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Dr. Nancy Clark — invited Guest Speaker
Course: HLTH 6000 Date: October 21, 2020

To whom it may concern:

Context

Thank you so much for presenting as guest lecturer in the graduate research course entitled: “Research in Healthcare.” This class was held October 21, 2020 with a group of twelve international and domestic graduate nursing students at Thompson Rivers University. Dr. Clark communicated effectively via Big Blue Button technology. She presented on ‘*Using Intersectionality for Research in Nursing.*’

Instructional Skill

Dr. Clark commenced the presentation by asking students about the topic ‘intersectionality’ and whether they were familiar with the use of intersectionality in nursing. For most students this was a new term. She asked if anyone had questions from the readings or queries about what they would like to understand more about. At the beginning of the discussion five ambitious objectives were offered: to best understand intersectionality and its contributions to knowledge through a theoretical paradigm; describe intersectionality as a theoretical paradigm; identify key tenets of intersectionality theory; describe how to take up intersectionality in research, differentiate intersectionality from other equity focused methods, and utilize intersectionality for policy and knowledge mobilization in research. These learning objectives were helpful in focusing the student’s attention and offered clear outcomes. The learning material encouraged

the students to stretch their ability in thinking critically and understanding complex topics. However as being a relatively new topic to students I would recommend less information as an introduction to intersectionality.

She provided several in-prep readings to support better understanding about intersectionality. Clearly, Nancy displays a passion for under-served populations, mental health, intersectionality, social justice, and ethical underpinnings of theory-based research. She uses humor effectively and worked to engage students' interest by selecting relevant in-prep readings and varying seminar techniques. Nancy included lecture (her colorful and detailed PowerPoint presentation), used interactive abilities to facilitate discussion, and provided a safe, respectful, non-judgemental space for students to learn. She offered an extensive list of referenced resources for students to access after the presentation. She used a 'prompting style' to assist students to discover their own knowledge, added on when necessary to student responses, and at times would elaborate to support student learning. For example, she would expand on student contributions with concrete examples, and explain in more depth while drawing from her past research experiences in the community. In closure Nancy summarized the key points, and nicely transitioned into questioning modes. She invited students to contact her if they had further questions post presentation.

Comments

After the class I received positive feedback from the students about her presentation, the content, and relevance in learning more about intersectionality approaches. My recommendation is for Nancy to continue to draw on the diverse examples from her nursing practice, her research, and the integration of current nursing research examples from the literature. I have observed that Nancy can bring critical topics to life which encourage deeper thinking and participation by students. Her meaningful examples support effective student interest, learning, and application to graduate nursing practice.

Thank you for presenting to our graduate nursing students!

Joyce O'Mahony RN PhD
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