

## Dr Angela Flynn

### Plan for Integration of GCDE into my teaching, research, projects and practice.

**Discipline:** Nursing

**Department and School:** School of Nursing and Midwifery

#### Pedagogy

Title of Teaching Module and Book of Modules Code: **NU6203**

**Module Description:** *Challenges to Global Health, Ethical, Legal, Social and Cultural Perspectives (10 credits)*

**Learning Outcomes:** On successful completion of this module, students should be able to:

- Identify and discuss moral, legal, and professional issues encountered in clinical practice
- Exercise professional judgement and deal with moral and legal challenges with greater confidence
- Critically discuss a range of ethical and legal issues as they arise in position papers and case studies in specialist practice
- Identify and discuss the social determinants of health in the context of health inequities evidence
- Understand and discuss the concept of global health within the Sustainable Development Goal agenda
- Critically analyse social and cultural aspects of global health and cultivate global citizenship.

**Assessment:** *2 x 1,500 word written assignment - 180 marks; E-tivities - 20 marks*

Existing GCDE practice (e.g. themes, theory, skills, values, student actions, teaching methodologies, global/local links, root causes of injustice):

This module currently combines material related to ethics, law and sociocultural matters. It is a new module (taught for the first time in AY 2021/22) which is delivered on a Masters in Nursing specifically designed for international students. I have tried to incorporate some themes relating to GCDE by addressing global health matters, drawing on the experiences of the students from the range of different home countries.

A second inclusion has been to approach the topic of sustainability and specifically the Sustainable Development Goals, as they apply to health care and nursing.

### Plan for integration of GCDE approach to your teaching:

1. Global Citizenship and Development Education Learning Objectives. I want to incorporate in AY2022/23 some more explicit engagement with GCDE concepts. I intend to do this early in the module and to facilitate this through guided group work.
2. How will you assess what students have learned? I will assess students' understanding of GCDE through their submissions on Canvas as their e-tivity. Their e-tivity will be assessed and will count towards their final grade.
3. Methodologies: What methodologies will you use in the classroom? In the classroom I plan to use a World-Café style approach to allow the students to work in groups and then feedback to the whole class. This will enable greater opportunities for students from different countries and cultural groups to get to know each other and the issues in their countries.
4. Curriculum: what GCDE themes or knowledge will you cover in your module? I will cover a number of important themes including:
  - a. Empowering nurses to take active roles in inclusive and responsive healthcare that is globally just
  - b. Enabling nurses to be increasingly aware of interdependent inequalities and the need for inclusivity
  - c. Informing nurses of their role in sustainability and the environment, and their role in activism
  - d. Empowering nurses to recognise, respect, and protect cultural diversity
5. Framing/Positioning: what GCDE themes, theories, philosophical underpinning, framing or knowledge will you cover in your module? In a short module it will be challenging to cover any significant amount of theory. I would emphasise an antiracist underpinning. Nurses work in difficult and challenging areas of practice so all the framing will have to be 'real-world'.
6. Local/Global: how can you make local and global connections, from a global justice perspective, with these themes? The presence of the students who are coming from a wide range of cultures and backgrounds will assist with global connections. In their e-tivity, students will be encouraged to share with fellow students their experiences from their home countries, thus assisting with making global connections.
7. Values / Ethics: What values or ethical approaches to their studies/life, do you want your students to reflect upon or develop?

I hope students will draw in the ethical principles and practices (as applied to nursing practice) which they will be covering on this module and see how they can integrate these into their practices. A strong antiracist and inclusive set of values will be embraced.
8. Action: what action/s do you want your students to take as a result of their GCDE learning? I would like each student to engage in positive activism on a GCDE related issue and for them to reflect on this in their written assignment.
9. Skills: What skills do students need to achieve the GCDE learning outcomes? They will need some analytical skills and reflective skills. Some skills related to searching for appropriate evidence/literature will also be required.
10. Practical considerations: e.g. what resources do you need? How many classes can include a GCDE theme or approach? In those classes can you outline the different sections of the class using a class planning template? Of the 20 or so classes on this module, approximately one third can include a GCDE approach. The other sections are given over to the teaching of ethics and law matters.