

Black Lives Matter
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Black History Month #BlackLivesMatter

Teach-In at FSU

February 22-26

At the teach-in, students and professors link their subject to #BLM—many ways, in the same week. Then the campus connects to ongoing issues shared in a town hall meeting for feedback and discussion. Over 128 classes are participating.

Town Hall Meeting

March 2, 2016

Forum, McCarthy Center

4:30 - 6 p.m.

All are welcome. If you participated in a class or want to hear from others who did, come to the #BlackLivesMatter Town Hall Meeting.

Black Lives Matter Teach-In February 2016

At Framingham State University

As of February 15, 2016

- 87 professors *
- 143 classes *
- over 33 disciplines *
- estimated reach to over 3000 students

A black square containing the text "BLACK LIVES MATTER." in white, bold, uppercase letters.

**BLACK
LIVES
MATTER.**

Each discipline is approaching this topic of Black Lives Matter from a different viewpoint. For example: English students will make connections to performances of Shakespeare's plays while Biochemistry students will discuss the famous HeLa cells and the Tuskegee experiments. History students will examine the Black Power movement in their course on the 1960s, while CommArts will focus Photojournalism students on Life Magazine's coverage of the Civil Rights Movement in the 1960s. As Cognitive Psychology students look at research on implicit bias, in another CommArts area students will focus to Birth of a Nation--and its racist progeny--in a Screenwriting class.

So what will be our focus as nurses?



Research

When discussing research and the black population, all nurses should be familiar with two things: The Tuskegee syphilis study and the case of Henrietta Lacks.

The New York Times

Syphilis Victims in U.S. Study Went Untreated for 40 Years

By JEAN HELLER
The Associated Press

WASHINGTON, July 25—For 40 years the United States Public Health Service has conducted a study in which human beings with syphilis, who were

have serious doubts about the morality of the study, also say that it is too late to treat the syphilis in any surviving participants.

Tuskegee syphilis victims

Click here <http://www.cdc.gov/tuskegee/timeline.htm> to see the timeline of the Tuskegee syphilis study which began in 1932 and continued until 1972. Black men with syphilis were never treated, even after penicillin was identified in 1945 as the treatment of choice. Informed consent was never offered.



What are your feelings?

Watch the movie, *Miss Evers' Boys*, from 1997. There are nine parts of the movie available on YouTube



<https://www.youtube.com/watch?v=9ymdOP1sCBQ&list=PL310B8233BA1947FA>

The lasting effects of the Tuskegee Study

The Tuskegee Syphilis Study forced the nation to rethink and redefine practices involving human experimentation, especially those involving minority populations. As a consequence, HEW established a National Human Investigation Board, and legislation was passed requiring the establishment of Institutional Review Boards (IRBs). The study laid the foundations for African Americans' continued distrust of the medical establishment, especially public health programs and a fear of vaccinations. It reinforced views about the medical establishment and the federal government, as well as disregard for African American lives. Although community outreach efforts have done much to combat the misconceptions, there seems to be evidence that African Americans did not seek treatment for AIDS in the early 1980s because of distrust of health care providers regarding the diagnosis, prognosis, and treatment of AIDS.

Heintzelman, C. A. (2003). The Tuskegee syphilis study and its implications for the 21st century. Retrieved from http://www.socialworker.com/feature-articles/ethics-articles/The_Tuskegee_Syphilis_Study_and_Its_Implications_for_the_21st_Century/





The Immortal Life of Henrietta Lacks

This book by Rebecca Skloot is a must read for all nurses.

Her name was Henrietta Lacks, but scientists know her as HeLa. She was a poor black tobacco farmer whose cells—taken without her knowledge in 1951—became one of the most important tools in medicine, vital for developing the polio vaccine, cloning, gene mapping, in vitro fertilization, and more. Henrietta's cells have been bought and sold by the billions, yet she remains virtually unknown, and her family can't afford health insurance.



Control-Click on Henrietta's picture on the left to see a video about Henrietta, her family, and the book.

The author, Rebecca Skloot, has a website <http://rebeccaskloot.com/the-immortal-life/>

The Henrietta Lacks Foundation <http://henrietalacksfoundation.org/> is a non-profit organization founded by Rebecca Skloot, author of *The Immortal Life of Henrietta Lacks*, who is donating a portion of her book's proceeds to the Foundation. The Foundation strives to provide financial assistance to needy individuals who have made important contributions to scientific research without personally benefiting from those contributions, particularly those used in research without their knowledge or consent. The Foundation gives those who have benefited from those contributions — including scientists, universities, corporations, and the general public — a way to show their appreciation to such research subjects and their families.

Diversity in Nursing

The National League for Nursing (NLN) states that the "current lack of diversity in the nurse workforce, student population, and faculty impedes the ability of nursing to achieve excellent care for all."



You can read the entire document online at NLN (2016).

Achieving diversity and meaningful inclusion in nursing education. Retrieved from <http://www.nln.org/newsroom/news-releases/news-release/2016/02/16/diversity-in-nursing-an-nln-vision-statement>

Call to Action

Creating inclusive academic environments that foster the recruitment, retention, and graduation of diverse students, is the role and responsibility of nursing education leadership. Administrators, faculty, and staff must be prepared to cultivate a learning environment where diversity and inclusion is embraced and celebrated.

Nursing Diversity

Comparison of Nursing Diversity to the General Population (NCSBN, 2013).

Retrieved from https://www.ncsbn.org/JNR0713_05-14.pdf

Ethnic or Gender Group	RN Population	General Population
Caucasian	83%	77.7%
African American	6%	13.2%
Asian	6%	5.3%
Hispanic	3%	17.1%
American Indian/Alaskan	1%	1.2%
Native Hawaiian/Pacific	1%	0.2%
Female	93%	51%
Male	7%	49%

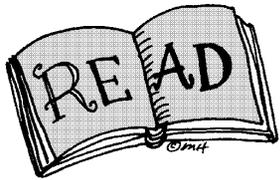
The same report noted that nurse faculty and nurse executives had the least diversity when compared to staff nurse positions with 87%/86% of nurse faculty/executives were white and 79% of staff nurses were white. Every nurse has a role to play in achieving the goal of decreasing the diversity gap.

Nursing, Race, and Racism



What do you think of the following statements?

"Nursing values include diversity and a commitment to the elimination of health disparities. However, nursing comprises predominantly white, female nurses."



Villarruel, A., Washington, D., Lecher, W. T., & Carver, N. A. (2015). A more diverse nursing workforce. *American Journal of Nursing*, 115(5),

57-62. doi:10.1097/01.NAJ.0000465034.43341.b1

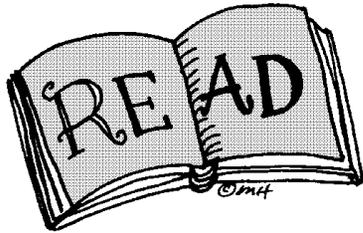
Definitions

Racism is

- the belief that all members of each race possess characteristics or abilities specific to that race, especially so as to distinguish it as inferior or superior to another race or races.
- prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior.

White privilege (or white skin privilege) is a term for societal privileges that benefit white people beyond what is commonly experienced by non-white people under the same social, political, or economic circumstances. These privileges are unearned and are distributed based on values of the dominant group.

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.



Hall, J. M., & Fields, B. (2013). Continuing the conversation in nursing on race and racism. *Nursing Outlook*, 61(3), 164-173. doi:10.1016/j.outlook.2012.11.006

All nurses should read this article which certainly has some information that may change the way you view yourself, your patients, and your colleagues.



What was your initial reaction to the information in this article?

Will you change the way you think and act as a result of this article?

Will you share this article with colleagues?

I look forward to continuing this dialog with you in class.