

Planting Seeds of Change: Community-Campus Critical Learning Circle to Promote Inclusive Nursing Practice and Collective Empowerment

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Committee For Accessible AIDS Treatment (CAAT)

- A coalition formed in 1999 to reduce barriers faced by people living with HIV/AIDS (PHAs) who are immigrants, refugees or with precarious status in Canada
- Coalition of over 35 health, legal and social service organizations plus individual immigrant/refugee PHAs
- Focuses on Empowerment Education, Research, Service Coordination and Advocacy on issues related to HIV, Immigration and Access



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Background

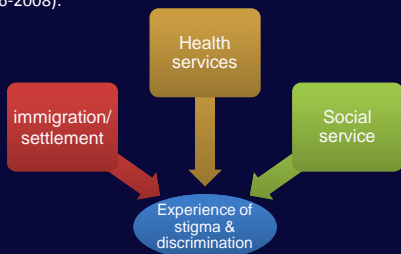
- Immigrants, refugees and non-status people living with HIV/AIDS (IRN-PHAs) experience multiple barriers in accessing health and social care.
- While 'culturally competent' care is a dominant discourse, IRN-PHAs continue to experience stigma and discrimination in their interactions with service providers.

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HIV Stigma & Discrimination in Health and Social Care

Results from CAAT study on Access to Mental Health Services (2006-2008):



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Promoting Inclusive Practice among Future Generations of Service Providers: Challenges and Opportunities

- HIV/AIDS and related stigma/discrimination are 'hit-and-miss' topics in universities and colleges
- Students are open to new learning experiences when given the opportunity

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Community-Campus Critical Learning Circle (C-CCLC)

Formed in May 2011 between Committee for Accessible AIDS Treatment (CAAT) and Ryerson University

GUIDING PRINCIPLES:

- Shared vision
- Mutual respect
- Meaningful engagement
- Collective empowerment



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C-CCLC: Objectives

- (1) To promote cross-sector interaction and understanding;
- (2) To build community-based research (CBR) capacity among IRN-PHAs and undergraduate nursing & health sciences students;
- (3) To increase IRN-PHAs' access to 'formal' learning, knowledge, and research evidence that are traditionally limited to students and staff in academic institutions;
- (4) To promote the embodiment of inclusive practice and reduce HIV related social stigma among nursing & health sciences students through engagement in collaborative learning with PHAs.

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C-CCLC: Membership & Meetings

- Membership:
 - 2 IRN-PHA women
 - 2 service providers
 - 2 nursing students
 - 1 student in Political Science & Health Studies
 - 2 researchers as mentors
- A two-hour learning circle was held biweekly over the summer at the university or a community agency.



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Collaborative Learning Methods

| Topics | Methods | Tool |
|---|---|---|
| <ul style="list-style-type: none">• CBR & Evidence-informed practice• Challenges & resiliency of IRN-PHAs• Compassion• Non-violent communication | <ul style="list-style-type: none">• Critical reflections• Sharing of lived experiences• Interrogate power relations in everyday experiences | <ul style="list-style-type: none">• Video• Storytelling• Presentations• Case studies• Discussion• Readings |

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Collaborative Learning Experiences

Our learning environment was very positive; it promoted open sharing of ideas, experience, and knowledge. I have learned a lot from both the new knowledge and the lived experience of others.

Before I joined the learning circle, I was hesitant about it, but after two sessions, I got really excited. I learned a lot from everyone.

Voices of C-CCLC Members

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Collaborative Learning Experiences

I learned that I cannot be compassionate towards others without being compassionate to myself.

I liked how we all brought different perspectives into our discussion. It is really important for nurses to understand the perspectives of community members.

The discussion of being compassionate and NVC is something I could use in my professional and personal life.

Voices of C-CCLC Members

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Collaborative Learning Experiences

I gained an overall picture of what research can be and who can benefit from it.

One of my most significant learning is the methodology of Community participatory action research.

I have learned to challenge ideas that I took for granted, and to see things differently

Voices of C-CCLC Members

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C-CCLC Outcomes

- (1) increased research literacy among PHAs and students;
- (2) equitable and meaningful engagement of PHAs;
- (3) increased self-awareness and confidence of PHAs and students;
- (4) Increased understanding of social justice and inclusive practice among nursing and health sciences students.

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Lesson Learned

An effective C-CCLC:

- provides a safe learning environment
- promotes equitable participation
- facilitate shared leadership, knowledge and critical dialogue among PHAs, students, and researchers
- promotes collective empowerment and growth among all members.
- In the long run, C-CCLC contributes to the reduction of HIV stigma among health care providers such as nurses.

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<http://www.hivimmigration.ca/>

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