

AN EVALUATION OF SOCIAL JUSTICE LEARNING IN NURSING

IMPACT OF SOCIAL JUSTICE EDUCATION POST NURSING QUALIFICATION



AUTHORS

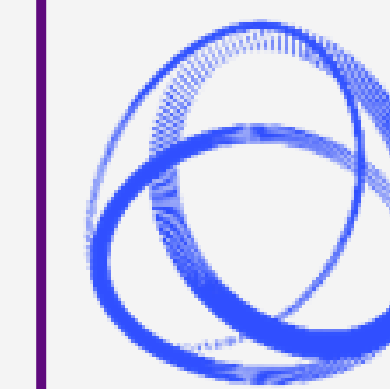
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01. INTRODUCTION

Health and wellness are adversely affected by social injustice and so over the last few years, social justice and its various components have been integrated into nursing education (Abu and Moorley, 2023). The impact, however, of this education on registered nurses, their practice and health outcomes is rarely discussed (Alexander et al., 2020).

02. STUDY AIMS

- To evaluate the impact of the Nursing and Social Justice (NSJ) modules on nurses' learning and practice post qualification
- To explore whether module aims are transferable into practice once students are qualified
- To explore enablers and barriers to implementing and embedding social justice into nursing practice

05. PRELIMINARY RESULTS AND FINDINGS

Figure 1 shows the demographics of the project participants and Figure 2 reflects the relationship between the 4 elements measured by NoMAD (coherence, cognitive participation, collective action, and reflexive monitoring). This tool is concerned with explaining people's actions rather than their attitudes or beliefs (Finch et al., 2018).

| Demographic Category | Subcategory | Count | Percentage |
|----------------------|------------------------------------------------------------|-------|------------|
| Ethnicity | Other Asian | 1 | 20.0% |
| | White: English, Welsh, Scottish, Northern Irish or British | 3 | 60.0% |
| | Latin American | 1 | 20.0% |
| Gender Identity | Same as sex registered at birth | 5 | 100.0% |
| Age Distribution | 20-29 | 2 | 40.0% |
| | 30-39 | 1 | 20.0% |
| | 50-59 | 2 | 40.0% |
| Sexual Orientation | Heterosexual/Straight | 3 | 60.0% |
| | Bisexual | 1 | 20.0% |
| | Pansexual | 1 | 20.0% |
| Program Enrolment | BSc Nursing (Adult) | 4 | 80.0% |
| | MSc Nursing (Adult) | 1 | 20.0% |

Figure 1: Demographic information

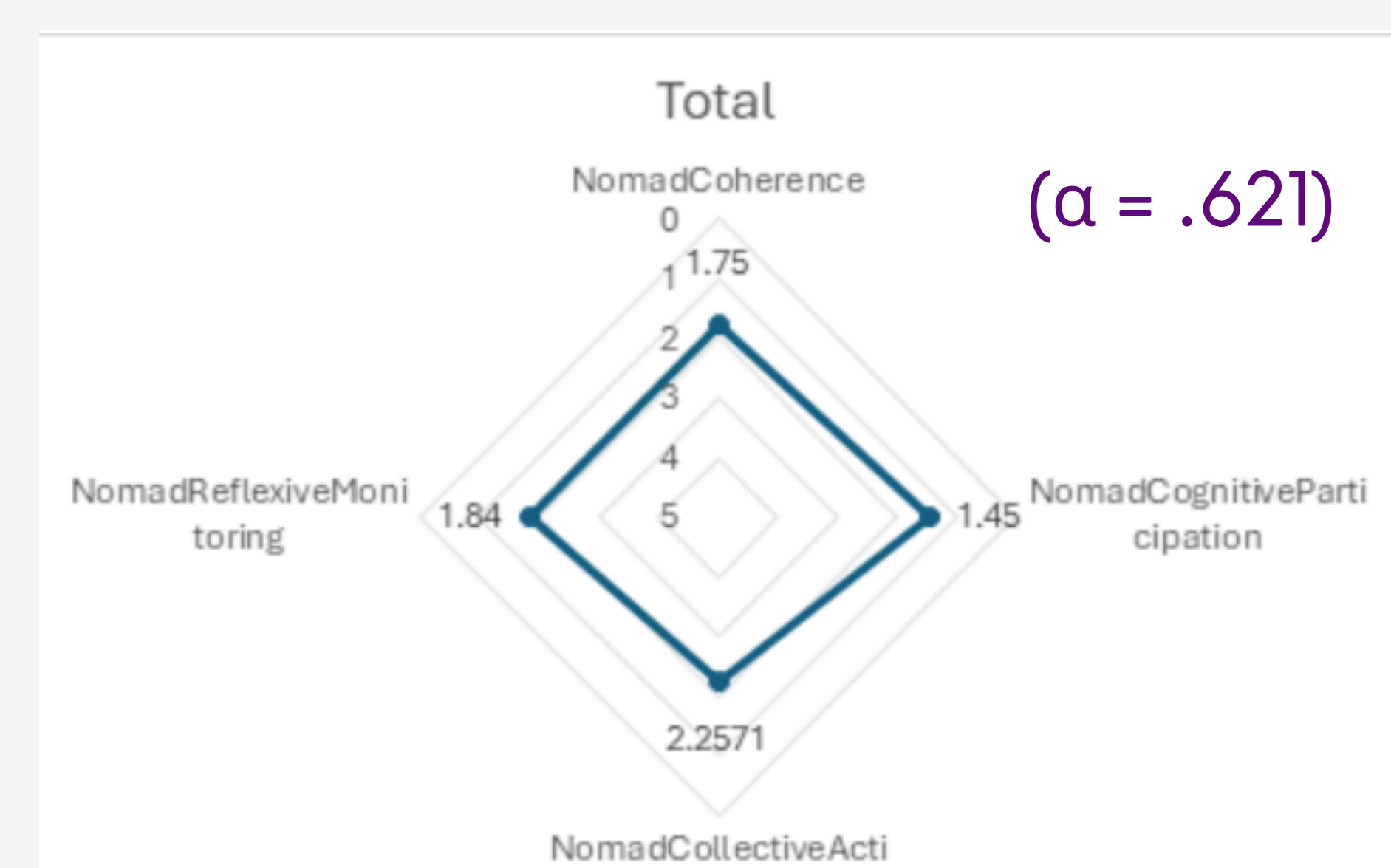


Figure 2: Coherence, mean: 1.75 (SD = 0.25), Cognitive Participation, mean: 1.45 (SD = 0.37), Collective Action, mean: 2.26 (SD = 0.72), and Reflexive Monitoring, mean: 1.84 (SD = 0.48).

06. CONCLUSION (KEY POINTS)

Social justice will be embedded in all nursing curricula. The project is still ongoing, however, limitations have been noted. To date, the most notable is the small sample size. A larger sample size should be considered for future studies. Proceeding with the study, additional qualitative data is anticipated from participants yet to be interviewed.

CONTRIBUTIONS

- This research explores the developments made in the way health inequalities are approached by registered nurses.
- Its findings could be pivotal in the development of the nursing curriculum.
- This research can foster systemic change in healthcare by providing evidence-based recommendations for integrating social justice topics into policies and standards in nursing.
- The study progresses the knowledge base in nursing education by emphasising the significance of social justice as a vital component of competence in nursing and its impact on ongoing practice.



03. STUDY DESIGN AND METHOD

The study design involves an explanatory sequential mixed methods approach. Data were collected from the university's alumni nursing students that undertook the module and have been in practice for more than a year through:

- An online survey
- One-to-one online interviews

The data collected from the survey was used to calculate the extent of embeddedness of the module learning (quantitative) and the interviews provided data to determine if the module had impact on practice or not, and evaluation of enablers and barriers of this (qualitative).

04. DATA ANALYSIS PROGRESS

Qualitative: The online interviews are still in progress and content analysis is yet to be carried out as data collection is still ongoing.

Quantitative: 5 participants have completed the survey to date and the Normalization Measurement Development questionnaire (NoMAD) is being used to measure the efficacy of implementing, embedding, and integrating a social justice module in practice (Finch et al., 2018).



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