

Mapping: Black Health Primer Modules and College of Nurses of Ontario Code of Conduct

Important:

As the table below shows, navigating through all the modules of the Black Health Primer is recommended to meet the full scope of Black health-applicable competencies outlined in the College of Nurses of Ontario (CNO) Code of Conduct. The indications below therefore only aim to support the navigation of the Black Health Primer with the CNO's competencies in mind.

College of Nurses of Ontario Code of Conduct Principle	Objectives of the Black Health Primer module(s)	Canadian Association of Student Nurses Promoting Anti-Racism in Nursing Education in Canada Objectives & Actions
Code of Conduct		
Nurses respect clients' dignity - in this principle, nurses work together with clients with respect and sensitivity to client needs. To do this, nurses are expected to model the following core behaviours:		
1.3 <i>Nurses act in clients' best interests by respecting their care preferences, choices, and decisions</i>	Module 0: Introduction - Describe the historical context of racial oppression and how anti-Black racism influences health - Promote the role of healthcare professionals as agents of change Module 2: The Reality of Anti-Black Racism in the Health System - Recall the history and the dynamics of current anti-Black racism in health practices in Canada - Identify the barriers to health care and racial health inequities for Black communities in Canada Module 4: The Structural and Social Determinants of Black Health - Recognize the relationship between structural factors and Black communities' experiences of illness, health and wellbeing - Understand the impact of anti-Black racism in the social determinants of health and health inequities	Objective 1: Nursing students and faculty will demonstrate an awareness of racism and recognize it when it occurs Objective 2: Nursing students, faculty, clinical instructors, and preceptors will demonstrate anti-racism and allyship Building Anti-Racism and Allyship: <i>Training programs for educators and staff must include fostering the development of knowledge and skills to address racism when it occurs; building capacity to apply anti-racism competencies in everyday relationships and interaction, and when teaching students. Students must learn to take on the struggles that others are experiencing with racism as their own. They must also develop the capacity to amplify the voice of those experiencing overt and/or covert discrimination even when they feel uncomfortable or frightened in doing so. Furthermore, they must learn to provide nursing care that is non-discriminatory and culturally safe to all patients and clients.</i> Embracing Inclusion and Equity: <i>Inclusion must be embraced as the cultural norm within the institution. In</i>

		<i>developing new policies, processes and procedures, and in re-examining existing ones related to access and inclusion, administrators and faculty should consider (1) whether it was /is being designed with equity in mind; (2) who it was /is being designed for and whether or not they were/are involved in designing it; (3) who benefits/will benefit from it and who is/ will be disadvantaged by it; (4) whether it needs to be or can be effectively transformed to reduce bias, discrimination and inequity; and, (5) whether or not it creates/will create greater equity and equality.</i>
1.9 <i>Nurses identify when their own personal beliefs conflict with a client's care plan, and provide safe, compassionate and timely care to those clients, until other arrangements are in place.</i>	Module 0: Introduction - Describe the historical context of racial oppression and how anti-Black racism influences health - Promote the role of healthcare professionals as agents of change Module 5: Disrupting Anti-Black Racism through Individual Practice - Identify the critical resources needed to combat anti-Black racism in individual practice to improve care and services to Black communities - Recall the process of reflexive inquiry, including social location, power, privilege and personal biases	Objective 1: Nursing students and faculty will demonstrate an awareness of racism and recognize it when it occurs Objective 2: Nursing students, faculty, clinical instructors, and preceptors will demonstrate anti-racism and allyship Building Anti-Racism and Allyship: <i>Training programs for educators and staff must include fostering the development of knowledge and skills to address racism when it occurs; building capacity to apply anti-racism competencies in everyday relationships and interaction, and when teaching students. Students must learn to take on the struggles that others are experiencing with racism as their own. They must also develop the capacity to amplify the voice of those experiencing overt and/or covert discrimination even when they feel uncomfortable or frightened in doing so. Furthermore, they must learn to provide nursing care that is non-discriminatory and culturally safe to all patients and clients.</i>
Nurses provide inclusive and culturally safe care by practising cultural humility - <i>In this principle, nurses demonstrate cultural humility through self-reflection and evaluating their own behaviour. They advocate for equitable and culturally safe care that is free from discrimination. This includes understanding how personal attributes and societal contexts, such as disabilities, sexual identity, anti-Indigenous and anti-Black racism, influence client care. To achieve this principle, nurses are expected to model the following core behaviours:</i>		
2.1 <i>Nurses self-reflect on and identify how their privileges, biases, values, belief structures, behaviours and positions of power may impact the therapeutic</i>	Module 5: Disrupting Anti-Black Racism through Individual Practice - Identify the critical resources needed to combat anti-Black racism in individual practice to improve care and services to Black communities - Recall the process of reflexive inquiry, including social location,	Objective 1: Nursing students and faculty will demonstrate an awareness of racism and recognize it when it occurs Objective 2: Nursing students, faculty, clinical instructors, and preceptors will demonstrate anti-racism and allyship

nurse-client relationship	power, privilege and personal biases	Building Anti-Racism and Allyship: Training programs for educators and staff must include fostering the development of knowledge and skills to address racism when it occurs; building capacity to apply anti-racism competencies in everyday relationships and interaction, and when teaching students. Students must learn to take on the struggles that others are experiencing with racism as their own. They must also develop the capacity to amplify the voice of those experiencing overt and/or covert discrimination even when they feel uncomfortable or frightened in doing so. Furthermore, they must learn to provide nursing care that is non-discriminatory and culturally safe to all patients and clients.
2.2 Nurses do not act on any stereotypes or assumptions they may have about clients.	Module 5: Disrupting Anti-Black Racism through Individual Practice - Identify the critical resources needed to combat anti-Black racism in individual practice to improve care and services to Black communities - Recall the process of reflexive inquiry, including social location, power, privilege and personal biases	Objective 1: Nursing students and faculty will demonstrate an awareness of racism and recognize it when it occurs Objective 2: Nursing students, faculty, clinical instructors, and preceptors will demonstrate anti-racism and allyship Building Anti-Racism and Allyship: Training programs for educators and staff must include fostering the development of knowledge and skills to address racism when it occurs; building capacity to apply anti-racism competencies in everyday relationships and interaction, and when teaching students. Students must learn to take on the struggles that others are experiencing with racism as their own. They must also develop the capacity to amplify the voice of those experiencing overt and/or covert discrimination even when they feel uncomfortable or frightened in doing so. Furthermore, they must learn to provide nursing care that is non-discriminatory and culturally safe to all patients and clients.
2.3 Nurses seek feedback from clients, the health care team, and others to evaluate their own behaviour and culturally safe practice.	Module 5: Disrupting Anti-Black Racism through Individual Practice - Identify the critical resources needed to combat anti-Black racism in individual practice to improve care and services to Black communities - Recall the process of reflexive inquiry, including social location, power, privilege and personal biases	Objective 1: Nursing students and faculty will demonstrate an awareness of racism and recognize it when it occurs Objective 2: Nursing students, faculty, clinical instructors, and preceptors will demonstrate anti-racism and allyship

	Module 6: Dismantling Anti-Black Racism in Health Systems - Address gaps in the current health system and identify the institutional changes required - Identify ways to address gaps within health care institutions through structural interventions, policies and accountability measures to dismantle anti-Black racism - Recognize why ethical racial and ethnic data collection are vital to improve the health and wellbeing of Black people in Canada	Building Anti-Racism and Allyship: <i>Training programs for educators and staff must include fostering the development of knowledge and skills to address racism when it occurs; building capacity to apply anti-racism competencies in everyday relationships and interaction, and when teaching students. Students must learn to take on the struggles that others are experiencing with racism as their own. They must also develop the capacity to amplify the voice of those experiencing overt and/or covert discrimination even when they feel uncomfortable or frightened in doing so. Furthermore, they must learn to provide nursing care that is non-discriminatory and culturally safe to all patients and clients.</i> Embracing Inclusion and Equity: <i>Inclusion must be embraced as the cultural norm within the institution. In developing new policies, processes and procedures, and in re-examining existing ones related to access and inclusion, administrators and faculty should consider (1) whether it was /is being designed with equity in mind; (2) who it was /is being designed for and whether or not they were/are involved in designing it; (3) who benefits/will benefit from it and who is/ will be disadvantaged by it; (4) whether it needs to be or can be effectively transformed to reduce bias, discrimination and inequity; and, (5) whether or not it creates/will create greater equity and equality.</i>
2.4 <i>Nurses recognize that many identity factors and personal attributes, including those identified in the Ontario Human Rights Code, may impact a client, their lived experience and perspective on health care.</i>	Module 2: The Reality of Anti-Black Racism in the Health System - Recall the history and the dynamics of current anti-Black racism in health practices in Canada - Identify the barriers to health care and racial health inequities for Black communities in Canada Module 4: The Structural and Social Determinants of Black Health - Recognize the relationship between structural factors and Black communities' experiences of illness, health and wellbeing - Understand the impact of anti-Black racism in the social determinants of health and health inequities	Objective 1: Nursing students and faculty will demonstrate an awareness of racism and recognize it when it occurs
2.5 <i>Nurses assess and strive to meet clients' language, cultural and</i>	Module 5: Disrupting Anti-Black Racism through Individual Practice - Identify the critical resources needed to combat anti-Black racism in individual practice to improve care and services to	Objective 1: Nursing students and faculty will demonstrate an awareness of racism and recognize it when it occurs

communication needs in ways clients understand.	- Black communities - Recall the process of reflexive inquiry, including social location, power, privilege and personal biases	
2.9 <i>Nurses assess clients to determine their risk for health inequities and take steps to ensure the best client outcomes.</i>	Module 4: The Structural and Social Determinants of Black Health - Recognize the relationship between structural factors and Black communities' experiences of illness, health and wellbeing - Understand the impact of anti-Black racism in the social determinants of health and health inequities	Objective 1: Nursing students and faculty will demonstrate an awareness of racism and recognize it when it occurs Objective 2: Nursing students, faculty, clinical instructors, and preceptors will demonstrate anti-racism and allyship
2.11 <i>Nurses take proper action to prevent discrimination and when they observe or identify discrimination against a client.</i>	Module 5: Disrupting Anti-Black Racism through Individual Practice - Identify the critical resources needed to combat anti-Black racism in individual practice to improve care and services to Black communities - Recall the process of reflexive inquiry, including social location, power, privilege and personal biases Module 6: Dismantling Anti-Black Racism in Health Systems - Address gaps in the current health system and identify the institutional changes required - Identify ways to address gaps within health care institutions through structural interventions, policies and accountability measures to dismantle anti-Black racism - Recognize why ethical racial and ethnic data collection are vital to improve the health and wellbeing of Black people in Canada	Objective 2: Nursing students, faculty, clinical instructors, and preceptors will demonstrate anti-racism and allyship
2.12 <i>Nurses participate and advocate for culturally safe and inclusive practice environments.</i>	Module 6: Dismantling Anti-Black Racism in Health Systems - Address gaps in the current health system and identify the institutional changes required - Identify ways to address gaps within health care institutions through structural interventions, policies and accountability measures to dismantle anti-Black racism - Recognize why ethical racial and ethnic data collection are vital to improve the health and wellbeing of Black people in Canada	Objective 2: Nursing students, faculty, clinical instructors, and preceptors will demonstrate anti-racism and allyship Building Anti-Racism and Allyship: <i>Training programs for educators and staff must include fostering the development of knowledge and skills to address racism when it occurs; building capacity to apply anti-racism competencies in everyday relationships and interaction, and when teaching students. Students must learn to take on the struggles that others are experiencing with racism as their own. They must also develop the capacity to amplify the voice of those experiencing overt and/or covert discrimination even when they feel uncomfortable or frightened in doing so. Furthermore, they must learn to provide nursing care that is non-discriminatory and culturally safe to all patients and clients.</i>

2.13 <i>Nurses continually seek to improve their ability to provide clients culturally safe care.</i>	Module 7: Conclusion - Integrate an anti-racist analysis into experiences - Increase capacity to work across diverse cultures and groups	Objective 3: Nursing curricula, teaching, and learning resources will reflect the diversity of the Canadian population and foster anti-racism and inclusion. Objective 4: Policies and practices in schools of nursing will result in equitable recruitment of students, equitable hiring of faculty, and culturally safe environments for all persons
2.14 <i>Nurses undertake continuous education in many areas, including Indigenous health care, determinants of health, cultural safety, cultural humility and anti-racism.</i>	Full BHP (Modules 0–7) — this code effectively names the BHP's entire scope as a continuing education (CE) requirement	Objective 3: Nursing curricula, teaching, and learning resources will reflect the diversity of the Canadian population and foster anti-racism and inclusion. Addressing Racism in the Curriculum: <i>The curricular challenge for nursing education is twofold: It includes addressing both the formal and the informal or hidden curriculum. Curricula should also address the diversity of the Canadian population, including the history of harms experienced by racialized groups and their contributions to the society</i>
Nurses work respectfully with the health care team to best meet clients' needs - <i>In this principle, nurses are accountable to one another and are expected to build and maintain respectful relationships with the health care team. To do this, nurses are expected to model the following core behaviours:</i>		
4.1 <i>Nurses self-reflect on how their privileges, biases, values, belief structures, behaviours and positions of power may impact relationships with health care team members</i>	Module 5: Disrupting Anti-Black Racism through Individual Practice - Identify the critical resources needed to combat anti-Black racism in individual practice to improve care and services to Black communities - Recall the process of reflexive inquiry, including social location, power, privilege and personal biases Module 6: Dismantling Anti-Black Racism in Health Systems - Address gaps in the current health system and identify the institutional changes required - Identify ways to address gaps within health care institutions through structural interventions, policies and accountability measures to dismantle anti-Black racism - Recognize why ethical racial and ethnic data collection are vital to improve the health and wellbeing of Black people in Canada	Objective 1: Nursing students and faculty will demonstrate an awareness of racism and recognize it when it occurs
4.2 <i>Nurses identify and do not act on any stereotypes or assumptions they may</i>	Module 5: Disrupting Anti-Black Racism through Individual Practice - Identify the critical resources needed to combat anti-Black racism in individual practice to improve care and services to	Objective 1: Nursing students and faculty will demonstrate an awareness of racism and recognize it when it occurs

have about health care team members.	Black communities - Recall the process of reflexive inquiry, including social location, power, privilege and personal biases	
4.4 <i>Nurses recognize many identity factors and personal attributes, including those identified in the Ontario Human Rights Code, may impact a health care team member, their lived experience and perspective on nursing and health care</i>	Module 0: Introduction - Describe the historical context of racial oppression and how anti-Black racism influences health - Promote the role of healthcare professionals as agents of change Module 2: The Reality of Anti-Black Racism in the Health System - Recall the history and the dynamics of current anti-Black racism in health practices in Canada - Identify the barriers to health care and racial health inequities for Black communities in Canada	Objective 1: Nursing students and faculty will demonstrate an awareness of racism and recognize it when it occurs Objective 2: Nursing students, faculty, clinical instructors, and preceptors will demonstrate anti-racism and allyship