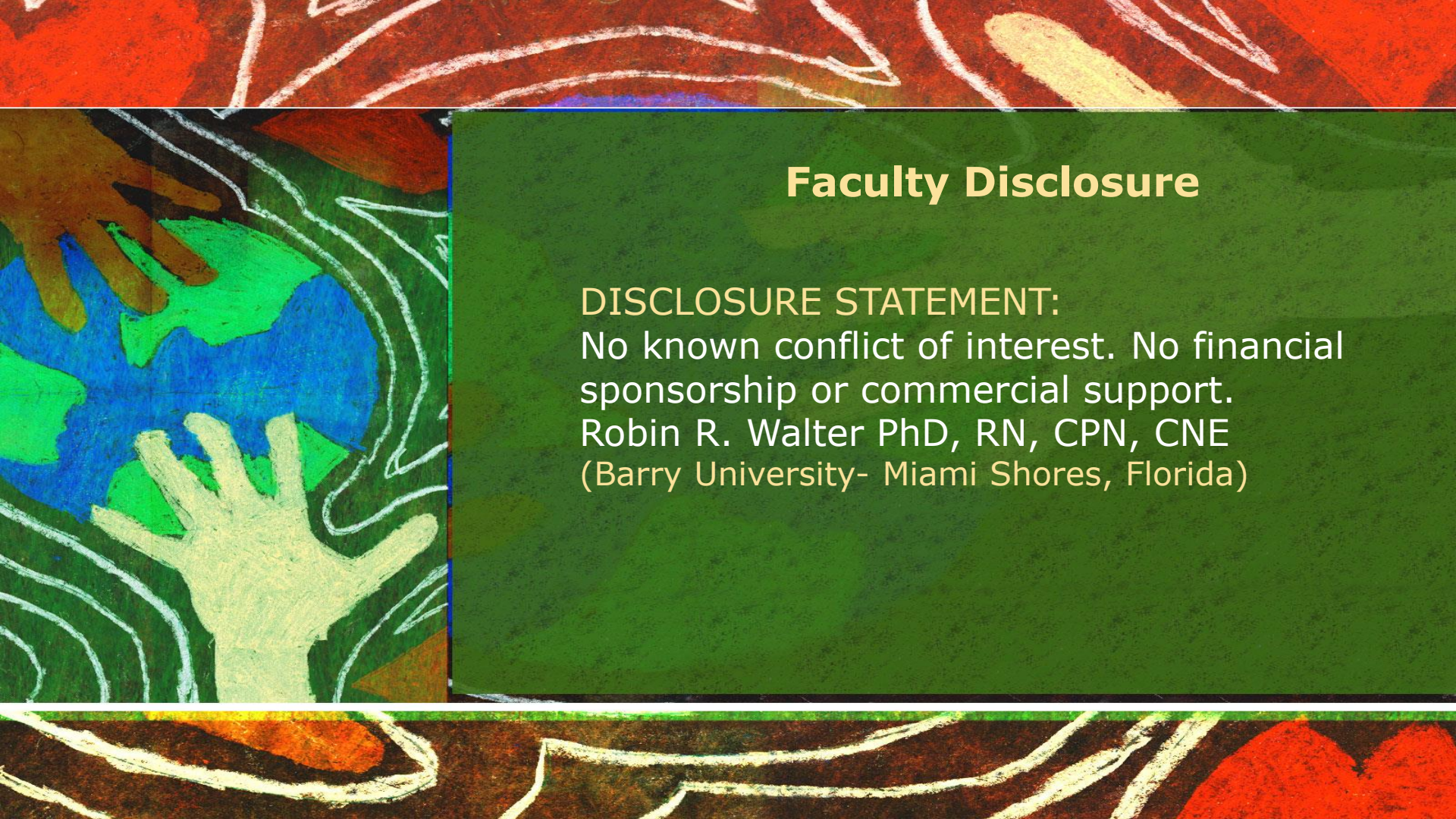




Emancipatory Nursing Praxis

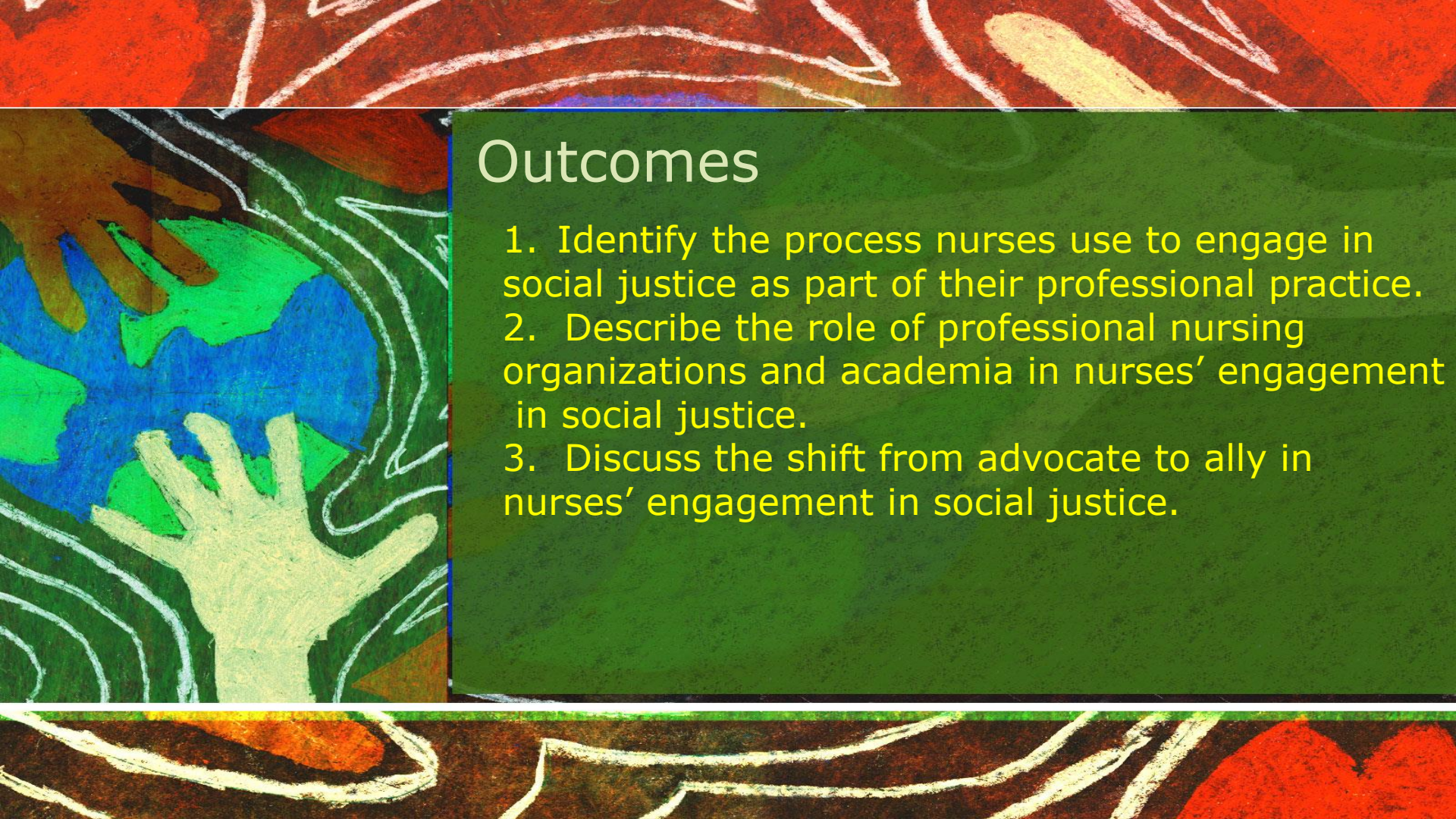
Robin Walter PhD, RN, CPN, CNE



Faculty Disclosure

DISCLOSURE STATEMENT:

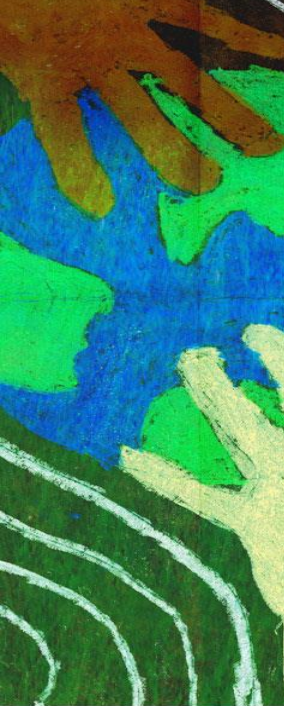
No known conflict of interest. No financial sponsorship or commercial support.
Robin R. Walter PhD, RN, CPN, CNE
(Barry University- Miami Shores, Florida)




Outcomes

1. Identify the process nurses use to engage in social justice as part of their professional practice.
2. Describe the role of professional nursing organizations and academia in nurses' engagement in social justice.
3. Discuss the shift from advocate to ally in nurses' engagement in social justice.

PROBLEM STATEMENT



In the absence of a substantive theory to guide the profession's engagement with social justice, nurses are less able to identify and redress the unjust conditions in society that negatively impact health.



RESEARCH QUESTIONS

The background of the slide features abstract artwork. At the top right, there are red and yellow brushstrokes. On the left side, there is a vertical strip of artwork showing hands in various colors (brown, green, blue) reaching towards a globe. At the bottom, there are dark brown and red brushstrokes with white outlines.

What are the critical factors shaping nurses' perceptions and attitudes about their role in SJ?

How do nurses come to know and practice SJ?

How do nurses identify the contexts in which they will engage in social justice?



SAMPLE: N=33

Phase I: (n=27) Semi-structured interviews English-speaking RNs who SELF IDENTIFIED as engaging in social justice.

Phase II: (n=6) Focus group interview of nurse experts in social justice to confirm the initial theory & provide feedback on the framework.

Target populations/groups

Women, children, families, immigrants, refugees, undocumented persons, aboriginal populations, those in poverty, the homeless, minorities, those with physical/cognitive/psychological disabilities, LGBTQ persons, people living in war-torn areas, the uninsured.

Target issues

Food sovereignty, environmental degradation, clean water, global economics, domestic/intimate partner violence, discrimination, reproductive health, HIV/AIDS, education, housing, human trafficking, access to care, unemployment, human rights.

PHASE II PARTICIPANTS (n=6)

- Paula N. Kagan, PhD, RN
- Peggy L. Chinn, PhD, RN, FAAN
- Kelly Buettner-Schmidt, PhD, RN
- Sr. Rosemary Donley, PhD, APRN-BC, FAAN
- Geraldine S. Pearson, PhD, APRN, FAAN
- Ruth Ann Belknap, PhD, RN, PMHCNS-BC

Findings



Four conceptual processes:
Becoming, Awakening, Engaging, Transforming

Two contextual categories: Relational & Reflexive

Emancipatory Nursing Praxis

BECOMING

Intrapersonal characteristics

Socio-environmental factors



AWAKENING

Positioning
Dialoguing
Confirming
Dismantling





Praxis

Analyzing power

Collective Strategizing

Persisting

ENGAGING



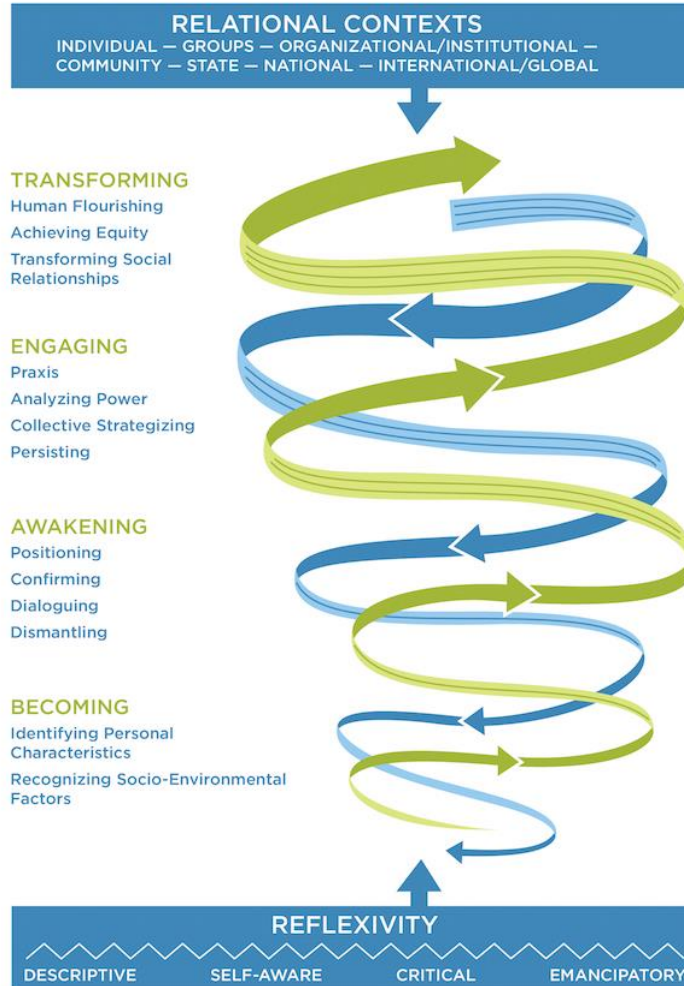
TRANSFORMING

Human flourishing

Achieving equity

Transforming social relationships

EMANCIPATORY NURSING PRAXIS



An abstract artwork featuring a globe in shades of green and blue, with two hands (one brown, one white) reaching towards it. The background is a mix of red, white, and brown textures, possibly representing soil or a natural setting.

What does it mean?

Theory of Emancipatory Nursing Praxis reflects the voice of nurses whose identity is from White privilege.

Nursing education and professional organizations are not perceived as engaged in social justice.

The framework is a transformational learning theory of **reflection-in-action**, firmly grounded in the **critical** philosophical traditions and in the **practice** of nursing.

The Advocacy role is expanded to include the role of Ally.



Thank You!

References

- American Association of Colleges of Nursing. (2006). *The essentials of doctoral education for advanced nursing practice*. Washington, DC: Author.
- American Association of Colleges of Nursing. (2008). *The essentials of baccalaureate education for professional nursing practice*. Washington, DC: Author.
- American Association of Colleges of Nursing. (2011). *The essentials of master's education in nursing*. Washington, DC: Author.
- American Nurses Association. (2010). *Code of ethics for nurses*. Washington, DC: American Nurses Publishing.
- American Nurses Association. (2010). *Nursing: Scope and standards of practice*. Washington, DC: American Nurses Publishing.
- American Nurses Association. (2010). *Nursing's social policy statement*. Washington, DC: American Nurses Publishing.
- Buettner-Schmidt, K., & Lobo, M.L. (2011). Social justice: A concept analysis. *Journal of Advanced Nursing*, 68(4), 948-958.
- Charmaz, K. (2014). *Constructing grounded theory* (2nd ed.). Thousand Oaks, CA: Sage.
- Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Thousand Oaks, CA: Sage.
- Kagan, P., Smith, M., Chinn, P. (Eds.). (2014). *Philosophies and practices of emancipatory nursing: Social justice as praxis*. New York, NY: Routledge.
- Sensoy, O., & DiAngelo, R. (2012). *Is everyone really equal? An introduction to key concepts in social justice education*. New York, NY: Teachers College Press.