

# Anti-Stigma Anti-Racism Anti-Oppression

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# Objective & Overview

Objective: That our clients experience care at our COVID-19 immunization clinics that is free from stigma, racism and oppression so that we do not cause harm.

- This is not intended as a comprehensive anti-stigma or anti-racism or anti-oppression education session.
- This is intended as an opportunity to briefly reflect, review and refresh our knowledge and prepare to provide care, free of intentional and unintentional stigma, racism & oppression.

# Stigma and Racism in the Health System



Which groups of people may have experienced inequities during the pandemic?

# May 16

## Simcoe Muskoka Population (12+), Dose 1 Vaccine Coverage, by Ethno-Cultural Diversity, Area-based Analysis



# October 24

## Simcoe Muskoka Population (12+), Dose 1 Vaccine Coverage, by Ethno-Cultural Diversity, Area-based Analysis



# Stigma & Discrimination

## **Stigma (belief)**

Stigma is a negative stereotype

<https://ontario.cmha.ca/documents/stigma-and-discrimination/>

## **Discrimination (Action/behaviour)**

Discrimination is unfair treatment due to a person's identity, which includes race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability, including mental disorder.

<https://ontario.cmha.ca/documents/stigma-and-discrimination/>

# Racism

- is an ideology that either directly or indirectly asserts that one group is inherently superior to others. It can be openly displayed in racial jokes and slurs or hate crimes but it can be more deeply rooted in attitudes, values and stereotypical beliefs. In some cases, these are unconsciously held and have become deeply embedded in systems and institutions that have evolved over time. Racism operates at a number of levels, in particular, individual, systemic and societal.

<http://www.ohrc.on.ca/en/racial-discrimination-race-and-racism-fact-sheet>

# Oppression

- Oppression is the use of power to disempower, marginalize, silence or otherwise subordinate one social group or category, often in order to further empower and/or privilege the oppressor. Social oppression may not require formally established organizational support to achieve its desired effect; it may be applied on a more informal, yet more focused, individual basis.

<https://theantioppressionnetwork.com/what-is-anti-oppression/>

# Code Of Conduct – College of Nurses

## #1 Nurses respect the dignity of patients and treat them as individuals

- 1.1 Nurses treat patients with care and compassion.
- 1.2 Nurses show respect to patients' culture, identity, beliefs, values and goals.
- 1.3 Nurses take steps to maintain patients' privacy and dignity in the physical space where they are receiving care.
- 1.4 Nurses listen and collaborate with patients and any person the patients want involved in their care.
- 1.5 Nursing care is not judgmental and is free of discrimination.
- 1.6 Nurses reflect on and address their own practice and values that may affect their nursing care.
- 1.7 Nurses do not impose their personal beliefs and biases on patients. These include political, religious and cultural beliefs. If they see other health care team members doing this, nurses intervene.
- 1.8 When a nurse's own personal beliefs conflict with a patient's care plan, the nurse provides safe, compassionate and timely care to those patients, until other arrangements are in place.



# Adding new perspectives

**Cultural Sensitivity**

**Cultural Competence**



**Cultural Humility (a process)**

**Cultural Safety**

- **Cultural Sensitivity** - awareness and appreciation of the values, norms, and beliefs characteristic of a cultural, ethnic, racial, or other group that is not one's own, accompanied by a willingness to adapt one's behavior accordingly'

<https://dictionary.apa.org/cultural-sensitivity>

- **Cultural competence** — loosely defined as the ability to understand, appreciate and interact with people from cultures or belief systems different from one's own

<https://www.apa.org/monitor/2015/03/cultural-competence>

- **Cultural Humility** which is the ability to be open and humble with regard to others' culture.
- **lifelong commitment to self-evaluation and self-critique**
- desire to **fix power imbalances**
- **develop partnerships with people and grow**

<https://www.apa.org/pi/families/resources/newsletter/2013/08/cultural-humilityups> who advocate for others

**Cultural Safety** - seeks to achieve better care through being aware of difference, decolonising, considering power relationships, implementing reflective practice, and by allowing the patient to determine whether a clinical encounter is safe

[Why cultural safety rather than cultural competency is required to achieve health equity: a literature review and recommended definition | International Journal for Equity in Health | Full Text \(biomedcentral.com\)](#)

# Reflection & Practice Scenario #1

- You overhear a conversation between a nurse interacting with a client at an immunization clinic. The client informs the nurse they are very fearful of pain with the needle and are sitting with muscles tightened and shifting in the chair. The nurse informs the patient that needles do cause some pain and that because their skin is darker, it is thicker and therefore, it will hurt a little more than normal, but really not much at all and it will be over really quickly. They provide some distraction techniques including encouraging the client to wiggle their toes and proceed to immunize.

# Practice Reflection Scenario #2

- A family with an 8-year-old male East Asian child has come into the COVID 19 immunization clinic. As a nurse you seek to establish a trusting nurse – client relationship with the parents and child. As you interact with the child you ask about their interests to build rapport. You ask the child if they play any sports. The child excitedly talks about being part of the local hockey team and that he scored a goal last game. You make a comment back congratulating him on the goal and say to the parents that it's so great that they have him sign up for hockey as you were expecting him to say soccer and what a great opportunity to have people from their culture involved in hockey

# SMDHU

## Employee Conduct Policy

- Respect all colleagues, clients and stakeholders in the workplace and the community and treat co-workers, colleagues, and the public with dignity and respect.
- Respect the right of others to make choices and to have opinions that reflect individuality and diversity.

## Room to grow

Recognizing that the COVID 19 pandemic has revealed the inequities faced by those in racialized groups.

- Did you know that in Ontario and in Simcoe Muskoka during the first year of the pandemic COVID-19 infection rates were highest in communities with higher level of ethno-cultural diversity.
- Did you know that across Canada there were significant increase incidents police reported hate crimes reported to policy <https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=3510006601>

SMDHU has committed to pursuing greater Indigenous cultural safety as an agency. SMDHU is also considering next steps regarding our approach to ensure our employees, leaders, organization and services we provide are more explicit in our approach to anti-stigma and anti-racism more broadly.

# Additional Resources

- [Racism and Public Health - CPHA](#)
- [An open letter to CNA on the reality of racism in nursing](#)
- [Black Experiences in Health Care](#)
- [Embracing Cultural Diversity in Health Care – RNAO](#)
- [SMDHU – Indigenous Cultural Safety Training & Education](#)
- [Let's talk: Racism and health equity – NCCDOH](#)
- [Key Public Health Resources for Anti-Racism Action: A curated List](#)

# SDOH Data Collect in Immunization Clinics

# Why collect SDOH data including Race?

- The Ontario Human Rights Commission (OHRC) has pointed out that collecting and analyzing data that identifies individuals by their race, ethnicity, citizenship, sexual orientation, or similar factors can assist institutions or systems to protect and promote human rights. This type of data can be used to prevent or address systemic barriers to access to services, or to improve equitable service delivery and programs.<sup>22</sup> When data is collected, tracked and analyzed for appropriate purposes, and using credible methods, it tells us a great deal about the experiences of those using health care services. Very recently, the OHRC called on the Minister responsible for the Anti-Racism Directorate to strengthen requirements for racebased data collection, including in health care, in order to advance human rights.<sup>2</sup>

## COVID-19 Vaccination: Socio-demographic Information



**NOTE TO CLIENT:** The Ministry of Health has a few questions that will help us to know more about who is accessing the COVID-19 vaccine in Simcoe Muskoka, so we know where there is still need. **Participation is voluntary.** You may skip any of the questions and it will not affect your care. Your information will be kept confidential and will not be shared except in overall numbers/statistics. Are you okay to continue?

 YES NO

Do you self-identify as Indigenous? Check all that apply.

- YES - FIRST NATIONS    YES - INUK/INUIT    YES - MÉTIS (MEMBERS OF THE MÉTIS ORGANIZATION OR SETTLEMENT)
- NO – DO NOT SELF-IDENTIFY AS INDIGENOUS    DO NOT KNOW    PREFER NOT TO ANSWER

People often describe themselves by their race. Which race category best describes you? Check all that apply.

- ASIAN (EAST) – e.g. Chinese, Japanese, Korean, Taiwanese
- ASIAN (SOUTH) – e.g. Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean
- ASIAN (SOUTH EAST) – e.g. Cambodian, Indonesian, Filipino, Thai, Vietnamese
- BLACK – e.g. African, Afro-Caribbean, African-Canadian
- INDIGENOUS – e.g. First Nations, Inuk/Inuit, Métis
- LATINO – e.g. Latin American, Hispanic, Argentinian, Chilean
- MIDDLE EASTERN – e.g. Arab, Persian, Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish
- WHITE – e.g. European, English, Italian, Portuguese, Russian
- ANOTHER RACE CATEGORY, Specify:     DO NOT KNOW    PREFER NOT TO ANSWER



What is your ethnic or cultural origin(s)? (the ethnic or cultural origins of your ancestors). Check all that apply. For example:

<input type="checkbox"/> IRISH	<input type="checkbox"/> CHINESE	<input type="checkbox"/> FRENCH	<input type="checkbox"/> POLISH	<input type="checkbox"/> DUTCH	<input type="checkbox"/> ENGLISH	<input type="checkbox"/> SCOTTISH	<input type="checkbox"/> FILIPINO
<input type="checkbox"/> GERMAN	<input type="checkbox"/> INDIAN	<input type="checkbox"/> INDIGENOUS	<input type="checkbox"/> PORTUGUESE	<input type="checkbox"/> ITALIAN	<input type="checkbox"/> JAMAICAN	<input type="checkbox"/> JEWISH	
<input type="checkbox"/> KOREAN	<input type="checkbox"/> LEBANESE	<input type="checkbox"/> PAKISTANI	<input type="checkbox"/> UKRAINIAN	<input type="checkbox"/> COLUMBIAN	<input type="checkbox"/> CANADIAN	<input type="checkbox"/> SOMALI	
<input type="checkbox"/> SRI LANKAN	<input type="checkbox"/> IRANIAN	<input type="checkbox"/> OTHER, Specify: _____	<input type="checkbox"/> DO NOT KNOW	<input type="checkbox"/> PREFER NOT TO ANSWER			

What was your total household income before taxes last year?

Check one only.

<input type="checkbox"/> \$0 to \$29,999	<input type="checkbox"/> \$30,000 to \$49,999
<input type="checkbox"/> \$50,000 to \$69,999	<input type="checkbox"/> \$70,000 to \$99,999
<input type="checkbox"/> \$100,000 to \$149,999	<input type="checkbox"/> \$150,000 or more
<input type="checkbox"/> DO NOT KNOW	<input type="checkbox"/> PREFER NOT TO ANSWER

Including yourself, how many family members live in your household who are supported by the total household income?

\_\_\_\_\_

<input type="checkbox"/> DO NOT KNOW	<input type="checkbox"/> PREFER NOT TO ANSWER
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What was your total household income before taxes last year?

Check one only.

\$0 to \$29,999

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\$50,000 to \$69,999

\$70,000 to \$99,999

\$100,000 to \$149,999

\$150,000 or more

DO NOT KNOW

PREFER NOT TO ANSWER

Including yourself, how many family members live in your household who are supported by the total household income?

DO NOT KNOW

PREFER NOT TO ANSWER

Which of Canada's official languages (English or French) are you most comfortable speaking? Check one only.

ENGLISH

FRENCH

BOTH ENGLISH AND FRENCH

NEITHER

PREFER NOT TO ANSWER

What is the language that you first learned at home in childhood and still understand? Check one only. For example:

ARABIC

CHINESE (CANTONESE, HAKKA, MANDARIN)

ENGLISH

FRENCH

GERMAN

HINDI

ITALIAN

KOREAN

PERSIAN (FARSI)

POLISH

PORTUGUESE

PUNJABI

RUSSIAN

SPANISH

TAGALOG (PILIPINO; FILIPINO)

TAMIL

URDU

VIETNAMESE

INDIGENOUS LANGUAGE, Specify: \_\_\_\_\_

OTHER LANGUAGE, Specify: \_\_\_\_\_

PREFER NOT TO ANSWER

