

# Disruption through discourse: Integrating equity into teaching.

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## Background

- Educational institutions have been called upon to acknowledge their role in colonization.
- Most health professional programs are criticized for their inattention to issues of racism and equity.
- The BSN program focuses largely on western biomedical healthcare models and theories.
- Minimal content on decolonizing, anti-racism practices, understanding the role of social position and power, and delivering culturally safe nursing care to Indigenous, Black, People of Colour, or those who identify as 2SLGBTQIA+.

## Project Goals

Facilitate the development of culturally competent BSN graduates by:

- Undergoing a critical analysis of the curriculum to incorporate foundational learning outcomes that explicitly address equity, diversity and inclusion (Completed in 2023).
- Ensuring that the School of Nursing has the educational resources available to support an inclusive, diverse and equitable curriculum. (Completed in 2024/Work Published 2025).
- Providing equity and inclusion training for teachers (Findings presented in 2024/Manuscript in preparation).

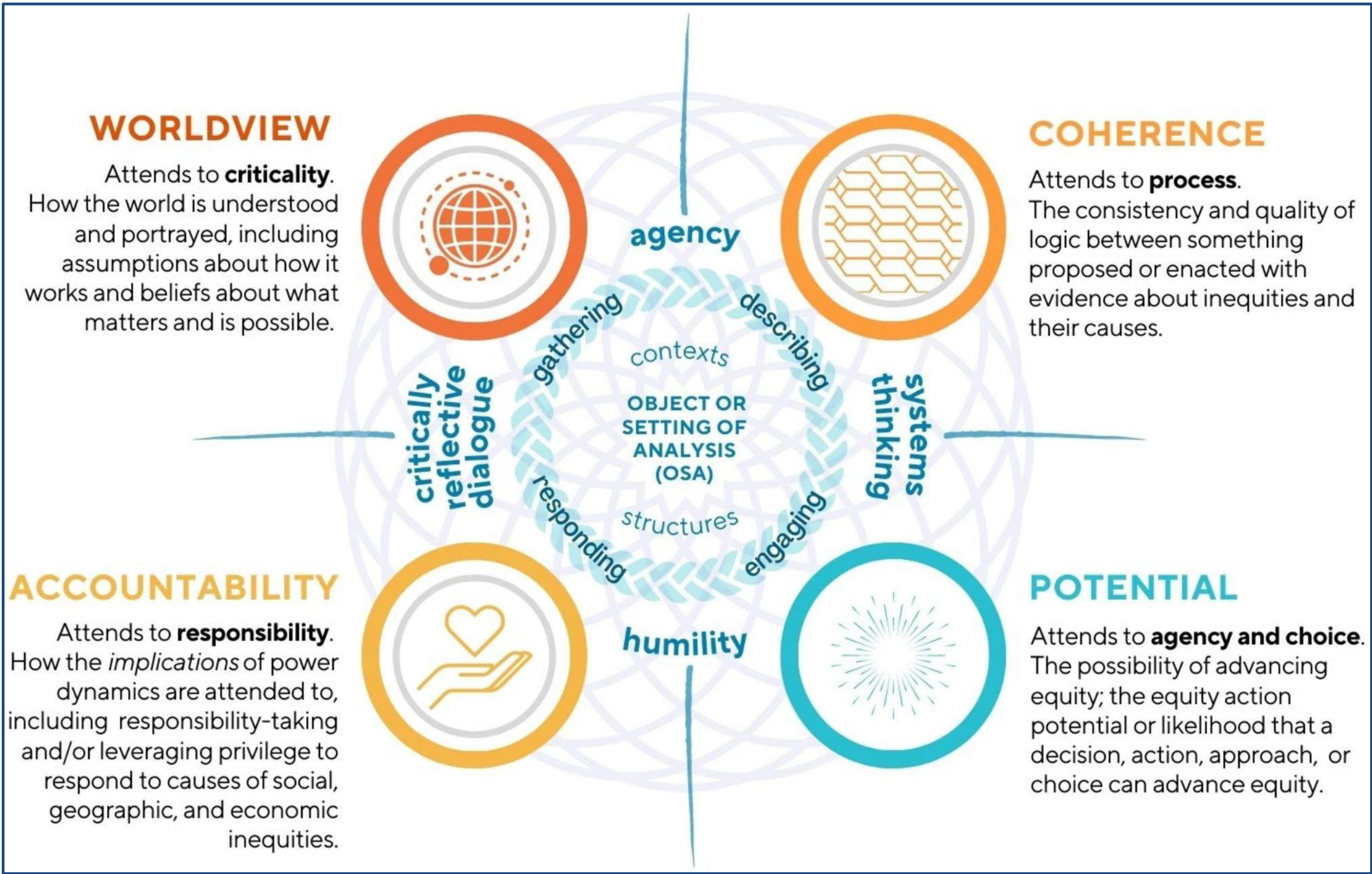
*“Because of the lack of diversity, I’ve gone through the program experiencing ignorance and microaggressions every single day.”*

(BSN Graduate, 2020)

## Research Focus

- Aimed to understand how to integrate equity into the BSN program using the Systematic Equity Action framework.
- SEA framework emphasizes the importance of inclusion, capacity building and shared accountability.
- Grounded in relational theory and critical, anti-oppressive approaches.
- Guides users through four interwoven elements of analysis:

## Systematic Equity Action Framework



*Discourse offers participants the opportunity to consider their own assumptions on equity, diversity and inclusion, and how these assumptions might be affecting the ways in which they engage in teaching. The knowledge gained from the critical reflective dialogue will help to establish a decolonizing curriculum and ensure cultural competencies are threaded through the BSN program.*

## Workshop Research Questions

### Workshop #1 – Systems transformation: Accepting the role, we carry as educators.

- How can we look at our own teaching processes and content to look for integration of equity?
- How can we identify any unintended processes or content that reinforce the broad, systemic narrative shaped by white supremacy in which we are situated as nurses in Canada?

### Workshop #2 – Creating a safe space: Integrating EDI principles into teaching

- What are your beginning thoughts about equity in the curriculum and in your teaching philosophy?
- How do you integrate equity in your teaching? What supports do you need?
- How do you create a safe place and welcoming environment for your students?
- What is something you want to change in your teaching philosophy or your syllabus?

## Research Findings/Themes

### 1. Safe discourse and learning environment

*“I really want to be able to create safe and meaningful learning spaces for students.”*

*“I’m just grateful for being part of this community of dialogue.”*

### 2. Power dynamics and influence

*“I want my students to feel safe in a way that they are able to share their own experiences, and their stories, and their voices to be valued.”*

*“I didn’t realize at the time, the power that I had to change that scenario.”*

### 3. Role of educators and accountability

*“We have all of those pieces in our curriculum, [but] it doesn’t mean that we’re necessarily teaching it in a way that can be heard and understood.”*

*“We have to be really mindful of our language that we use because it can empower or cause harm.”*

## Recommendations

- Lean into discomfort.
- Be mindful of your sphere of influence.
- Recognize the power of your actions.
- Identify opportunities to mitigate and redistribute power.
- Implement practices that empower

## References

Plamondon, K.M., Dixon, J., Brisbois, B. et al. Turning the tide on inequity through systematic equity action-analysis. BMC Public Health 23, 890 (2023). <https://doi.org/10.1186/s12889-023-15709-5>.