

## Mapping: Black Health Primer Modules and College of Registered Nurses of Alberta Key Documents

***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 across the College of Registered Nurses of Alberta's (CRNA) Equity, Diversity, and Anti-Harassment Policy, Scope of Practice for RNs, Culturally Safe and Inclusive Practice Advice, Practice Standards, and Continuing Competence Standards. The indications below therefore only aim to support the navigation of the Black Health Primer with these CRNA documents' competencies in mind.*

| Source Document                                       | Principle                             | Code | Definition                                                                                                                                                                                                                                                                                                                                                             | Objectives of the Black Health Primer module(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>Equity, Diversity &amp; Anti-Harassment Policy</b> | Right to equal treatment              | 2.1  | Every person has a right to equal treatment without discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, record of offences, marital status, family status or disability                                                                            | Module 2: The Reality of Anti-Black Racism in the Health System <ul style="list-style-type: none"> <li>- Recall the history and the dynamics of current anti-Black racism in health practices in Canada</li> <li>- Identify the barriers to health care and racial health inequities for Black communities in Canada</li> </ul> Module 4: The Structural and Social Determinants of Black Health <ul style="list-style-type: none"> <li>- Recognize the relationship between structural factors and Black communities' experiences of illness, health and wellbeing</li> <li>- Understand the impact of anti-Black racism in the social determinants of health and health inequities</li> </ul> |
|                                                       | Right to equal treatment (employment) | 2.2  | Every College employee and volunteer has a right to equal treatment with respect to employment or volunteer activities without discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, record of offences, marital status, family status or disability | Module 6: Dismantling Anti-Black Racism in Health Systems <ul style="list-style-type: none"> <li>- Address gaps in the current health system and identify the institutional changes required</li> <li>- Identify ways to address gaps within health care institutions through structural interventions, policies and accountability measures to dismantle anti-Black racism</li> <li>- Recognize why ethical racial and ethnic data collection are vital to improve the health and wellbeing of Black people in Canada</li> </ul>                                                                                                                                                               |
|                                                       | Freedom from harassment               | 2.3  | Every employee has a right to freedom from harassment in the workplace by the College or any                                                                                                                                                                                                                                                                           | Module 5: Disrupting Anti-Black Racism through Individual Practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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|  |                               |     | agent of the College's or by another employee because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, record of offences, marital status, family status or disability.                                                                                                             | <ul style="list-style-type: none"> <li>- Identify the critical resources needed to combat anti-Black racism in individual practice to improve care and services to Black communities</li> <li>- Recall the process of reflexive inquiry, including social location, power, privilege and personal biases</li> </ul> <p>Module 6: Dismantling Anti-Black Racism in Health Systems</p> <ul style="list-style-type: none"> <li>- Address gaps in the current health system and identify the institutional changes required</li> <li>- Identify ways to address gaps within health care institutions through structural interventions, policies and accountability measures to dismantle anti-Black racism</li> <li>- Recognize why ethical racial and ethnic data collection are vital to improve the health and wellbeing of Black people in Canada</li> </ul> |
|  | College leadership            | 3.1 | That the College Council will demonstrate leadership regarding equity, diversity, and freedom from harassment including review of its own processes and training programs and seeking new ways for the College to strive to be responsible and answerable to its members, staff and stakeholders on these matters                                                                   | <p>Module 6: Dismantling Anti-Black Racism in Health Systems</p> <ul style="list-style-type: none"> <li>- Address gaps in the current health system and identify the institutional changes required</li> <li>- Identify ways to address gaps within health care institutions through structural interventions, policies and accountability measures to dismantle anti-Black racism</li> <li>- Recognize why ethical racial and ethnic data collection are vital to improve the health and wellbeing of Black people in Canada</li> </ul>                                                                                                                                                                                                                                                                                                                     |
|  | Ongoing training              | 3.2 | That the College delivers ongoing information, training and resource support to help all staff, volunteers, Council and committee members develop capacity to address equity, diversity and harassment issues and understand their rights and responsibilities. That such training be a fundamental part of orientation for new Council and committee members, volunteers and staff | Full BHP (Modules 0–7) — direct CE hook                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|  | Soliciting diverse viewpoints | 3.5 | That the College actively solicits viewpoints from diverse groups within the College and in the communities, it serves and seeks to serve                                                                                                                                                                                                                                           | <p>Module 0: Introduction</p> <ul style="list-style-type: none"> <li>- Describe the historical context of racial oppression and how anti-Black racism influences health</li> <li>- Promote the role of healthcare professionals as agents of change</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|                                                                          | Removing access barriers         | 3.7 | That the College seeks to identify and work to remove barriers that limit access to its services and programs in areas such as information dissemination, human resources, physical space, and cultural difference | <p>Module 2: The Reality of Anti-Black Racism in the Health System</p> <ul style="list-style-type: none"> <li>- Recall the history and the dynamics of current anti-Black racism in health practices in Canada</li> <li>- Identify the barriers to health care and racial health inequities for Black communities in Canada</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                          | Commitment to eliminating racism | 3.8 | That the College recognizes that everyone deserves to be treated with fairness, respect and dignity, and that the College is committed to eliminating systemic racism and advancing racial equity                  | <p>Module 3: Anti-Black Racism, Criminal Justice and Child Welfare Systems as Structural and Social Determinants of Health</p> <ul style="list-style-type: none"> <li>- Identify anti-Black racism as a structural and social determinant of health</li> <li>- Recognize the impacts of Canada's child welfare, criminal justice and policing systems on the health of Black communities in Canada</li> </ul> <p>Module 4: The Structural and Social Determinants of Black Health</p> <ul style="list-style-type: none"> <li>- Recognize the relationship between structural factors and Black communities' experiences of illness, health and wellbeing</li> <li>- Understand the impact of anti-Black racism in the social determinants of health and health inequities</li> </ul> <p>Module 6: Dismantling Anti-Black Racism in Health Systems</p> <ul style="list-style-type: none"> <li>- Address gaps in the current health system and identify the institutional changes required</li> <li>- Identify ways to address gaps within health care institutions through structural interventions, policies and accountability measures to dismantle anti-Black racism</li> <li>- Recognize why ethical racial and ethnic data collection are vital to improve the health and wellbeing of Black people in Canada</li> </ul> |
| <b>Scope of Practice for Registered Nurses &amp; Nurse Practitioners</b> | Safe, competent, ethical care    | 1   | The focus in scope of practice decisions is safe, competent and ethical care to clients.                                                                                                                           | <p>Module 5: Disrupting Anti-Black Racism through Individual Practice</p> <ul style="list-style-type: none"> <li>- Identify the critical resources needed to combat anti-Black racism in individual practice to improve care and services to Black communities</li> <li>- Recall the process of reflexive inquiry, including social location, power, privilege and personal biases</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|                                                           | Ethics of caring                                   | 3a    | Based on an ethic of caring and the goals and circumstances of those receiving<br>Nursing services: Registered nurses apply nursing knowledge, skill, and judgment. | Module 5: Disrupting Anti-Black Racism through Individual Practice <ul style="list-style-type: none"> <li>- Identify the critical resources needed to combat anti-Black racism in individual practice to improve care and services to Black communities</li> <li>- Recall the process of reflexive inquiry, including social location, power, privilege and personal biases</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                                           | Optimal health/well-being                          | 3a.i  | To assist individuals, families, groups and communities to achieve their optimal physical, emotional, mental and spiritual health and well-being                    | Module 4: The Structural and Social Determinants of Black Health <ul style="list-style-type: none"> <li>- Recognize the relationship between structural factors and Black communities' experiences of illness, health and wellbeing</li> <li>- Understand the impact of anti-Black racism in the social determinants of health and health inequities</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                           | Teach, counsel, and advocate                       | 3a.ii | To teach, counsel and advocate to enhance health and well-being,                                                                                                    | Module 5: Disrupting Anti-Black Racism through Individual Practice <ul style="list-style-type: none"> <li>- Identify the critical resources needed to combat anti-Black racism in individual practice to improve care and services to Black communities</li> <li>- Recall the process of reflexive inquiry, including social location, power, privilege and personal biases</li> </ul> Module 6: Dismantling Anti-Black Racism in Health Systems <ul style="list-style-type: none"> <li>- Address gaps in the current health system and identify the institutional changes required</li> <li>- Identify ways to address gaps within health care institutions through structural interventions, policies and accountability measures to dismantle anti-Black racism</li> <li>- Recognize why ethical racial and ethnic data collection are vital to improve the health and wellbeing of Black people in Canada</li> </ul> |
| <b>Culturally Safe &amp; Inclusive Practice Guideline</b> | Registrants' Responsibilities and Accountabilities |       | Practicing safely, competently, ethically with honesty, integrity, respect                                                                                          | Module 5: Disrupting Anti-Black Racism through Individual Practice <ul style="list-style-type: none"> <li>- Identify the critical resources needed to combat anti-Black racism in individual practice to improve care and services to Black communities</li> <li>- Recall the process of reflexive inquiry, including social location, power, privilege and personal biases</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|  |  |  |                                                                                                                                                                                                                                                                                                         | <p>Module 6: Dismantling Anti-Black Racism in Health Systems</p> <ul style="list-style-type: none"> <li>- Address gaps in the current health system and identify the institutional changes required</li> <li>- Identify ways to address gaps within health care institutions through structural interventions, policies and accountability measures to dismantle anti-Black racism</li> <li>- Recognize why ethical racial and ethnic data collection are vital to improve the health and wellbeing of Black people in Canada</li> </ul> |
|  |  |  | Respecting diversity and promoting culturally safe and inclusive environments for clients, essential care partners, and members of the health-care team                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|  |  |  | protecting and promoting a client's right to respect and dignity and refraining from judging, labelling, stigmatizing, and humiliating behaviours towards clients by                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|  |  |  | mindfully seeking to view clients as individuals and not making assumptions that lead to stereotypes                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|  |  |  | upholding ethical standards and providing nursing care that is in the client's best interest                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|  |  |  | applying a lens of intersectionality to understand that a client's experience of discrimination is unique, as it may be influenced by a combination of factors (e.g., race, gender, ability, sexual orientation),                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|  |  |  | recognizing and understanding the role of history, society, and past traumatic experiences (e.g., slavery and colonization), and their impacts in shaping health, well-being, and health-care experiences and applying trauma and violence-informed approaches to care as a result of those experiences |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|  |  |  | questioning policies and procedures that are inconsistent with therapeutic client outcomes, best practices, and safety standards that may be discriminatory or oppressive by recognizing the effects on clients and their cultural beliefs and practices, and taking action to address discriminatory policies and practices |  |
|  |  |  | asking clients about their health experiences and the impact it has had on them and their family                                                                                                                                                                                                                             |  |
|  |  |  | actively listening and respectfully seeking to understand clients' perspectives, experiences, values, preferences, and hopes                                                                                                                                                                                                 |  |
|  |  |  | collaborating with clients, essential care partners, members of the health-care team and others outside of the health sector regarding activities of care; including, taking into account the client's values, customs, spiritual beliefs, social and economic circumstances, without judgement or bias                      |  |