

Impact of a clinical rotation in an urban social service agency on nurses social justice attitudes

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TOPIC/TARGET AUDIENCE: Nurses and Nurse Educators in public health

ABSTRACT: Background: The Institute of Medicine, The American Association of Colleges of Nursing, and the American Nurses Association all support the need for nursing to be more engaged in population health and focus on social justice.

Purpose: To evaluate the effects of a community based clinical rotation working with a marginalized urban population on nursing attitudes toward social justice.

Methods: A convenience sample of undergraduate nursing students was selected from 3 programs, each participant completed a demographic survey and was given a normed Social Justice Attitudes Scale survey before and after a service learning rotation working with adults a marginalized inner-city neighborhood.

Results: Participants showed a significant positive change following their experience in overall social justice attitudes despite differences in the amount of time each program spent in the neighborhood.

Recommendations: Clinical opportunities that place nurses or nursing students in active care coordination roles with marginalized populations are recommended to increase social justice awareness. Programs that expose nurses to caring for the underserved populations in their own community should be considered not only in nursing education, but across any practice site that cares for marginalized clients in their practice.

OBJECTIVE(S):

- Explain what service learning is and consider an example that might apply in your community.
- Discuss the concept of service learning and how that might impact social justice awareness in nursing students and working nurses.

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