

Concurrent Session 4-A

The Application of Social Justice to Address Food Insecurity in a Baccalaureate Nursing Curriculum

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**The Application of Social
Justice to Address Food
Insecurity in a Baccalaureate
Nursing Curriculum**

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Objectives

1. Discuss the application of social justice and ethics in a population-based nursing clinical.
2. Identify strategies for enabling students to identify the link between poverty and food insecurity.
3. Discuss methods of incorporating social justice in the identification of food insecurity in specific community settings.

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Food Insecurity

- 14.3% of all households meet definition
- Food insecure households:
 - Limited access to high quality foods
 - Tend to live in food deserts
 - More likely to substitute fast foods
 - Linked to the development of obesity

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Food Insecure Households Affect on Children

- Children are more likely to:
 - Be sick
 - Recover more slowly from illness
 - Be hospitalized more frequently
 - Be more likely to develop obesity
 - Be adversely affected with growth, cognitive abilities, behavioral & emotional issues

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Definitions of Social Justice from Nursing Literature:

“Intervening in the effects of power, race, gender, and class where these and other structural relations intersect to create avoidable disparities and inequities in health for individuals, groups or communities.” (Thompson, 2014).

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Definitions of Social Justice from Nursing Literature:

Nursing Practice includes interventions:

- Focused on the social determinants of health to correct inequities in Health Care.
- Consistent with achieving Social Justice in health.

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Definitions of Social Justice in Nursing Practice

Nursing Practice is **Normative**:

- Nurses Use Ethical Reasoning to deliberate about what is fair, just and good (Thompson, 2014).
- Deliberate ethically between Facts and Norms: noticing in empirical facts compelling evidence of "what ought to be" (Thompson, 2014).
- Conveys a shared discourse about what should exist and what can be achieved in health equity (Thompson,2014).

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Definitions of Social Justice in Nursing Practice

American Nurses Association Code of Ethics and Interpretive Statements and ANA Policy Statement on Nurses' Role in Ethics and Human Rights. **Social Justice**:

"individual and collective actions aimed at alleviating social, economic, political and environmental conditions that cause illness, suffering; democratizing practice environments and civic reforms to achieve equity in health."

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Social Justice Outcomes in Nursing Practice

- Association of American Colleges of Nursing (AACN) Educational Outcomes:
 - **Promotion** of Social Justice as a outcome of liberal education in nursing
 - **Engagement** with health policy to achieve Social Justice in health
 - **Advocacy** to eliminate health disparities and achieve Social Justice

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Definitions of Social Justice in Nursing Practice

Negative points of Injustice:

- Inequity
- Oppression
- Violence (Chin and Kramer, 2011).

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Definitions of Social Justice in Nursing Practice

Positive Points of Justice

- Frees people to exercise their will
- Live healthy lives
- Achieve full potential (Chin and Kramer, 2011)

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Philosophies Related to Social Justice and Ethics

Critical Social Theory
Virtues Ethics

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Philosophies Related to Social Justice and Ethics

Critical Social Theory

Three dimensions of Social Justice address:

- **what** may be equitably distributed,
- **who** may make claim for justice,
- **how** representation is accomplished to achieve justice (Fraser, 2010).

‘Greatest good for the greatest number’
(Thompson, 2014).

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Philosophies Related to Social Justice and Ethics

Virtue Ethics

Philosophy of moral recognition, mutual respect, and the ethics of caring and cultural empowerment in practices that support Social Justice (MacIntyre, 2007).

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Ethical Principles

- Beneficence
- Non-maleficence
- Autonomy
- Veracity
- Fidelity
- Justice
- Integrity

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Tenets of Social Justice

- Fairness
- Impartiality
- Righteousness
- Reasonableness
- Even Handedness
- Honesty
- Integrity
- Uprightness

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Social Determinants of Population Health

- “The conditions in which people are born, grow, live, work & age. They are shaped by the distribution of money, power, & resources at global, national & local levels.”(ANA Code of Ethics, 2015)
 - Food Insecurity
 - Income Inequality
 - Health Care Disparity
 - Poverty
 - Homelessness
 - Stigma

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Student Engagement with Ethics & Social Justice

- Intangible concepts for students to comprehend
- Difficult for students to relate to another's unfortunate social and environmental circumstances unknown to them.
- Need to "see, interact, and feel"

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Actualizing Concepts of Ethics and Social Justice in Clinical

- Brother Bill's Helping Hand
- Cornerstone
- Healthy Zone School
- Texas Hunger Initiative
- Nutrition in urban schools
- Parkland Community Oriented Primary Care

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Brother Bill's Helping Hand

- A poverty zip code in West Dallas
- Former site of a defunct smelting plant that permeated the environment

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Clinical Tools

- Health Screening & Assessment at Brother Bill's
- Community Clinics Worksheet for Analysis & Decision-Making
- Teaching Plan
- Windshield Survey
- Reflective Practice Journal

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Health Screening & Assessment

Page One

- Brother Bill's Helping Hand
- Name: _____ Date: _____
- Community Clinic _____
- 3906 N. Westmoreland Rd. Dallas, TX 75212
- Home/Cell number _____
- DOB: _____
- 214.638.2194 - clinic
- 214.638.2198 - fax
- Insurance: A- Parkland B- Medicare C- Medicaid
- D- Other E- None H- Unknown
- Male _____ Female _____
- About You
- How is your health? Excellent _____ Good _____
- Fair _____ Poor _____
- Como está su salud? Excelente _____ Bueno _____
- Regular _____ Malo _____
- Do you do any of the following?
- Walk _____ Exercise Class _____ Run _____
- ¿Hace usted alguno de lo siguientes?
- Caminar _____ Clase de Ejercicio _____ Correr _____
- How often? None _____ 1-2 times a week _____ 3-4 times a week _____

Page Two

- 5+ times a week _____ ¿Con qué frecuencia? Ninguna _____ 1-2 veces a la semana _____ 3-4 veces _____ 5+ veces _____
- Do you take medicine? Yes _____ No _____ Usad toma medicina? Si _____ No _____
- How many pills a day? 1 - 3 pills _____ 4 - 6 pills _____ 7 or more pills _____ La cantidad de pastillas al día? 1-3 pastillas _____ 4-6 pastillas _____ 7 o más pastillas _____
- Diabetes
- Blood Sugar: _____ Refused: _____
- Not taken: _____
- Fasting (Ayunando): YES _____ NO _____ Last Meal (última comida): _____ AM/ PM
- Diabetic Foot Exam: _____

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Health Screening & Assessment

Page Three

- Heart Rate
- Heart Rate : _____ Refused : _____
- Not taken: _____
- Blood Pressure
- Blood Pressure : _____ / _____ Refused : _____
- Not taken : _____
- Medication/ Medicamento _____
- Purpose/ Propósito _____
- Dosage/ Dosis _____
- Time/ Tiempo/Route/ Ruta _____
- Day/ Día _____
- Special Instructions/ Instrucciones Especiales _____

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Students at Clinical Sites

- Employing the Tenants of Social Justice, Ethical Principles & Code of Ethics
- Incorporating the mission of the School
- Integrating “Learn. Lead. Serve”

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Brother Bill’s Helping Hand

Engaging the “Neighbors” in reading food labels at Brother Bill’s Helping Hand



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Brother Bill’s Helping Hand

Bagging Groceries



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Brother Bill's Helping Hand
Teaching about Sodium



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Cornerstone
Feeding the Homeless



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Texas Hunger Initiative
Amount of Sugar in Drinks!



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Texas Hunger Initiative
Comparing Popular Cereals




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Healthy Zone School
Nutrition Teaching



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Healthy Zone School
Clinical Group



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Student Responses & Impact

- “I am taking away the notion that there are needs to be met beyond health care and beyond simple nursing assessments and diagnoses. JR has shown me what it is like to come from your community, advocate for its best interests, and passionately implement care for the community regardless of stereotypes, preconceived notions or what others may think”.

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Student Responses & Impact

- “Before this clinical experience, I had never worked with an undocumented immigrant or a patient that didn’t speak English. Getting an opportunity to work with these patients has opened my eyes more to the health issues and barriers facing many people in our community that I didn’t recognize before”.

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Student Responses & Impact

- “I was surprised by how many clients that we encountered who could not read or have barely enough money to take care of themselves and family. This was a very humbling experience and gives me much to think about in future practice”.

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Summary

“Social Justice is Action and knows no boundaries.”

Sr. Rosemary Donley

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Thank you for attending!

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Marilyn & Barbara

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