209-232.
- Conrad, P. (2007). *The medicalization of society: On the transformation of human conditions into treatable disorders*. Baltimore: Johns Hopkins University Press.
- Edelman, M. (1974). The political language of the helping professions. *Politics & Society*, 4, 295-310.
- Fabris, E. (2011). *Tranquil prisons: Chemical incarceration under community treatment orders*. Toronto: University of Toronto Press.
- Foucault, M. (1965/1988). *Madness and civilization: A history of insanity in the age of reason*. New York: Vintage Books.

- Foucault, M. (1977/1995). *Discipline & punish: The birth of the prison*. New York: Vintage Books.
- Burchell, G., Colin, G., & Miller, P. (1991). *The Foucault effect: Studies in governmentality*. Chicago: University of Chicago Press.
- Funk, W. (1998). *What difference does it make: A journey of a soul survivor*. Cranbrook: Wild Flower Publishing.
- Goffman, E. (1961). *Asylums: Essays on the social situation of mental patients and other inmates*. New York, NY: Anchor Books.
- Hagen, B. (2007). Measuring melancholy: A critique of the Beck Depression Inventory and its use in mental health nursing. *International Journal of Mental Health Nursing*, 16, 108-115.
- Hagen, B. F., & Mitchell, D. L. (2001). Might within the madness: Solution-focused therapy and thought-disordered clients. *Archives of Psychiatric Nursing*, XV(2), 86-93.
- Hagen, B. & Nixon, G. (2011). Spider in a jar: Women who have recovered from psychosis and their experience of the mental health care system. *Ethical Human Psychology and Psychiatry*, 13(1), 47-63.
- Hagen, B., Pijl-Zieber, E. M., Souveny, K., & Lacroix, A. (2008). Let's do lunch: The ethics of accepting gifts from the pharmaceutical industry. *The Canadian Nurse*, 104(4), 30-35.
- Harrow, M. & Jobe, T. H. (2007). Factors in outcome and recovery in schizophrenic patients not on antipsychotic medications. *The Journal of Nervous and Mental Diseases*, 195, 406-414.
- Healy, D. (2012). *Pharmageddon*. Los Angeles: University of California Press.
- Laing, R. D. (1960). *The divided self*. Toronto: Penguin Books.
- LeFrançois, B., Menzies, R., & Reaume, G. (Eds.) (2013). *Mad matters: A critical reader in Canadian mad studies*. Toronto: Canadian Scholars' Press.
- Lehmann, P. (1998). *Coming off psychiatric drugs: Successful withdrawal from neuroleptics, antidepressants, lithium, carbamazepine, and tranquilizers*. Berlin: Peter Lehmann Publishing.
- Mills, C. (2013). *Decolonizing global mental health: The psychiatrization of the majority world*. New York: Routledge
- Minkowitz, T. (2014). Convention on the rights of persons with disabilities and liberation from psychiatric oppression. In B. Burstow, B. LeFrançois, & S. Diamond (Eds.), *Psychiatry disrupted: Theorizing resistance and crafting the (r)evolution* (pp. 129-144). Montreal: McGill-Queen's University Press.
- Nixon, G., Hagen, B., & Peters, T. (2009). Psychosis of transformation: A phenomenological inquiry. *International Journal of Mental Health and Addiction*, 8, 527-544.
- Oaks, W. (2011). The moral imperative for dialogue with organizations of survivors of coerced psychiatric human rights violations, (pp. 187-209). In Thomas W. Kallert, JE. Mezzich, & John Monahan (Eds.), *Coercive Treatment in psychiatry: Clinical, legal and ethical aspects*. Sussex: John Wiley & Sons.
- Sackeim, H., Prudic, J., Fuller, R., Kielp, J., Lavori, P., & Olfson, M. (2007). The cognitive effects of electroconvulsive therapy in community settings. *Neuropsychopharmacology*, 32, 244-255.

- Scull, A. (2015). *Madness in civilization: A cultural history of insanity from the Bible to Freud, from the madhouse to modern medicine*. New Jersey: Princeton University Press.
- Silberman, S. & Sacks, O. (2015). *Neurotribes: The legacy of autism and the future of neurodiversity*. New York: Avery.
- Szasz, T. S. (1974). *The myth of mental illness: Foundations of a theory of personal conduct*. Toronto: Harper Perennial.
- Szasz, T. S. (1996). *The meaning of mind: Language, morality, and neuroscience*. Syracuse: Syracuse University Press.
- Szasz, T. S. (2003). *A lexicon of lunacy: Metaphoric malady, moral responsibility, and psychiatry*. New Brunswick, NJ: Transaction Publishers.
- United Nations. (2013). *Special rapporteur on torture and other cruel, inhuman or degrading treatment or punishment: 22nd session of the Human Rights Council, agenda item 3*, Geneva. Retrieved from <https://www.ohchr.org/EN/Issues/Torture/SRTorture/Pages/SRTortureIndex.aspx>
- Van Daalen-Smith, C. L. (2011). Waiting for oblivion: Women's experiences with electroshock. *Issues in Mental Health Nursing*, 32, 457-472.
- Van Daalen-Smith, C., Adam, S., Breggin, P. & LeFrançois, B. (2014). The utmost discretion: How presumed prudence leaves children susceptible to electroshock. *Children & Society*, 28, 205-217.
- Van Daalen-Smith, C. L. & Gallagher, J. (2011). Electroshock: A discerning review of the nursing literature. *Issues in Mental Health Nursing*, 32, 203-213.
- Whitaker, R. (2002). *Mad in America: Bad science, bad medicine, and the enduring mistreatment of the mentally ill*. New York: Basic Books.

Appendix Library Support Statement

December 18, 2018

Thank you for sending me the attached proposal for the course:

GS/NURS7XXX Madness, Sanity, & the Subject: Critical Perspectives in Mental Health

Required and Recommended Reading List:

I have reviewed the bibliography that you provided with the course description and find that we have subscriptions to the recommended journals for the course. The list is appended to this library support statement. Books that are marked in red have been placed on order and will be located at Steacie Library. These will include duplicates for the books that are already available at other libraries on campus to ensure that students have ready access to them at Steacie Library. Items marked in blue indicate corrections to title names, spelling, etc.

Electronic Resources:

CINAHL, Nursing and Allied Health Source (Proquest), MEDLINE, PubMed, Joanna Briggs Institute EBP Database, Embase (new), EBM Reviews, Web of Science, SCOPUS, Ulrich's International Periodicals Directory, and other specialized electronic resources are available. Numerous electronic book packages such as Books@OVID, Canadian Electronic Collection – Health Research, and others are also available.

Books on writing and style guides:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Iverson, C., & American Medical Association. (2007). *AMA manual of style: A guide for authors and editors* (10th ed. / Cheryl Iverson (chair) ... [et al.]). Oxford; New York: Oxford University Press.

The holdings in our library currently support undergraduate and graduate-level courses in related health and social sciences fields including psychology, social work, criminology, etc.

Interlibrary loan and document delivery options are available through RACER for any additional information needs that may come up. There is no longer a limit to the number of articles that a student or faculty member may order through RACER per year, and these are delivered to the desktop, free of charge. Books can also be requested through this system free of charge. Registration and requesting is available from: <http://www.library.yorku.ca/cms/resource-sharing/services-for-york-faculty-and-students/illrequestform/>.

Should course instructors want to place any required readings on reserve for student use at Steacie Library, please see the following <http://www.library.yorku.ca/cms/faculty/reserves/> for information about what materials can be posted, Fair Dealing Guidelines, etc. Items to be posted can be requested by filling out the form at: <http://www.library.yorku.ca/cms/faculty/reserve-request-steacie/>.

Library Research and Information Literacy Support:

The American Council of Research Libraries Information Literacy Competency Standards for Nursing include outcomes "written specifically to support nursing resources, language, and the value of evidence-based practice." <http://crln.acrl.org/content/75/1/34.full.pdf+html>

Please note that librarians provide research skills workshops to students and faculty on request, including but not limited to:

- Designing research strategies from asking a research question to searching the library catalogue, government sources, and databases such as CINAHL, Medline, ProQUEST Nursing and Allied Health Source, Joanna Briggs Institute EBP Database, EBM Reviews, Web of Science, SCOPUS, etc. using controlled vocabulary and/or keywords where applicable
- Managing references using bibliographic management software such as Mendeley and EndNote
- Finding the evidence for evidence-informed practice
- Conducting systematic reviews

A general Nursing Research Guide, one for Graduate Students and Faculty in Nursing, and Research Guides in other health fields have been created and are maintained by subject librarians to bring together online and print resources that may be useful to students and faculty in Nursing. Resources and links will be added upon request.

<http://researchguides.library.yorku.ca/nursing>

<http://researchguides.library.yorku.ca/NursingPhD>

<http://researchguides.library.yorku.ca/?b=s>

Collection development in the library is ongoing and is based on a commitment to developing library resources that are in alignment with the University's curricular and research activities. Books in this field will be added to the library collection as they are published. Please forward any requests for purchase to the Nursing Subject Librarian: ilo@yorku.ca or submit your purchase request by using the form at <http://www.library.yorku.ca/online/purchase.php>

Traditionally, library collections and Information Literacy instruction have been the primary areas of support for programs and courses. Students in graduate programs are increasingly conducting research for publication and this has increased the need for library support in research data management and open scholarship.

Research Data Management

York University Libraries' Research Data Management services provide educational support in various areas related to research data, including data management planning, data collection, data organization and documentation, data sharing and preservation.

We will be happy to:

- Compile research data management reading material for instructors to include in their course syllabus
- Work with instructors to develop teaching and assessment modules on research data management that is relevant to the course objectives
- Work with students solving research data management problems related to the course objectives
- Teach a research data management workshop to raise awareness of the importance of research data management among students and introduce them to research data management best practices in their research fields

Digital Scholarship Infrastructure and Open Scholarship:

York Libraries provides support for the Nursing program in the area of scholarly communications. The Libraries hosts and provides support to several scholar-led journals that intersect with issues around Nursing (Witness: The Journal of Critical Nursing, Critical Disability Discourse, Health Tomorrow: Interdisciplinarity and Internationality). The Libraries also provides instructional support, consultative referrals and best practices in the area of open scholarship, research dissemination and impact to the campus community, while also hosting York's institutional repository, YorkSpace, which disseminates faculty and graduate student research.

In summary, I would state that we are well positioned to support this course.

Sincerely,

Ilo-Katryn Maimets, Science Librarian
Head, Steacie Science and Engineering Library
Ext: x33927
E-mail: ilo@yorku.ca

Please submit completed forms and required supporting documentation by email to the Coordinator, Faculty Governance – fgsgovrn@yorku.ca

Begin forwarded message:

From: Wendy E McKeen <wmckeen@yorku.ca>
Subject: PhD course, cross-listing
Date: October 29, 2019 at 2:06:31 PM EDT
To: Simon Adam <siadam@yorku.ca>

Hi Simon,

Finally, the Grad Exec Committee met and discussed the possibility of having your course cross-listed with Social Work. Some of the committee members brought up a few concerns - one person was concerned that there were readings that would be good to have in the bibliography that were not there. They are going to send me a list tomorrow and I will forward them to you. Another person raised questions about the second assignment - critiquing the critique. They wanted to know more about your approach there, worried that some students may try to critique from a 'liberal' standpoint.

In the end, however, people were impressed with the course and pleased to see the Nursing School mounting such a critical course, so we want to agree to cross-list it with Social Work, as it is, with the hope that you will also want to take into consideration the concerns we might have and suggestions for additional materials.

I hope this makes sense to you. Let me know what you need from me in terms of indicating our support for this. I will also get back to you with our additional suggestions regarding reading material.

Thanks for your patience!
Wendy

Wendy McKeen
Associate Professor
Graduate Program Director
School of Social Work
York University
4700 Keele St.
Toronto ON M3J 1P3
Canada

APPENDIX "B"

Appendix "B"

Graduate Studies, Office of the Dean
York University

230 York Lanes - 4700 Keele Street
Toronto, ON, Canada M3J 1P3

Tel: (416) 736-5521
gradstudies.yorku.ca

New Course Proposal for the PhD Program in Nursing

1. **Program: PhD in Nursing**
2. **Course Number: GS/NURS 7XXX (Elective)**
3. **Credit Value: 3.0**
4. **Long Course Title: Social Justice Nursing: Philosophies and Practices**
5. **Short Course Title: Social Justice Nursing**
6. **Effective Session: Fall 2020**
7. **Calendar (Short) Course Description: (59)**

The centrality of social justice for nursing is embraced across Canada. The Canadian Nurses Association views social justice as a “means to an end and an end in itself,”ⁱ acknowledging its consistency with the values set out in our code of ethics. To that end, with social justice as our ethos, nursing can be argued *as* social justice.

8. Expanded Course Description:

Nursing’s legacy in addressing issues of social justice is well documented and extends far beyond individual patients and the care they deserve to include structural, governmental, political, environmental, monetary, and planetary concerns. The centrality of social justice as a focus for nursing is embraced across Canada, with the Canadian Nurses Association identifying it as both a “means to an end and an end in itself,”ⁱⁱ and acknowledging its consistency with the values set out in our code of ethics. Social Justice Nursing extends from pulse checks to poverty analyses and everything in between. In order to enact a social justice ethic, nurse clinicians, educators, researchers, and policy advisors intentionally challenge societal beliefs about individual responsibility for health, promote equity considerations in all aspects of nursing, health and health care, and steadfastly work to bring about social change, broadly defined. To that end, with social justice as its ethos, nursing can be argued *as* social justice.

Learners will also critically reflect on the threats to, and the tensions and contradictions within this social justice legacy. Included is the rise of neoliberal forces and their intersections with gendered and racialized assumptions which undermine access to health and health care. Amidst the nursing profession’s drive to identify and ameliorate inequities in access to health, health care and positive quality of life, members of our profession have found themselves in practice, education or health care contexts that have contributed to unjust outcomes. It is important that these instances and the conditions underlying them be understood, deconstructed and learned from.

9. Course Learning Outcomes

Learners will:

1. Explore philosophies and practices of Social Justice/Emancipatory Nursing
2. Explore the upstream political, social and economic forces that have deep implications for the ability to achieve health and/or access health care;
3. Critically analyze the role of nurses/nursing in addressing inequities;
4. Explore/propose innovations in practice, policy, education or research aimed at promoting social justice and equity;
5. Explore the contradictions and tensions in nursing's relationship with social justice
6. Apply Critical Social Theory to the Social Determinants of Health
7. Explore Oppression as a Determinant of Health
8. Investigate barriers to nursing enacting a social justice ethic in practice, research, education, leadership and/or policy work
9. Explore the emergence of *emancipatory knowing* as it relates to social justice nursing
10. Utilize emancipatory disciplinary theorizing to examine nursing *as* social justice;
11. Create strategies to challenge societal beliefs, policies or health care practices which contribute to the marginalization or victim-blaming of populations experiencing poor health; and
12. Apply Principles and practices of social justice nursing to one of the following areas:
 - a. Health for Persons and Communities;
 - b. Health Care Services and Systems; and
 - c. Nursing Education – Pedagogical Practice or Curricular Innovation

10. Rationale:

This elective course tangibly supports and is congruent with the goals and objectives of the PhD Program in Nursing, including specifically:

1. Respond to current and projected demographic and health changes in Canadian and global society;
2. Foster the development of transformative knowledge and practice innovations in all three programmatic areas, including:
 - *Health for persons and communities* – with a specific focus on health equity
 - *Healthcare Services and Systems* – with a specific aim to transform healthcare services and systems through research, leadership, policy development, and organizational change
 - *Nursing Education* – with a specific aim to develop transformative and (critical) caring pedagogies and other innovations in teaching-learning approaches and practices;
3. 'Advance the discipline of nursing' through explicit attention to structural and systemic health care issues through a social justice lens; and
4. 'Provide leadership in nursing' by role modelling innovations in critical perspectives regarding health, research, policy and education

11. Evaluation: *Learning Evidences*

- *Pairs Class Presentation: Exemplars of nursing-involved social activism*: Class Presentation in Pairs – 25%
- *Course Engagement and Contribution to the Learning Collective* – 10%
- *Critical analyses of health inequities and the role of nurses/nursing: Annotated Bibliography and Brief Literature Review* (25%)

- Topic and/or population to be collaboratively chosen with professor and student.
 - AB – 2-3 page max
 - Literature Review 1000-word max
 - **Application Paper (40%):** Apply Principles and practices of social justice nursing to one of the following areas:
 - Health for Persons and Communities;
 - Health Care Services and Systems; or
 - Nursing Education – Pedagogical Practice or Curricular Innovation
- Note:** *Literature Review will be integrated into the application paper.*

12. Integrated Courses:

n/a

13. Crosslisted Courses:

n/a

14. Faculty Resources:

Dr. Cheryl van Daalen-Smith
Linda Juergenson, PhD (c)

Dr. Simon Adam
Dr. Beryl Pilkington

Dr. Jacqueline Choiniere
Dr. Judith MacDonnell

15. Physical Resources:

Smart Classroom, Zoom Capacity.

16. Bibliography and Library Statement:

Bibliography Bibliography

1. Anderson, J. M., Rodney, P., Reimer-Kirkham, S., Browne, A. J., Khan, K. B., Lynam, J. (2009). Inequities in health and healthcare viewed through the ethical lens of critical social justice: Contextual knowledge for the global priorities ahead. *Advances in Nursing Science*, 32(4), 282–94.
2. Bickford, D. (2014). Postcolonial theory, nursing knowledge and the development of emancipatory knowing. *Advances in Nursing Science*, 37(3), 213-223.
3. Boutain, D. (2005). Social justice as a framework for professional nursing. *Journal of Nursing Education*, 44(9), 404-408.
4. Canadian Nurses Association (2010). Social Justice: A means to an end, an end in itself. https://www.cna-aicc.ca/~media/cna/page-content/pdf.../social_justice_2010_e.pdf
5. Canadian Nurses Association (2017). Code of Ethics for Registered Nurses. <https://www.cna-aicc.ca/~media/.../code-of-ethics-2017-edition-secure-interactive.pdf>
6. Cohen, B. (2010). From witness to social justice advocate. *Can Nurse*, 106(7), 48
7. Chinn, P., & Falk-Rafael, A. (2018). Embracing the Focus of the Discipline of Nursing: Critical Caring Pedagogy, *J Nurs Scholarship*, 50(6), 687-694.
8. Chinn, P. (2014). Educating for social justice. *Journal of Nursing Education*, 53(9), 487-31.
9. Choiniere, J. (2011). Accounting for care: Exploring tensions and contradictions. *Advances in Nursing Science*, 34(4), 330-44.

10. Disch, J., Keller, M., & Weber, E. (2015). Applying a nursing lens to shape policy. In R. Patton, M. Zalon, & R. Ludwick (Eds.), *Nurses making policy: From bedside to boardroom* (pp. 359–394). New York: Springer.
11. Duncan, S., Thorne, S., & Rodney, P. (2015). Evolving trends in nurse regulation: What are the policy impacts for nursing's social mandate? *Nursing Inquiry*, 22(1), 27–38.
12. Drevdahl, D., & Kneipp, S. (2001). Reinvesting in social justice: A capital idea for public health nursing? *Advances in Nursing Science*, 24(2), pp 19-31.
13. Fawcett, T. N., Holloway, A., & Rhynas, S. (2015). If I have seen further it is by standing on the shoulders of giants: Finding a voice, a positive future for nursing. *Journal of Advanced Nursing*, 71(6), 1195–1197.
14. Falk-Rafael, A. (2005). Speaking truth to power: Nursing's legacy and moral imperative. *Advances in Nursing Science: July-Sept.*, 28(3), 212-223.
15. Falk-Rafael, A. & Betker, C. (2012). Witnessing social injustice downstream and advocating for health equity upstream: "The trombone slide" of nursing. *Advances in Nursing Science: April/June*, 35(2), 98-11.
16. Falk-Rafael, A. & Bradley, P. (2014). Towards justice in health: An exemplar of speaking truth to power. *Advances in Nursing Science*, 37(3), 224-234.
17. Kagan, P., Smith, M., Cowling, R. & Chinn, P. (2010). A nursing manifesto: An emancipatory call for knowledge development, conscience, and praxis. *Nursing Philosophy*, 11(1), 67-84.
18. Kirkham, S., & Browne, A. (2006). Toward a critical theoretical interpretation of social justice discourses in nursing. *Advances in Nursing Science*, 29(4), 324-339.
19. Hamilton, P. & Campbell, M. (2011). Knowledge for reforming nursing's future: Standpoint makes a difference. *Advances in Nursing Science*. 34(4), 280-296.
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21. Leurer, M. D. (2013). Lessons in media advocacy: A look back at Saskatchewan's nursing education debate. *Policy, Politics & Nursing Practice*, 14(2), 86-96.
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26. Mill, J., Astle, B, J., Ogilvie, L., and Gastaldo, D. (2010). Linking global citizenship, undergraduate nursing education and professional nursing: Curricular innovation in the 21st Century. *Advances in Nursing Science*, 33(3), E1–E11.
27. Peart, J. & MacKinnon, K. (2018). Cultivating praxis through Chinn and Kramer's emancipatory knowing. *Advances in Nursing Science*, 41(4), 351-358.

28. Robin, W. (2017). Emancipatory Nursing Praxis: A Theory of Social Justice in Nursing. *Advances in Nursing Science*, 40(3), 225-243.
29. Thompson, J. (2014). Discourses of social justice: Examining the ethics of democratic professionalism in nursing. *Advances in Nursing Science: July/September*, 37(3), E17-E34.
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31. Thorne, S. (2015). Does nursing represent a unique angle of vision? If so, what is it? *Nursing Inquiry*, 22(4), 283-284.
32. Thorne, S. (2018). In search of our collective voice. *Nursing Inquiry*, 25(4).
33. Thurman, W. & Pfitzinger-Lippe, M. (2017). Returning to the profession's roots: Social justice in nursing education for the 21st Century. *Advances in Nursing Science*, 40(2), 184-193.
34. Thomson, J. (2014). Discourses of social justice: Examining the ethics of democratic professionalism in nursing. *Advances in Nursing Science*, 37(3), E17-E34.
35. Wesp, L., Scheer, V., Ruiz, A., Walaker, K., Weitzel, J., Shaw, L., Kako, P. & Valhmu, L. (2018). The Application of critical race, postcolonial and intersectionality theories. *Advances in Nursing Science*, 41(4), 316-326.
36. Watson, J. (2008). Social justice and human caring: A model of caring science as a hopeful paradigm for moral justice for humanity. *Creative Nursing*, 14(2), 54-61.

Library Statement Attached.

¹ CNA, 2010

[#] CNA, 2017.

December 2019-02-27

GS/NURS7XXX Social Justice Nursing: Philosophies and Practices - Library Support Statement

Required and Recommended Reading List:

I have reviewed the bibliography that you provided with the course description and find that we have subscriptions to the recommended journals for the course. The edited bibliography is appended to this library support statement; please replace the bibliography in the original proposal with this one. Please note that the book marked in green is not yet available in print, however, Steacie Library has a copy of the 2nd edition of this book published in 2012.

Electronic Resources:

CINAHL, Nursing and Allied Health Source (Proquest), MEDLINE, PubMed, Joanna Briggs Institute EBP Database, Embase (new), EBM Reviews, Web of Science, SCOPUS, Ulrich's International Periodicals Directory, and other specialized electronic resources are available. Numerous electronic book packages such as Books@OVID, Canadian Electronic Collection – Health Research, and others are also available.

Style guides:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Iverson, C., & American Medical Association. (2007). *AMA manual of style: A guide for authors and editors* (10th ed. / Cheryl Iverson (chair) ... [et al.]). Oxford; New York: Oxford University Press.

The holdings in our library currently support undergraduate and graduate-level courses in related health and social sciences fields.

Interlibrary loan and document delivery options are available through RACER for any additional information needs that may come up. There is no longer a limit to the number of articles that a student or faculty member may order through RACER per year, and these are delivered to the desktop, free of charge. Books can also be requested through this system free of charge.

Registration and requesting is available from:

<http://www.library.yorku.ca/cms/resource-sharing/services-for-york-faculty-and-students/illrequestform/> .

Should course instructors want to place any required readings on reserve for student use at Steacie Library, please see the following <http://www.library.yorku.ca/cms/faculty/reserves/> for information about what materials can be posted, Fair Dealing Guidelines, etc. Items to be

posted can be requested by filling out the form at:
<http://www.library.yorku.ca/cms/faculty/reserve-request-steacie/> .

Library Research and Information Literacy Support:

The American Council of Research Libraries Information Literacy Competency Standards for Nursing include outcomes “written specifically to support nursing resources, language, and the value of evidence-based practice.” <http://crln.acrl.org/content/75/1/34.full.pdf+html>

Please note that librarians provide research skills workshops to students and faculty on request, including but not limited to:

- Designing research strategies from asking a research question to searching the library catalogue, government sources, and databases such as CINAHL, Medline, ProQUEST Nursing and Allied Health Source, Joanna Briggs Institute EBP Database, EBM Reviews, Web of Science, SCOPUS, etc. using controlled vocabulary and/or keywords where applicable
- Managing references using bibliographic management software such as Mendeley and EndNote
- Finding the evidence for evidence-informed practice
- Conducting systematic reviews

A general Nursing Research Guide, one for Graduate Students and Faculty in Nursing, and Research Guides in other health fields have been created and are maintained by subject librarians to bring together online and print resources that may be useful to students and faculty in Nursing. Resources and links will be added upon request.

<http://researchguides.library.yorku.ca/nursing>

<http://researchguides.library.yorku.ca/NursingPhD>

<http://researchguides.library.yorku.ca/?b=s>

Please note too that research guides for Data and Statistics, Government Documents, and specialized tools such as Psychological Tests are available for use.

Collection development in the library is ongoing and is based on a commitment to developing library resources that are in alignment with the University’s curricular and research activities. Books in this field will be added to the library collection as they are published. Please forward any requests for purchase to the Nursing Subject Librarian: ilo@yorku.ca or submit your purchase request by using the form at <http://www.library.yorku.ca/online/purchase.php> Traditionally, library collections and Information Literacy instruction have been the primary areas of support for programs and courses. Students in graduate programs are increasingly

conducting research for publication and this has increased the need for library support in research data management and open scholarship.

Research Data Management

York University Libraries' Research Data Management services provide educational support in various areas related to research data, including data management planning, data collection, data organization and documentation, data sharing and preservation.

We will be happy to:

- Compile research data management reading material for instructors to include in their course syllabus
- Work with instructors to develop teaching and assessment modules on research data management that is relevant to the course objectives
- Work with students solving research data management problems related to the course objectives
- Teach a research data management workshop to raise awareness of the importance of research data management among students and introduce them to research data management best practices in their research fields

Digital Scholarship Infrastructure and Open Scholarship:

York Libraries provides support for the Nursing program in the area of scholarly communications. The Libraries hosts and provides support to several scholar-led journals that intersect with issues around Nursing (Witness: The Journal of Critical Nursing, Critical Disability Discourse, Health Tomorrow: Interdisciplinarity and Internationality). The Libraries also provides instructional support, consultative referrals and best practices in the area of open scholarship, research dissemination and impact to the campus community, while also hosting York's institutional repository, YorkSpace, which disseminates faculty and graduate student research.

In summary, I would state that we are well positioned to support this course.

Sincerely,

Ilo-Katryn Maimets, Science Librarian
Head, Steacie Science and Engineering Library
Ext: x33927
E-mail: ilo@yorku.ca

APPENDIX "C"

New Course Proposal for the PhD Program in Nursing

1. **Program: PhD in Nursing**
2. **Course Number: GS/NURS 7XXX**
3. **Credit Value: 3.0**
4. **Long Course Title: Critical Community Health Nursing**
5. **Short Course Title: Critical Community Health Nursing**
6. **Effective Session: Fall 2020**
7. **Calendar (Short) Course Description:**

Understanding how social contexts influence health, and drawing on the posthumanist idea of *One Health*, critical CHNs consider health as a right of people, animals, and all planetary life. Working in partnership to ameliorate inequities impacting the SDOH, CHNs enact Primary Health principles intersectionally. To that end, this course illuminates the principles and tensions associated with *critical* community health nursing.

8. Expanded Course Description:

Understanding how social contexts influence health, Canadian Community Health Nurses (CHNs) advocate for the health of diverse communities. Working in partnership in order to collaboratively ameliorate health inequities impacting the social determinants of health, Canada's CHN enact the principles of primary health intersectionally. Embracing plurality in perspectives on health, including social determinants of health, Indigenous conceptualizations and the posthumanist idea of *One Health*, this course considers health as a right of people, animals, and all planetary life. To that end, Critical CHN practice is grounded in social justice considerations, advocacy and health for all.

While Canada is viewed as a world leader in public health, health promotion, and the social determinants of health, neoliberal, behavioural, gendered, colonial and other acritical approaches continue to underpin some programming involving CHNs. To that end, community health nursing history, theories, policies and practices will be examined and critiqued regarding their fit with a concern for social justice, health equity, and reconciliation.

Grounded in an ethos of critique, understood as disrupting the status quo and the challenging of taken-for-granted assumptions through the deconstruction of competing discourses circulating as truth, this course illuminates the principles, tensions, contradictions and opportunities associated with *critical* community health nursing.

9. Course Learning Outcomes

Learners will:

1. Explore the concept of health broadly including the social determinants of health; the Posthumanist concept of "One Health"; Indigenous conceptualizations of health, etc.
2. Explore Primary Health, Population Health and Health Promotion principles and practices;

3. Examine and critique public health history, theories, policies, practices and models;
4. Demonstrate comprehension of community health/public health nursing history, theoretical underpinnings, standards and practices;
5. Examine the importance of upstream thinking in critical health promotion practice;
6. Critically explore the Social Determinants of Health for marginalized communities and populations in Canada;
7. Investigate and discuss health promotion and population health strategies explicitly grounded in health equity concerns;
8. Explore the tensions and contradictions surrounding the history of community health/public health nurse health promotion efforts;
9. Identify barriers to/strategies enabling *critical* CHN practice; and
10. Develop skill in community consultation

10. Rationale:

This elective course tangibly supports and is congruent with the goals and objectives of the PhD Program in Nursing, including specifically:

1. respond to current and projected demographic and health changes in Canadian and global society;
2. foster the development of transformative knowledge and practice innovations (specifically concerning)
 - *Health for persons and communities*. This area of scholarship focuses on developing knowledge that informs the promotion and positive transformation of health across the lifespan (i.e., children, youth, adults, and older adults) at the individual, group, community, and global level.)
3. Provide(ing) leadership in nursing, in the health care system and within interdisciplinary teams through activities such as *knowledge generation* and mobilization.

11. Evaluation:

Grounded in an ethos of critique, understood as disrupting the status quo and the challenging of taken-for-granted assumptions through the deconstruction of competing discourses circulating as truth, students will have the opportunity to critically analyse one of the CHNC Standards of Practice or one of the CHNC Practice Expectations. Central to this analysis will be an exploration of CHN-involved or led programming that are/were incongruent with a social justice ethos.

1. **Critical Analysis Paper (50%)** choosing one of the
 - a. CHNC Standards of Practice:
 - i. Promoting Health
 - ii. Facilitating Illness Prevention and Health Protection
 - iii. Facilitating Health Maintenance, Restoration and Palliation
 - iv. Building Professional Relationships
 - v. Building Individual and Community Capacity
 - vi. Facilitating Health Equity
 - vii. Enacting Evidenced Informed Practice
 - viii. Demonstrating Professional Responsibility and Accountability
 - OR ONE OF THE:**
 - b. CHNC Practice Expectations:
 - i. Cultural safety
 - ii. Cultural humility
 - iii. Indigenous ways of knowing
 - iv. Levels of prevention

4. Brassolotto, J., Raphael, D. & Baldeo, N. (2014). Epistemological barriers to addressing the social determinants of health among public health professionals in Ontario, Canada: a qualitative inquiry. *Critical Public Health*, 24(3), 321-336.
5. Butterfield, P.G. (2017) Thinking Upstream: A 25-Year retrospective and conceptual model aimed at reducing health inequities. *Advances in Nursing Science*. Jan-March, 40(1), p. 2-11.
6. Bourgeault, L., Labonte, R., Packer, C. & Runnels, V. (2017). Population Health in Canada: Issues, Research, and Action. Canadian Scholar's Press, Toronto, Canada.
7. Cohen, B. & Marshall, S. (2017). Does public health advocacy seek to redress health inequities? A scoping review. *Health & Social Care in the Community*. 25(2), 309-32
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9. Cohen, B. & Gregory, D. (2009) Community Health Clinical Education in Canada: Part 1- State of the Art. *International Journal of Nursing Education Scholarship*, 6(1):1-17.
10. Cohen, B. & Gregory, D. (2009) Community Health Clinical Education in Canada: Part 2- Developing Competencies to Address Social Justice, Equity, and the Social Determinants of Health. *International Journal of Nursing Education Scholarship*. 6(1):1-15
11. Cohen, B. (2010). From witness to social justice advocate. *Canadian Nurse*, 106(7), 48
12. Community Health Nurses of Canada (2011). Canadian Community Health Nursing Professional Practice Model & Standards of Practice, 3rd Ed. www.chnig.org/wp-content/uploads/2016/02/chnc-standards.pdf
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14. Drevdahl, D. (2013). Injustice, Suffering, Difference: How Can Community Health Nursing Address the Suffering of Others? *Journal of Community Health Nursing*, 30(1), 49-58
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17. Falk-Rafael, A. (1995). Advocacy and Empowerment: Dichotomous or synchronous concepts? *Advances in Nursing Science*, 18(2), p. 25-32
18. Falk-Rafael, A. & Betker, C. (2012). Witnessing Social Injustice Downstream and Advocating for Health Equity Upstream: "The Trombone Slide" of Nursing. *Advances in Nursing Science*, 35 (2). 98-11.
19. Falk-Rafael, A. (1999) The Politics of Health Promotion: Influences on Public Health Promoting Nursing Practice in Ontario, Canada from Nightingale to the Nineties. *Advances in Nursing Science*, 22(1), 23-39
20. Falk-Rafael, A. (2005). Advancing Nursing Theory Through Theory-guided Practice: The Emergence of a Critical Caring Perspective. *Advances in Nursing Science*, 28(1), 38-49
21. Falk-Rafael, A. & Betker, C. (2012). The Primacy of Relationships: A Study of Public Health Nursing Practice from a Critical Caring Perspective. *Advances in Nursing Science*. 35(4),315-332
22. Gagnon, M., Daniel, J. & Holmes, D. (2010). Governing through (in)security: a critical analysis of a fear-based public health campaign. *Critical Public Health*, 20(2), 245-256
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24. Leonardi, F. (2018). The Definition of Health: Towards New Perspectives. *International Journal of Health Services*, 48(4), 735-748.
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26. McGibbon, E., Fhumulani, Mulaudzi, F., Didham, P., Barton, S., & Sochan, A. (2014). Toward decolonizing nursing: the colonization of nursing and strategies for increasing the counter-narrative. *Nursing Inquiry*, 21(3), 171-191.
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28. Perron, A., Fluet, C., & Holmes, D. (2005). Agents of care and agents of the state: Bio-power and nursing practice. *Journal of Advanced Nursing*, 50(5), 536-544.
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31. Rock, M. (2017). Who or what is 'the public' in critical public health? Reflections on posthumanism and anthropological engagements with One Health. *Critical Public Health*, 27(3), 314-324.
32. Rootman, I., Pederson, A., Frohlich, K. & Dupere, S. (2017) *Health Promotion in Canada: New Perspectives on Theory, Practice, Policy and Research*. 4th Ed. Canadian Scholar's Press, Toronto, Ontario.
33. Scheer, V.L., Stevens, P.E., Mkandawire-Valhmu, L. (2016). Raising questions about capitalist globalization and universalizing views on women. *Advances in Nursing Science*, 39(2), 96-107.
34. Simms, C., D., & Persaud, D., D. (2009). Global health and local poverty: Rich countries' responses to vulnerable populations. *Canadian Journal of Public Health*, 100(3), 176-79.
35. Smith, S. L. (2000). Neither victim nor villain: Eunice Rivers and public health work. In S. Reverby (Ed.), *Tuskagee's truths: Rethinking the Tuskagee Syphilis Study*. Chapel Hill, NC: University of North Carolina Press.
36. Stevens P. & Hall, J. (1992). Applying Critical Theories to Nursing in Communities. *Public Health Nursing*. 9(1), 2-9.

Library Statement Attached.

December 2019-02-27

GS/NURS7XXX Critical Community Health Nursing - Library Support Statement

Required and Recommended Reading List:

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Style guides:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Iverson, C., & American Medical Association. (2007). *AMA manual of style: A guide for authors and editors* (10th ed. / Cheryl Iverson (chair) ... [et al.]). Oxford; New York: Oxford University Press.

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Registration and requesting is available from:

<http://www.library.yorku.ca/cms/resource-sharing/services-for-york-faculty-and-students/illrequestform/>.

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posted can be requested by filling out the form at:
<http://www.library.yorku.ca/cms/faculty/reserve-request-steacie/> .

Library Research and Information Literacy Support:

The American Council of Research Libraries Information Literacy Competency Standards for Nursing include outcomes “written specifically to support nursing resources, language, and the value of evidence-based practice.” <http://crln.acrl.org/content/75/1/34.full.pdf+html>

Please note that librarians provide research skills workshops to students and faculty on request, including but not limited to:

- Designing research strategies from asking a research question to searching the library catalogue, government sources, and databases such as CINAHL, Medline, ProQUEST Nursing and Allied Health Source, Joanna Briggs Institute EBP Database, EBM Reviews, Web of Science, SCOPUS, etc. using controlled vocabulary and/or keywords where applicable
- Managing references using bibliographic management software such as Mendeley and EndNote
- Finding the evidence for evidence-informed practice
- Conducting systematic reviews

A general Nursing Research Guide, one for Graduate Students and Faculty in Nursing, and Research Guides in other health fields have been created and are maintained by subject librarians to bring together online and print resources that may be useful to students and faculty in Nursing. Resources and links will be added upon request.

<http://researchguides.library.yorku.ca/nursing>

<http://researchguides.library.yorku.ca/NursingPhD>

<http://researchguides.library.yorku.ca/?b=s>

Please note too that research guides for Data and Statistics, Government Documents, and specialized tools such as Psychological Tests are available for use.

Collection development in the library is ongoing and is based on a commitment to developing library resources that are in alignment with the University's curricular and research activities. Books in this field will be added to the library collection as they are published. Please forward any requests for purchase to the Nursing Subject Librarian: ilo@yorku.ca or submit your purchase request by using the form at <http://www.library.yorku.ca/online/purchase.php> Traditionally, library collections and Information Literacy instruction have been the primary areas of support for programs and courses. Students in graduate programs are increasingly

conducting research for publication and this has increased the need for library support in research data management and open scholarship.

Research Data Management

York University Libraries' Research Data Management services provide educational support in various areas related to research data, including data management planning, data collection, data organization and documentation, data sharing and preservation.

We will be happy to:

- Compile research data management reading material for instructors to include in their course syllabus
- Work with instructors to develop teaching and assessment modules on research data management that is relevant to the course objectives
- Work with students solving research data management problems related to the course objectives
- Teach a research data management workshop to raise awareness of the importance of research data management among students and introduce them to research data management best practices in their research fields

Digital Scholarship Infrastructure and Open Scholarship:

York Libraries provides support for the Nursing program in the area of scholarly communications. The Libraries hosts and provides support to several scholar-led journals that intersect with issues around Nursing (Witness: The Journal of Critical Nursing, Critical Disability Discourse, Health Tomorrow: Interdisciplinarity and Internationality). The Libraries also provides instructional support, consultative referrals and best practices in the area of open scholarship, research dissemination and impact to the campus community, while also hosting York's institutional repository, YorkSpace, which disseminates faculty and graduate student research.

In summary, I would state that we are well positioned to support this course.

Sincerely,

Ilo-Katryn Maimets, Science Librarian
Head, Steacie Science and Engineering Library
Ext: x33927
E-mail: ilo@yorku.ca

APPENDIX "D"

New Course Proposal: KAHS 6375 Techniques in Muscle Physiology

The following information is required for all new course proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. **Program:** Kinesiology and Health Science
2. **Course Number:** KAHS 6375
3. **Credit Value:** 3.0
4. **Long Course Title:** Techniques in Muscle Physiology
5. **Short Course Title:**
Muscle Physiology Techniques
6. **Effective Session:** Winter 2021

7. **Calendar (Short) Course Description:**

This course examines the theory and techniques to assess the physiological aspects of skeletal muscle function. We will cover how human and animal experimental models can be utilized in a research setting to assess muscle strength, power, and fatigue, ranging from the whole body level to the single muscle fibre level. Fluorescence techniques to assess real-time muscle metabolic function will also be covered. Pre-requisites: One of KINE 4010, KINE 4445, KINE 4455, KINE 4470, KINE 4590 or permission of instructor or equivalent.

8. **Expanded Course Description:**

A primary function of skeletal muscle is contractile force generation. The assessment of muscle contractile function can serve as a foundation of any study investigating skeletal muscle in healthy or diseased states by providing a functional outcome for metabolic and genetic alterations with exercise training, disuse, and chronic disease. Topics that will be explored include theory and hands-on assessments of voluntary and electrically stimulated muscle strength and power (e.g., length-tension, force-velocity, force-frequency relationships) in human and animal muscles. We will also examine the techniques used to measure each step of the excitation-contraction coupling process in skeletal muscle. Finally, we will cover real-time fluorescent imaging of ions (Ca^{2+}) and muscle metabolic function (ROS, pH) in intact single muscle fibres that can complement investigations of muscle force generation. These experimental techniques will be applied to the concepts of exercise-induced fatigue, recovery, training adaptations, and chronic diseases.

Lectures will alternate with hands-on laboratory experiments to put theory to practice. Students will learn to critique research articles, and they will learn how to apply methodology to develop their own project proposals.

9. **Evaluation:**

*Critical Assessment Project #1 15%
Critical Assessment Project #2 15%
Lab assignments 30%
Oral Presentation 20%
Written Report 20%*

10. Integrated Courses:

This course will not be integrated with undergraduate courses.

11. Rationale:

This course addresses a concept that is relevant to several research programs within the School of Kinesiology and Health Science. The material in this course is distinct from that covered in any other graduate course offered in KAHS because it focuses on the methodology and techniques used to assess skeletal muscle function with hands-on labs being a focus in order to put theory to practice. Although the theoretical material is complementary to that being taught in other courses (KINE 4010 Exercise Physiology, KINE 4445 Physiological Basis of Fatigue, KINE 4455 Movement Analysis Laboratory, KINE 4470 Muscle and Joint Biomechanics, KINE 4590 Advanced Athletic Therapy Assessment & Rehabilitation, KAHS 6370 Advanced Exercise Physiology I: Muscle), this proposed course is designed to enhance the practical skills of graduate students performing muscle-related research within KAHS. The closest laboratory course in concept to his proposed course is KINE 4455 Movement Analysis Laboratory where kinematic analysis of movement is performed on a force plate and neuromuscular assessments are made with electromyography. However, upon consultation with Dr. Taylor Cleworth, the course director of KINE4455, we have prevented any conflict between courses by focusing here on skeletal muscle aspects of isokinetic dynamometry, on use of animal experiments, in addition to covering fluorescent microscopy and various single muscle fibre techniques.

12. Faculty Resources:

Primary: Arthur Cheng, Ph.D. Assistant Professor, School of Kinesiology and Health Science

Alternate: Christopher G. R. Perry, Ph.D. Associate Professor, School of Kinesiology and Health Science

13. Crosslisted Courses:

N/A

14. Bibliography and Library Statement:

No textbook. The course director will post all relevant articles for students to access on the course Moodle page. Otherwise, all journal articles are also available at Steacie Library, York University and can be accessed on-line.

Example Reading List:

Baltzopoulos V, Brodie DA. Isokinetic dynamometry. Applications and limitations. Sports Med. 1989 Aug;8(2):101-16. Review. PubMed PMID: 2675256.

Bigland-Ritchie B, Furbush F, Woods JJ. Fatigue of intermittent submaximal voluntary contractions: central and peripheral factors. J Appl Physiol (1985). 1986 Aug;61(2):421-9. PubMed PMID: 3745035.

Bruton J, Cheng AJ, Westerblad H. Measuring Ca(2+) in Living Cells. Adv Exp Med Biol. 2020;1131:7-26. doi: 10.1007/978-3-030-12457-1_2. PubMed PMID: 31646505.

Cheng AJ, Westerblad H. Mechanical isolation, and measurement of force and myoplasmic free [Ca(2+)] in fully intact single skeletal muscle fibers. Nat Protoc. 2017 Sep;12(9):1763-1776. doi: 10.1038/nprot.2017.056. Epub 2017 Aug 3. PubMed PMID: 28771237.

Lamb GD, Stephenson DG. Measurement of force and calcium release using mechanically skinned fibers from mammalian skeletal muscle. J Appl Physiol (1985). 2018 Oct 1;125(4):1105-1127. doi: 10.1152/jappphysiol.00445.2018. Epub 2018 Jul 19. PubMed PMID: 30024333.

McNeil CJ, Rice CL. Fatigability is increased with age during velocity-dependent contractions of the dorsiflexors. *J Gerontol A Biol Sci Med Sci*. 2007 Jun;62(6):624-9. PubMed PMID: 17595418.

Miller RG, Kent-Braun JA, Sharma KR, Weiner MW. Mechanisms of human muscle fatigue. Quantitating the contribution of metabolic factors and activation impairment. *Adv Exp Med Biol*. 1995;384:195-210. Review. PubMed PMID: 8585451.

Palomero J, Pye D, Kabayo T, Spiller DG, Jackson MJ. In situ detection and measurement of intracellular reactive oxygen species in single isolated mature skeletal muscle fibers by real time fluorescence microscopy. *Antioxid Redox Signal*. 2008 Aug;10(8):1463-74. doi: 10.1089/ars.2007.2009. PubMed PMID: 18407749; PubMed Central PMCID: PMC2536563.

Sheean GL, Murray NM, Rothwell JC, Miller DH, Thompson AJ. An electrophysiological study of the mechanism of fatigue in multiple sclerosis. *Brain*. 1997 Feb;120 (Pt 2):299-315. PubMed PMID: 9117377.

15. Physical Resources:

A standard classroom (15 person capacity) with a projector and screen as well as a chalkboard or whiteboard is required for lectures. The laboratory and research equipment of Arthur Cheng will be used for hands-on demos and labs involving data collection and analysis for both human and animal experiments.

Library Support Statement

GS/KAHS 6375 3.0: Techniques in Muscle Physiology

I have reviewed the course proposal and the supporting reading list, and find that York University Libraries (YUL) have the required resources to support this graduate course based on the following criteria:

- Books (including e-books), handbooks and visual resources
- Print and electronic journals
- Kinesiology & Health Sciences, Sports, Physiology & Biology: YUL course guides
- Data & statistical sources available from the Libraries website
- Access to other libraries' holdings through Interlibrary Loans and resource sharing
- Ongoing purchases of new library materials based on course requirements
- Librarians' assistance with finding and using research information for appropriate purposes

A York Libraries catalogue search shows that we have adequate resources on skeletal muscle topics on aspects of physiology, health, aging, and disease. York University Libraries have print and electronic resources on human and animal physiology, measurement and analytical techniques, chronic diseases, and aging. There are many resources related to critical thinking & writing in the Sciences & Health sciences. Students and faculty have access to Primal Pictures: Anatomy & Physiology <http://researchguides.library.yorku.ca/ee>. Other resources on this page will also help with active visual learning and facets of experiential education. The [library catalogue](#) is the starting point for locating all resources including material in the reading list.

Some important databases include,

- ProQuest databases including PsycINFO
- CINAHL
- Social Science Abstracts
- Google Scholar
- PubMed
- Scopus
- Web of Science

The Kinesiology & Health Sciences, and Biology library guides are excellent resources for locating subject specific databases, encyclopedias, books and dictionaries.

Kinesiology & Health Sciences: <http://researchguides.library.yorku.ca/kinesiology>

Biology: <http://researchguides.library.yorku.ca/biology>

YUL Data Library Guide: <http://researchguides.library.yorku.ca/data>

More databases: <http://www.library.yorku.ca/web/steacie/science-databases/>

The Libraries subscribe to all the important Kinesiology & Health Sciences journals. York University Libraries has all the books mentioned in the reading list. Specific course books and other resources can be made available from the Steacie reserve desk by

completing an online request form <https://www.library.yorku.ca/web/ask-services/facultyinstructor-support/places-items-on-reserve/>

Graduate students can request books and journal articles that are not available at York by using the interlibrary loan and document delivery system RACER:

<http://www.library.yorku.ca/e/resolver/id/1534609>

Science librarians also provide library research skills through workshops on topics, including:

- Formulating search strategies and help with subject specific databases
- Critically evaluating information sources
- Writing resources
- Using & citing data resources
 - Managing and organizing references using citation management tools

The Steacie Library Teaching Lab has individual computing stations and accomodates 35 students at a time. This Lab is primarily used for developing and enhancing information & library research skills and competencies.

There may be specific areas that require additional resources. Collection development in the library is an ongoing process. It is based on a commitment to developing library resources that are in alignment with the University's curricular and research activities. Additional updated content will be purchased as they become available. Please forward any requests for purchase to the Kinesiology & Health Sciences Librarian, Rajiv Nariani, at rajivn@yorku.ca.

In summary, I would state that the Steacie Science & Engineering library is well-positioned to support this graduate course.

Sincerely,

Rajiv Nariani
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Toronto, ON
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