



*EcoNurse: Using ICTs to weave  
ecological activism into the  
tapestry of nursing curriculum*

June Kaminski, MSN PhD(c)

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# Presentation Outline

- Mandate to teach students to be active agents of advocacy for global issues including environmental health & ecology
- Theory is not enough to spark activism – need praxis
- ICTs provide rich medium to promote praxis (reflection on action) and social action



# Incorporation into Curriculum

- Semester 6 and 7 students have contributed to the development of the site.
- Research students have designed surveys and literature reviews
- Nursing Inquiry students created web sites
- Nurses Influencing Change students created digital media such as videos, brochures, PPTs



# CNA CODE OF ETHICS

Canadian nurses are expected to:

“be aware of broader health concerns such as environmental pollution, violation of human rights, world hunger, homelessness, violence, etc. and are encouraged to the extent possible in their personal circumstances to work individually as citizens or collectively for policies and procedures to bring about social change, keeping in mind the needs of future generations” (CNA, 2002 p.15).



# Social Determinants of Health

- Income and Social Status
- Social Support Networks
- Education and Literacy
- Employment/Working Conditions
- Social Environments
- Physical Environments
- Personal Health Practices and Coping Skills
- Healthy Child Development
- Biology and Genetic Endowment
- Health Services
- Gender
- Culture

It is critical to analyze how the diverse issues related to environmental health or ecology interact with the ability for humans to manifest healthy achievement of all of the critical social determinants of health.



# Critical Issues

- Critical Issues that influence the health of our natural environment impact on all of the social determinants of human health on many different levels. It is important that nurses become very critically aware and knowledgeable of the interconnectedness of the environmental health and human health and vitality. Being cognizant of the issues, nurses can then strategize together to formulate solutions and guide society at large in the same venture.
- Nurses from around the globe have been encouraged to keep the social determinants of health in mind, as a conceptual framework to assess the health of individuals, families, groups, communities, nations, and on a global scale (  
**World Health Organization, Commission on Social Determinants of Health  
Public Health Agency of Canada**).



# Impetus for Inclusion

As the WHO's Commission on the Social Determinants of Health (2005) asked,

**“What narrative will capture the imaginations, feelings, intellect and will of political decision-makers and the broader public and inspire them to action?” (p.44)**



# KEY GUIDING QUESTION...

*How can communicative and creative technologies be used to stimulate meaningful engagement with ecological, sustainability, environmental and quality of life dialogue and praxis in nursing and society at large?*





# Incorporating ICTs into the Curriculum

- ICTs = Information and Creative Technologies
- Online Assigned Readings & Activities
- In class Online Resources used
- Tutorials on ICT use
- All creative work put online with course

Students work added to enrich Course Content

3<sup>rd</sup> and 4<sup>th</sup> Year Students

## Key Assignments

Research Project

Website Creation

Digital Media

Group Work



# Weaving Technology into the Curriculum

- Information and communication technologies are woven into every aspect of three courses:
- Assigned readings are entirely web-based for two courses, capitalizing on the vast array of available materials that address common issues pertinent to nursing and social change/justice and nursing inquiry
- Most class activities incorporate media in some way, to make it crystal clear that the use of technologies is an important foundational tool that nurses can use to support social change and justice and to engage in nursing inquiry and research
- Assessment methods incorporate the media in various ways: Visual Map, Digital Media Project, Group Work, Web site creation, Research Project work



# Co-creating Content

- Students create content that is used within the courses in subsequent semesters
- Students create content to help nurses explore ecological issues and engage in the process of finding solutions to critical issues
- Students can add online work to portfolio



# Developing ICT Capacity....

- This use of ICTs to both teach and assess research, inquiry and change leadership skills and capabilities and cultivate social justice skills is a first step.
- There is much room for further development and planning to afford a supportive, pedagogically sound atmosphere for activist digital design and media application within nursing education.



# Rationale for Including Students

- The intent is to involve students in focused social activist and research work, such as the development of – a comprehensive web environment intended to help nursing students and practitioners to develop keen meaningful ecological knowledge, skills and voice.



# EcoNurse

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Nurses are ideal prime

## Contributing Student Bios

Canadian nurses are expected to: *"be aware of broader health concerns such as environmental pollution, violation of human rights, world hunger, homelessness, violence, etc. and are encouraged to the extent possible in their personal circumstances to work individually as citizens or collectively for policies and procedures to bring about social change, keeping in mind the needs of future generations"* (Canadian Nurses Association, 2002 Code of Ethics for Registered Nurses, p.15).

## 2007 Student Contributors

### HANA MINARIKOVA, RN GNC(C)

I was born and raised in Most, Northern Bohemia, Czechoslovakia, now the Czech Republic. After graduating with Distinction from the Most Nursing School, I worked in the Most Regional Hospital on a variety of surgical units (trauma, pediatric unit, small operating room) for eight years, then immigrated to Canada in 1991. I received my Canadian license in 1994 and worked at St. Paul's Hospital as an I.V. nurse and at the Yaletown House and Kiwanis Care Centre as a casual nurse. I completed the NCLEX exam in California in 1995, the VCC Nurse Management Course in 2003, and earned my CNA Gerontology Specialty certificate, GNC(C), in 2004. I enrolled in Kwantlen University College BSN Completion Program for RNs in 2006. At the present time, I work as a Resident Care Coordinator at Kiwanis Care centre (six units) since 2006. I work and live in North Vancouver and I like to bike to work as much as my work and weather allows it.



## Students

Some BSN and BPN nursing students at Kwantlen University College have contributed to the development of this site. [Read Student Bios...](#)

## Author

June Kaminski has taught in the BSN nursing program at Kwantlen since 1989. She is dedicated to guiding students and practicing RNs in developing nursing informatics, activist, and ecological awareness skills so they

# Nurses and Environmental Health

- Attitude survey created by 3<sup>rd</sup> year student (RPN) to help nurses explore their perceptions of the role of nurses in promoting environmental health.
- **SURVEY** and **INTERPRETATION**
- Can be done online at:  
<http://econurse.org/survey1.html>



# EcoNurse

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Nurses are ideal prime

## Nurses and Health Environment Attitude Survey

This survey helps you to explore your attitude towards the role nurses should assume in relation to the promotion of environmental health. Just click on the link below to take the survey online (you simply need to register to establish a user id and password, then login to the survey area). Once done, consult the Score Interpretation sheet below.

 [TAKE THE SURVEY ONLINE NOW!](#)

 [VIEW SURVEY IN HARD COPY \(PDF\)](#)

 [DOWNLOAD SURVEY SCORE INTERPRETATION \(PDF\)](#)

Survey created by Jacklyne Rea, RPN and June Kaminski, RN MSN PhD(c) © 2007- 2008

*RESEARCH NURSES: Would you like to help us establish instrument reliability and validity for this survey? Please [Contact June](#) for more information!*



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Nurses are ideal prime candidates to stir an awakening in people's minds and hearts to the health of the Earth.

## Health Care and Ecology Research Topics

*It is imperative that nurses reflect and brainstorm about how we can apply our knowledge, skill, caring, and awareness to guide society in ecological awareness and preservation. Our very survival as a race depends on this, as does our Planet and all other species.*

### HOSPITAL RECYCLING FOCUS

## Hospital Recycling: Saving Money and the Environment

by © 2007 ~ Angela Buie, Erin Low, Jemina Tolentino, Chrystalle Alejandria, Suzanne Clarke  
Presented to Nursing 4111 Class, Fall, 2007.

The five fourth year students created a Powerpoint, Brochure and Video to encourage student nurses and practicing nurses to become aware of the tremendous amount of waste produced every day during routine nursing practice.

 [VIEW VIDEO](#) (VWMV, 4 mins.)

 [READ BROCHURE](#) (PDF.)

 [VIEW Implementation of a Hospital Recycling Program](#) (by Angela Buie, PNG)



## RESEARCH CATEGORIES

- [HEALTH CARE](#)
- [NEW ENERGY](#)
- [LIVING GREEN](#)
- [SUSTAINABILITY](#)
- [QUALITY OF LIFE](#)
- [MEDIA AS MEDIUM](#)

## Research

Nursing Research related to ecology, activism, and the preservation of the environment as it relates to societal health is an active focus of this site. Nursing researchers and nursing students have engaged in study and prais to create this thought provoking site.



VIEW POWERPOINT PRESENTATION (Using Lewin's Change Theory, PDF.)

## HOSPITAL WASTE MANAGEMENT FOCUS

### Environmentally Sensitive Nursing

by © 2005 ~ Jaquelynn Demmy, Laura Bray, and Christine Smith  
Digital Media Project for Nursing 4111 Class, Fall, 2005.

Excellent website created by these three fourth year BSN students as a digital media project to promote societal change. Their focus was to inform and engage nurses in the alarming problem of health care system induced waste and pollution. "According to the World Health Organization, "the physical environment is an important determinant of health" (Public Health Agency of Canada, 2004, Key determinant 6: Physical environment). Simply put, in order to sustain health, it is important to foster a healthy environment" (p. 1).



VIEW Environmentally Sensitive Nursing WEBSITE

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# Environmentally Sensitive Nursing

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Photo Credit: Jake Levin

## Discussion and More Information

[Enter the Forum](#)  
[Free for All Links](#)



Photo credit: Jackie Demmy

## Welcome Nurses!

"Nurses have come a long way in a few short decades. In the past our attention focused on physical, mental and emotional healing. Now we talk of healing your life, healing the environment and healing the planet."

~Lynn Keegan, 1994

According to the World Health Organization, "the physical environment is an important determinant of health" (Public Health Agency of Canada, 2004, Key determinant 6: Physical environment). Simply put, in order to sustain health, it is important to foster a healthy environment.

Practicing nurses, however, are in the delicate position of preserving clients' health with powerful drugs that may erode the environment. As a by-product of improving health, health care waste must be produced, however there must also be emphasis on controlling the waste in such a way that it minimally impacts the environment, and subsequently health.

# Continued Evolution

- The site will continue to grow, including content created by author and students
- Future plans for campaigns, viral flash, ecology toolkits
- To view the site: <http://econurse.org>
- Contact: [june@econurse.org](mailto:june@econurse.org)

