BRAVE SPACE: GUIDELINES IN EDUCATION, NURSE PRACTICE, AND STAKEHOLDER CONVENINGS

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Introduction

Nurses are trusted catalysts for change, and central to advancing health equity for all. Drawing inspiration from the "[The Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity](#)" report, the Future of Nursing Workgroup in Washington State, steered by WCN, has proposed suggestions to establish more inviting and welcoming environments that promote inclusive discussion. Within the spheres of nursing education, practice, and stakeholder gathering, the idea of Brave Space is considered essential to foster vibrant learning environments that initiate important conversations and develop compassionate caregivers. For students aspiring to become nurses, it is of utmost importance to not only acquire clinical skills but also develop a profound understanding of the social issues that significantly influence healthcare outcomes.

Brave Space: Guidelines in Education, Nurse Practice, and Stakeholder Convenings is a comprehensive resource specifically tailored for nurse educators, equipping them with essential tools and strategies to establish an inclusive and supportive classroom environment. This guide acknowledges the significance of fostering independent thinking and meaningful dialogue among students, fostering an environment where they can engage in critical conversations that delve into the intricate interconnections of identity, power dynamics, and healthcare disparities.

Furthermore, recognizing the pivotal role nurses play in addressing societal challenges, this guide extends its insights to nurse practitioners and stakeholders, providing valuable guidance on creating Brave Spaces within their practice and convening settings. By embracing critical conversations, nurses can develop the necessary skills and knowledge to

AN INVITATION TO BRAVE SPACE

Together we will create *brave space*
Because there is no such thing as a "safe space" —
We exist in the real world
We all carry scars and we have all caused wounds.
In this space
We seek to turn down the volume of the outside world,
We amplify voices that fight to be heard elsewhere,
We call each other to more truth and love
We have the right to start somewhere and continue to grow. We have the responsibility to examine what we think we know.
We will not be perfect.
This space will not be perfect.
It will not always be what we wish it to be
But
It will be *our brave space together,*
and
We will work on it side by side.

by Micky ScottBey Jones

www.thepeoplessupper.org

tackle systemic issues that impact patient care and advocate for equitable healthcare outcomes. With its comprehensive approach, Brave Space: A Guide to Critical Conversations supports the growth of empathetic and socially conscious healthcare professionals, making significant contributions to positive change within the nursing field.

Establishing and maintaining a Brave Space in nurse practice, nurse education, and nurse stakeholder convening is essential for creating an environment that promotes inclusivity, open communication, and self-awareness among healthcare professionals. A Brave Space is a supportive social or cultural context that encourages individuals to engage in authentic and transformative dialogue while recognizing the diversity of identities and experiences within the group. By fostering a Brave Space,

nurses and other healthcare professionals can engage in difficult conversations, challenge their biases, and learn from diverse perspectives, ultimately leading to better patient care and outcomes. This resource document provides guidelines and best practices for creating a Brave Space in nurse practice, nurse education, and nurse stakeholder convening, as well as practical strategies for addressing discomfort and triggering moments. By implementing these strategies, healthcare professionals can create a safe and supportive environment where everyone feels valued, heard, and empowered to contribute to the conversation.

While group agreements can benefit some people, they don't always make everyone feel safe, respected, or included. For people from marginalized groups, like people of color, it's important for them to share their challenging and honest experiences to feel part of the conversation. They may want to connect with others who understand their identity to create a safe space where they can be brave. They might also believe that challenging biases is crucial for building empathy. So, their idea of feeling safe may be different from the usual guidelines.

It's crucial to realize that the meaning of "safety" can vary among individuals, especially in diverse groups where the goal is fairness and safety for everyone. People have different ideas about what it means to "feel safe," "assume goodwill," or "participate fully," influenced by their belonging to marginalized or majority groups in society.

A good example of this is the concept of "assuming goodwill." While it may sound like something everyone can agree on, individuals from marginalized groups who have been hurt in past discussions (due to the intent or impact of other students or participants) may find it

hard to assume goodwill. It might be more sensible for them to stay neutral or even consider the possibility of negative intent, rather than blindly trusting others' positive intentions.

When working towards equity and safety in diverse groups, it's essential to understand that "safety" has different meanings to different people. There are varied perspectives on feeling safe, assuming goodwill, and participating fully due to different societal roles and identities. Considering this, it's important to have a nuanced understanding of safety and create guidelines that address the specific needs and experiences of marginalized individuals.

The Role of Safe Space in Brave Space

trusting someone *courageous* *intersectional* *Being Black on this* **Brave** *planet* prioritizing oneself **empowered** *Exercising autonomy*

known boundaries priviledged money *loved* **Safe** unconditionally supported *protected* *white people*

For meaningful education around diversity and social justice, facilitators must move beyond just providing a safe space to fostering Brave Spaces where challenging topics can be faced head-on. Adams, M., Bell, L. A.(2007). Safe space is a foundation of psychological and emotional safety that allows individuals to feel secure, respected and included. A safe space serves as a supportive environment where participants can freely express themselves, share their experiences, and engage in open dialogue without fear of judgment, discrimination, or harm.

In the context of A Brave Space which encourages conversations, a safe space becomes the starting point. It creates a foundation of trust and respect, enabling individuals to feel comfortable enough to take risks, challenge ideas, and explore sensitive topics. By establishing a safe space, participants are more likely to share their authentic thoughts and engage in open, honest discussions.

While a safe space focuses on fostering emotional well-being, a Brave Space goes a step further. It

acknowledges that difficult conversations, exploring biases, and addressing systemic issues can evoke discomfort, defensiveness, or even conflict. However, within the boundaries of a safe space, a Brave Space encourages participants to navigate these challenges with courage, empathy, and a commitment to learning and growth.

The combination of a safe space and a Brave Space creates an environment where individuals can express themselves freely, challenge assumptions and biases, and engage in transformative dialogue. It allows for personal growth, increased understanding, and the potential for positive change. Both

1. Safe spaces provide a sense of security and comfort, but they can sometimes unintentionally limit the scope of discourse and hinder genuine growth and understanding.

2. Brave Spaces, on the other hand, challenge individuals to confront discomfort and engage in critical conversations that address systemic injustices and promote social change.

3. Engaging in Brave Spaces requires individuals to acknowledge their own privilege, listen to diverse perspectives, and be willing to be accountable for their actions and words.

4. The goal of Brave Spaces is not to silence or shame but to foster respectful and constructive dialogue that encourages personal growth and dismantles oppressive structures.

elements are essential in creating an inclusive and empowering environment that fosters authentic conversations and supports individuals in their journey toward equity and justice.

Brave Spaces offer an evolution from traditional safe spaces, encouraging authentic dialogue around diversity and social justice, while recognizing and navigating the challenges of these discussions. (Clemens, K. 2013). Creating Brave Spaces is essential for challenging societal norms, fostering empathy, and building coalitions that can collectively work towards a more equitable and just society.

Definition of Brave Space

A Brave Space in nursing is an environment that promotes open and respectful dialogue while emphasizing civility, a sense of belonging, and shared goals in healthcare. It serves as a starting point for nurses to actively contribute towards achieving health equity. It encourages nurses to express diverse perspectives and experiences, fostering professional growth and understanding. By providing a crucial platform for engaging in conversations and implementing guidelines, Brave Spaces supports collaboration and address challenges related to health equity, working towards shared goals of a more equitable and inclusive healthcare system.

Pillars of Brave Space

Active listening, inclusivity, respect for diversity and diverse perspectives, and open and honest dialogue are the key foundations of a Brave Space.

1- Active listening

Active listening is a fundamental pillar within the framework of Brave Space. It entails attentively and purposefully engaging with others during conversations or discussions in Brave Spaces, stakeholders practice active listening by setting aside preconceptions and biases, embracing vulnerability, and genuinely seeking to understand diverse perspectives. Through active listening, individuals create an environment where voices are not only heard but also valued and validated.

2- Inclusivity:

Inclusivity stands as a fundamental pillar of Brave Space, promoting an environment that embraces diversity and ensures that every individual feels welcome, valued, and respected. In Brave Spaces, stakeholders actively seek to create an inclusive atmosphere where differences in race, ethnicity, gender, sexual orientation, abilities, and backgrounds are recognized and celebrated. By embracing the richness of diversity, stakeholders foster a sense of belonging and promote equal opportunities for all to participate and contribute.

3- Respect for Diversity and Diverse Perspectives:

Respect for diversity and diverse perspectives forms an integral part of Brave Space, emphasizing the significance of acknowledging and appreciating the various backgrounds, experiences, and viewpoints present among stakeholders. In Brave Spaces, individuals value the unique contributions that diverse perspectives offer, recognizing that they enrich the collective understanding and promote critical thinking. By fostering an atmosphere of respect, stakeholders create an environment where differing opinions are heard, valued, and considered.

4- Open and Honest Dialogue:

Open and honest dialogue serves as a cornerstone of Brave Space, fostering an environment where individuals can freely express their thoughts, emotions, and experiences. In Brave Spaces, stakeholders encourage authentic and transparent conversations, providing a platform for sharing ideas, challenging assumptions, and exploring complex issues. By engaging in open dialogue, stakeholders promote deeper connections, broaden their perspectives, and cultivate a culture of trust and mutual understanding.
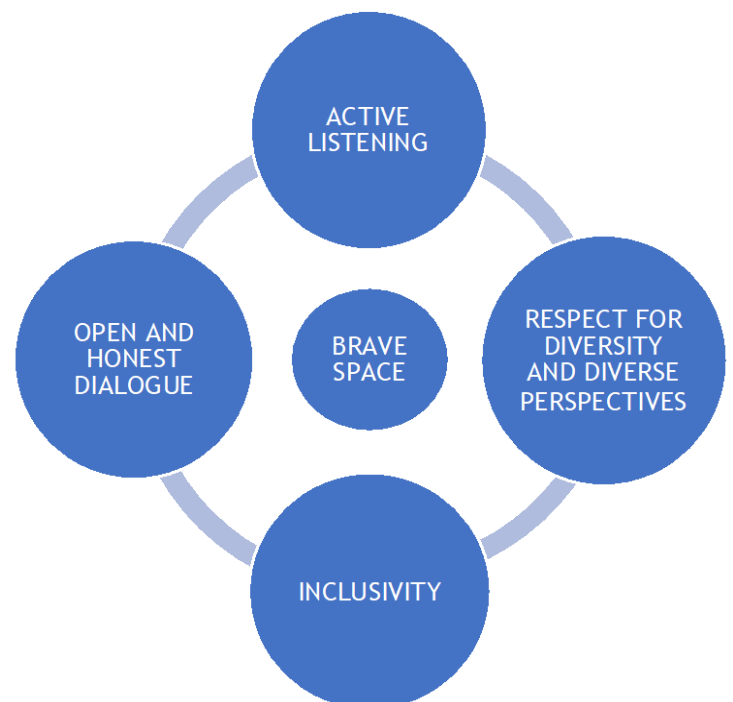
Active Listening Technique

Adopted for Active Listening Technique

- **Active Listening** – We too frequently leap VERY quickly from unformed, abstract ideas to conclusions. Using the active listening techniques listed in Figure 3 can be helpful in checking assumptions, clarifying our own thoughts, and understanding others.

Key Active Listening Techniques			
TECHNIQUES	**Purpose**	**Approach**	**Language**
ENCOURAGING	• To convey interest • To keep the person talking	• Don't agree or disagree with speaker. • Use non-committal words with positive tone of voice.	• I see... • Uh-huh... • That's interesting... • Tell me more about... • Go on...
RESTATING	• To show that you are listening and understanding. • To help speaker grasp the facts	• Restate the speakers' basic ideas. • Put in your own words.	• If I understand, your situation is... • In other words, your decision is...
REFLECTING *The power of silence should not be underestimated.*	• To show you are listening and understanding • To let speaker know you understand how he/she feels.	• Reflect the speakers' basic feelings. • Put in your own words.	• You feel that... • You were pretty disturbed about that... • You believe that...
SUMMARIZING	• To pull important ideas, facts, etc. together. • To establish a basis for further discussion • To review progress	• Restate, reflect, and summarize major ideas and feelings.	• These seem to be the key ideas you expressed... • If I understand you, you feel this way about this situation.

Figure 3. Active Listening Techniques

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Brave Space Guidelines in Education, Nurse Practice, Stakeholder Convenings

WCN Recommends these Brave Space guidelines, a set of principles that encompass Education, Nurse practice, and stakeholders convening. While each area has its unique characteristics, it's important to recognize that the recommendations and ideas put forth can apply across all three realms of nursing.

Moreover, there is an inherent overlap in how these guidelines can be implemented, fostering a culture of bravery, inclusivity, and growth within the nursing community. Let's explore these guidelines and discover their potential for positive change in Education, Nurse practice, and stakeholder collaborations.

In addition, we emphasize the importance of co-creating these guidelines with participants, as their unique perspectives and experiences are invaluable in shaping an inclusive and representative framework. By involving all stakeholders in the process, we ensure that the guidelines reflect the diverse voices within the nursing community.

Whether it's in educational settings, day-to-day nursing practice, or collaborative endeavors with stakeholders, these Brave Space guidelines provide a blueprint for fostering a culture of courage, respect, and innovation. Let's embark on this transformative journey together, inspiring positive change in nursing through safety, bravery, and collective co-creation.

See Appendix A: Brave Space Video Library

Brave Space in Education Overview

In this section of this resource document, you'll find recommendations that can be followed to create a Brave Space for nursing students.

In nurse education, creating a Brave Space is essential for fostering meaningful dialogue, addressing healthcare disparities, and promoting anti-racism, inclusion, and a sense of belonging among students. By exploring the complex connections between identity, power, and healthcare, students develop insight into the systems perpetuating privilege and disadvantage, empowering them to advocate for health equity and social justice. These guidelines acknowledge students' motivation to address pressing issues and equip educators with tools to create an inclusive classroom environment. Ultimately, Brave Spaces nurture compassion and cultural humility for nurses who provide patient-centered care and contribute to positive change in the healthcare field by encouraging open communication, challenging biases, and fostering a deep understanding of health disparities, diverse cultures, identities, and backgrounds.

The skill*s* and comfort level of the facilitator are paramount in creating an effective Brave Space. A knowledgeable facilitator can guide discussions, provide accurate information, and foster an informed dialogue. Demonstrating cultural humility, the facilitator creates a *Brave Space* where students feel encouraged to share their perspectives and experiences. By employing inclusive facilitation techniques, managing conflicts effectively, and adapting to different learning needs, the facilitator ensures equitable participation and fosters respectful and constructive conversations. Their continuous improvement of facilitation skills allows for ongoing growth and enhancement of

the Brave Space, providing the necessary support for students to challenge biases, cultivate inclusion and belonging, and work towards health equity. The *instructor, as a* facilitator*, can also engage students to learn how to facilitate Brave Spaces and empower them to lead how to lead* discussions and become agents of change.

Here are some ideas for the facilitator and students *to* engage in reflective opportunities as they co-design a Brave Space with students:

Facilitator's comfort level of leading a Brave Space:

Before engaging in the process of co-creating a Brave Space with students, facilitators must prioritize their own preparedness and ability to navigate challenging discussions. When facilitators demonstrate comfort and confidence in addressing difficult topics, it sets the tone for an environment where students feel safe to share their perspectives, ask challenging questions, and explore sensitive issues. By modeling open-mindedness, active listening, and respect for diverse viewpoints, facilitators create a foundation of trust that encourages meaningful dialogue and fosters a truly inclusive and Brave Space. When facilitators are comfortable with hard conversations, they provide the necessary support and guidance, allowing students to engage deeply, challenge biases, and cultivate empathy, ultimately leading to a transformative and empowering learning experience.

Ready, Set, Facilitate

Preliminary Steps

- **Welcoming and Check-In:** Refrain from diving straight into the conversation. Initiate a round of introductions. Participants should share their name, role, self-identified racial/ethnic background, and emotional status. This assists in preventing inadvertent assumptions about individuals' backgrounds
- **Setting Ground Rules:** To foster respectful and productive dialogues on race, it's vital to delineate some rules. While we can't assure absolute comfort or safety, we can foster an environment conducive to honesty, respect, and learning. Below are some suggested guidelines that you can modify to fit your group's dynamics.

Engage in Discussion

- **Start discussions about race by using a thought-provoking quote** from a curated list as a springboard for introspection and deep conversation, emphasizing its message through repetition, and inviting participants to express their thoughts and feelings. See list of questions below ↓

Concluding the Dialogue

- **Ensure the dialogue adheres to a preset duration.** Keep some time for reflections at the end. A simple way to conclude is to express appreciation for everyone's input and invite them to share their current emotions. This practice gives us a pulse check of participant responses, allowing us to offer further support if needed

Tools for facilitators to help with the reflection process:

Project Implicit
Eight tactics to identify and reduce your implicit biases
What Is Implicit Bias in Healthcare?
Strategies to Recognize and Address Implicit Bias in Healthcare
Resource for Active Listening Technique

WCN (Washington Center for Nursing)
Developed a recommended facilitation toolkit to support facilitators

WCN Brave Space Facilitation Toolkit:

Discussion Questions: Upon discussing the selected resource, ponder over these questions:

- Did any part of the resource resonate with your personal experiences or observations? Would you feel comfortable sharing those with us?
- Has the resource altered or expanded your viewpoint in any way? Could you discuss that further?
- How do the issues raised in the resource relate to our professional roles?
- How do we see racism manifest within our environment, in subtle and explicit ways?
- In what ways might structural racism be present in our team, department, institution, or even in the broader healthcare system?
- How might systemic racism influence the care we provide to our patients?
- As we wrap up today's discussion, could you share a key takeaway?

Facilitation Strategies:

- **The "Yes, and..." Approach:** This extends the conversation while

respecting others' views and introducing your own.

- **Avoid Binary Thinking:** Dismissing others' viewpoints as right/wrong or good/bad may lead to defensiveness. Diverse viewpoints are vital for growth and understanding.
- **Shun the Either/Or Debate:** This mindset may obstruct conversation by implying only one viewpoint holds validity. Try using "both/and" statements to equally acknowledge different perspectives.
- **Allow for Clarification:** Give everyone the chance to clarify their words if misunderstood. We should provide the opportunity for clarification, understanding that initial statements might not capture the full intended meaning.

The facilitator can further reflect on questions such as:

1. What is the hard part of talking about race/racism for me?

2. What is the beneficial part of talking about race/racism for me?

☞ See Appendix E for a Brave Space in Nursing Education: Instructor/Facilitator Self-Assessment Worksheet

☞ See Appendix F for a Developing a Definition of Brave Space with Students Worksheet

Once the facilitator has established their comfort level in dealing with hard conversations, the next step is to engage students in the process of co-creating a Brave Space and ensuring consensus on the guidelines. This means actively involving students in the decision-making process and

encouraging them to share their perspectives, concerns, and aspirations for the learning environment. Through open discussions and collaborative activities, facilitators can guide students toward collectively establishing guidelines that reflect the Pillars Brave Space (inclusivity, active listening, respect for diversity and diverse perspectives, and open dialogue). It is essential to foster a sense of ownership among students, where their voices are valued, and their contributions are recognized. By engaging in this co-creation process, the facilitator not only promotes a sense of shared responsibility but also empowers students to take an active role in shaping the Brave Space. Ultimately, achieving consensus on guidelines ensures that all participants feel heard, respected, and invested in creating an environment that supports open dialogue, nurtures empathy, and cultivates a sense of belonging for everyone involved.

After creating the guidelines for the Brave Space, it is important to make them visible and accessible. Display them prominently in the classroom or virtual platform as a constant reminder of the agreed-upon expectations, fostering accountability. Provide multiple formats to ensure accessibility for diverse learning preferences and accessibility and language translations as needed. The facilitator should regularly refer to the guidelines and integrate them into discussions and activities to reinforce their importance. This continuous reinforcement helps maintain a supportive and inclusive environment, empowering students to engage in meaningful conversations.

The Washington Center for Nursing (WCN) has developed comprehensive guidelines for creating a Brave Space in a classroom setting. These guidelines, which are based on our findings, provide educators with recommendations and practical examples. WCN emphasizes the importance of

collaboration and acknowledges the need to tailor the creation of a Brave Space to the unique context and objectives of each learning environment. By embracing this collaborative approach, educators can effectively foster an inclusive and engaging Brave Space that promotes meaningful dialogue. Furthermore, WCN has also created scenarios for each recommended guideline, offering educators practical examples to better understand how to apply the guidelines in real-life teaching situations. By incorporating these scenarios into their instructional practices, educators can gain valuable insights and adapt the guidelines to their specific classroom context. WCN's comprehensive approach is designed to support educators in creating a relevant and effective Brave Space that facilitates an inclusive and engaging learning environment.

Brave Space Guidelines for Nursing Classrooms

Lesson Examples: Link:
https://www.adl.org/sites/default/files/1-4-creating-a-brave-space_0.pdf

(See Appendix B)

1. Invite Multiple Viewpoints
2. Accountability for Intentions and Impact
3. Work to Recognize Your Privilege
4. Take Risks and Sit with Your Discomfort
5. Make Space
6. Notice and Name Group Dynamics in the Moment
7. Actively Listen
8. Challenge with Care
9. Commit to Confidentiality
10. Break it Down

Brave Space Overview for Stakeholder Convening

These guidelines emphasize the importance of creating Brave Spaces in stakeholder convening to promote diverse perspectives, more engagement from underrepresented groups, and inclusive practices and solutions. The guidelines frame convenings around fostering an environment that encourages open and respectful dialogue, challenges biases and prejudices, and promotes equitable opportunities for participation. Clear guidelines and agreements for behavior during convenings are crucial in ensuring that all stakeholders are treated with respect and dignity. The guidelines also encourage stakeholders to reflect on their own identities and experiences and acknowledge how they may impact their behavior. By creating a Brave Space, nursing stakeholders can hold a space that promotes anti-racism, inclusion, and belonging, leading to a more equitable and enriched conversation.

Brave Space Stakeholder Convenings

(See Appendix C)

1. Speak From Experience
2. Challenge Yourself and Others
3. Respect Each Other's Differences
4. Embrace Discomfort
5. Take Responsibility for Your Actions
6. Practice Active Listening
7. Value Everyone's Perspective
8. Promote Equity in Healthcare

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Brave Space Overview in Nurse Practice

Creating a Brave Space in nurse practice is essential for cultivating an inclusive and equitable culture that positively impacts patient care. Nurse leaders play a pivotal role in establishing this environment by fostering open communication, challenging biases, and setting clear behavior guidelines. By encouraging reflection on personal identities and experiences, nurse leaders promote a sense of belonging and engagement among team members. This, in turn, empowers nurses to extend the principles of the Brave Space to their interactions with colleagues and patients, creating a sense of belonging for all.

Nurses who actively practice the guidelines of creating a Brave Space can significantly contribute to establishing a sense of belonging for both colleagues and patients. By promoting *inclusivity,* open *dialog and* communication, active listening, and respect *for diversity and diverse perspectives*, nurses create an environment where colleagues feel valued, supported, and included. This fosters collaboration, teamwork, and a shared commitment to providing high-quality care. Additionally, nurses who prioritize creating a Brave Space extend this inclusive approach to their interactions with patients. By engaging in empathetic and culturally sensitive care, nurses create a safe and welcoming environment where patients feel respected, heard, and involved in their healthcare decisions. This promotes trust, enhances patient satisfaction, and contributes to improved health outcomes.

By practicing Brave Space guidelines, nurses actively contribute to creating a culture of belonging and inclusivity, both within the healthcare team and in their relationships with patients. This collaborative approach fosters a positive work environment, where everyone feels valued and empowered, leading to enhanced teamwork, improved patient experiences, and ultimately, better overall healthcare outcomes.

Using People First Language in Nursing

One aspect of promoting a Brave Space is using people-first language, which emphasizes recognizing individuals as people first and foremost, rather than defining them solely by their disabilities or other identities. In nursing, practicing people-first language means acknowledging that patients and colleagues are individuals with unique experiences and needs. It involves referring to individuals as "people with disabilities" rather than using stigmatizing terms like "disabled patients." By using people-first language, nurses show respect and promote a sense of equality, focusing on the person behind the condition or identity.

When engaging in brave conversations about sensitive topics or addressing issues of diversity and inclusion in the nursing profession, using people-first language becomes particularly relevant. It allows nurses to create an environment where everyone's voice is valued, heard, and respected. By adopting people-first language, nurses can foster empathy, understanding, and trust among colleagues and patients.

It's important to remember that language preferences can vary among individuals. Some patients or colleagues may prefer identity-first language, such as identifying as an "autistic person" rather than someone "with autism." It's crucial for nurses to actively listen and respect individual preferences, understanding that communities and individuals have diverse perspectives and preferences.

By incorporating people-first language into the Brave Space of the nursing profession, nurses demonstrate their commitment to promoting inclusivity, respect, and acknowledging the inherent worth and individuality of each person. It helps to establish a culture of empathy, understanding, and collaboration, ultimately enhancing the delivery of patient-centered care and fostering a more equitable and compassionate nursing environment.

Brave Space Guidelines for Nurses

(See Appendix D)

1. Foster Open Communication
2. Challenge Biases
3. Acknowledge Intent and Impact
4. Set Clear Behavior Guidelines
5. Promote Reflection on Personal Identities and Experiences
6. Practice Active Listening
7. Respect Diversity and Diverse Perspectives
8. Extend Brave Space Principles to Patient Interactions
9. Collaborate and Support
10. Embrace Feedback and Evaluation

Brave Space Virtual Meetings Toolkit

Toolkit for hosting inclusive and accessible virtual Brave Space meetings in nursing practice, nurse education, and nurse stakeholder convening.

Planning

1. Choose an accessible web conferencing platform that meets the needs of all participants, including people with disabilities, people with limited access to technology, and people who speak different languages.
2. Consider the needs of all participants, including their physical and emotional needs, as well as their cultural and linguistic needs.
3. Provide clear and concise meeting materials in advance, including meeting agenda, meeting notes, and any other relevant documents. The materials should be accessible to all participants, including those with disabilities.
4. Set clear expectations and ground rules for the meeting, including expectations for participation, behavior, and communication. The ground rules should be clear and concise, and they should be agreed upon by all participants.

During the Meeting

1. Use active listening skills, such as paying attention to what other people are saying, asking clarifying questions, and avoiding interrupting.
2. Be aware of power dynamics in the group and take steps to ensure that everyone feels comfortable participating.
3. Use accessible communication tools, such as live captioning, text chat, and ASL interpretation, to ensure that all participants can participate fully.
4. Be patient and understanding, and provide support as needed.

After the Meeting

1. Provide feedback to participants on how the meeting could be improved.
2. Make adjustments to the meeting as needed, based on feedback from participants.

Tips for Creating a Brave Space

1. Be aware of cultural differences and be respectful of all participants. This includes being aware of different communication styles and respecting different levels of comfort with sharing personal information.
2. Create a safe space where participants feel comfortable sharing their thoughts and feelings. This means being respectful of everyone's contributions and avoiding any kind of discriminatory or offensive language.
3. Be prepared for difficult conversations. In Brave Spaces, it is likely that difficult conversations will arise. It is important to be prepared for these conversations and to have a plan for how to address them. This may involve having a facilitator who can help to guide the conversation or having a process for resolving.

Brave Space Toolkit for Nursing Students

Purpose: To create a learning environment where nursing students feel safe, respected, and valued, regardless of their race, ethnicity,

gender identity, sexual orientation, socioeconomic status, or other personal characteristics.

Goals

1. To increase participation and engagement of all nursing students.
2. To create a sense of community and belonging among nursing students.
3. To foster critical thinking and problem-solving skills in nursing students.

Strategies

1. **Provide multiple means of representation:** Use a variety of modalities to present information in nursing classes, such as text, images, audio, and video. This will help ensure that all nursing students can access and understand the content.
2. **Provide multiple means of engagement:** Offer a variety of ways for nursing students to participate in activities, such as individual work, group work, and hands-on activities. This will help keep nursing students engaged and motivated.
3. **Provide multiple means of action and expression:** Allow nursing students to demonstrate their learning in a variety of ways, such as through writing, speaking, creating art, or performing. This will help nursing students find a way to express their learning that is comfortable and meaningful for them.
4. **Implementation:**
5. **Start by creating a safe and welcoming space in nursing classrooms.** This means setting clear expectations for behavior and creating a culture of respect and tolerance.
6. **Be intentional about using a variety of strategies in nursing classes.** Don't just rely on one or two strategies. Use a variety of strategies to ensure that all

nursing students can access and participate in the learning experience.

7. **Be flexible and adaptable.** Be willing to adjust your strategies as needed. What works for one group of nursing students may not work for another group.

Benefits

1. **Increased participation and engagement of all nursing students.**
2. **Sense of community and belonging among nursing students.**
3. **Fostered critical thinking and problem-solving skills in nursing students.**

Additional Resources

1. The UDL Guidelines: https://udlguidelines.cast.org/
2. The Brave Space Project: https://www.bravespaceproject.org/
3. The National Equity Project: https://nationalequityproject.org/

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Glossary

BIPOC: An acronym for Black Indigenous and People of Color

Diversity: A variety of racial identities or characteristics (e.g. African Americans, Native Americans, Latinx). Diversity is a quantitative measure of representation.

Inclusion: The measure of the quality of representation, such as full access, authentic representation, empowered participation, true belonging and power-sharing. Inclusion is a qualitative measure of representation and participation.

Equity: Ensures that outcomes in the conditions of well-being are improved for marginalized groups, lifting outcomes for all. Equity is a measure of justice.

Anti-racism: Anti-racism is defined as the work of actively opposing racism by advocating for changes in political, economic, and social life. Anti-racism tends to be an individualized approach and set up in opposition to individual racist behaviors and impacts.

Belonging: Having a meaningful voice and the opportunity to participate in the design of political, social, and cultural structures that shape one's life - the right to both contribute and make demands upon society and political institutions."

Structural racialization connotes the dynamic process that creates cumulative and durable inequalities based on race. Interactions between individuals are shaped by and reflect underlying and often hidden structures that shape biases and create disparate outcomes even in the absence of racist actors or racist intentions. The presence of structural racialization is evidenced by consistent differences in outcomes in education attainment, family wealth, and even life span.

SOURCE: *Systems Thinking and Race: Workshop Summary* by John A. Powell, Connie Cagampang Heller, and Fayza Bundalli (The California Endowment, 2011).

Privilege: Unearned social power accorded by the formal and informal institutions of society to ALL members of a dominant group (e.g. white privilege, male privilege, etc.). Privilege is usually invisible to those who have it because we're taught not to see it, but nevertheless, it puts them at an advantage over those who do not have it.

SOURCE: Colours of Resistance Archive, "Privilege" (accessed June 2013).

Structural Racism

1. The normalization and legitimization of an array of dynamics – historical, cultural, institutional, and interpersonal – that routinely advantage Whites while producing cumulative and chronic adverse outcomes for people of color. Structural racism encompasses the entire system of White domination, diffused and infused in all aspects of society including its history, culture, politics, economics, and entire social fabric. Structural racism is more difficult to locate in a particular institution because it involves the reinforcing effects of multiple institutions and cultural norms, past and present, continually reproducing old and producing new forms of racism. Structural racism is the most profound and pervasive form of racism – all other forms of racism emerge from structural racism.

2. For example, we can see structural racism in the many institutional,

cultural, and structural factors that contribute to lower life expectancy for African American and Native American men, compared to white men. These include higher exposure to environmental toxins, dangerous jobs, and unhealthy housing stock, higher exposure to and more lethal consequences for reacting to violence, stress, and racism, lower rates of health care coverage, access, and quality of care, and systematic refusal by the nation to fix these things.

SOURCE:

1. *Chronic Disparity: Strong and Pervasive Evidence of Racial Inequalities* by Keith Lawrence, Aspen Institute on Community Change, and Terry Keleher, Applied Research Center, for the Race and Public Policy Conference (2004).

2. *Flipping the Script: White Privilege and Community Building* by Maggie Potapchuk, Sally Leiderman, Donna Bivens, and Barbara Major (2005).

Race

For many people, it comes as a surprise that racial categorization schemes were invented by scientists to support worldviews that viewed some groups of people as superior and some as inferior. There are three important concepts linked to this fact:

1. Race is a made-up social construct and not an actual biological fact.

2. Race designations have changed over time. Some groups that are considered "white" in the United States today were considered "non-white" in previous eras, in U.S. Census data, and in mass media and popular culture (for example, Irish, Italian, and Jewish people).

3. The way in which racial categorizations are enforced (the shape of racism) has also changed over time. For example, the racial designation of Asian American and Pacific Islander changed four times in the 19th century. That is, they were defined at times as white and at other times as not white. Asian Americans and Pacific Islanders, as designated groups, have been used by whites at different times in history to compete with African American labor.

SOURCE:

1–2. PBS, "Race: The Power of an Illusion" (2018–2019 relaunch of 2003 series).

3. Paul Kivel, *Uprooting Racism: How White People Can Work for Racial Justice* (Gabriola Island, British Columbia: New Society Publishers, 2002), page 141.

Related Resources: Race, Ethnicity, and Indigeneity (scroll down alphabetically to the box for "**Race**")

Location: FUNDAMENTALS / Core Concepts

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Lesson Examples: Link: https://www.adl.org/sites/default/files/1-4-creating-a-brave-space_0.pdf

Appendix A: Brave Space Video Library

Note: The copywrite for these videos belongs to the people or organizations that created them. For more information, see the Reference page.

Brave Space in Education	Brave Space in Nurse Practice	Brave Space in Stakeholder Convening
• **Invite Multiple Viewpoints** • **Accountability For Intentions and Impacts** • **Work To Recognize Your Privilege** • **Take Risks and Sit with Your Discomfort** • **Make Space** • **Notice And Name Group Dynamics in The Moment** • **Actively Listen** • **Challenge With Care** • **Commit To Confidentiality** • **Break It Down**	• **Foster Open Communication** • **Challenge Biases** • **Acknowledge Intent and Impact** • **Set Clear Behavior Guidelines** • **Promote Reflection on Personal Identities and Experiences** • **Practice Active Listening** • **Respect Diversity and Diverse Perspectives** • **Extend Brave Space Principles to Patient Interactions** • **Collaborate And Support** • **Embrace Feedback and Evaluation**	• **Speak From Experience** • **Challenge Yourself and Others** • **Respect Each Other's Differences** • **Embrace Discomfort** • **Take Responsibility for Your Actions** • **Practice Active Listening** • **Value Everyone's Perspective** • **Promote Equity in Healthcare**

Appendix B: Brave Space Guidelines for Nursing Classrooms

Invite Multiple Viewpoints

Be open to hearing and understanding new ideas and perspectives. Speak from your own experience by using "I statements." Ask questions to understand the sources of disagreements. Recognize that many topics and issues are multifaceted and require thoughtful consideration. Avoid oversimplifying complex matters and instead encourage discussions that delve into the nuances of a topic. Emphasize the importance of examining different angles, considering various factors, and acknowledging that there may not always be a single right answer.

Scenario

In a nursing student meeting focused on case studies and collaborative learning, a group of nursing students gathers to discuss a complex patient case. The facilitator sets the tone for a Brave Space, emphasizing the importance of welcoming multiple viewpoints and fostering respectful dialogue.

During the discussion, one student proposes a treatment plan that differs from the approaches suggested by the rest of the group. Instead of dismissing the idea or proceeding without further exploration, the group leader recognizes the value of embracing different perspectives and follows the guideline of promoting open dialogue.

The group leader encourages the student to elaborate on their proposed treatment plan, asking them to share their rationale and personal experiences that inform their perspective. The student feels supported to speak from their own experiences and uses "I statements" to explain why they believe the treatment plan could be effective for the patient.

Other group members actively listen, showing respect for the student's viewpoint and avoiding interrupting. They recognize that the diversity of experiences within the group can contribute to a more comprehensive understanding of the case and potential treatment options. The group leader facilitates the conversation by asking thought-provoking questions to better understand the sources of disagreement and to clarify any misconceptions.

Through this open and respectful dialogue, the group gains insights into the different perspectives and experiences of their peers. They engage in active listening, asking clarifying questions and expressing genuine curiosity to deepen their understanding of the treatment plan. As a result, the group develops a more comprehensive and informed view of the case, leading to a more well-rounded decision-making process.

By following the guideline of welcoming multiple viewpoints and encouraging respectful dialogue, the group creates a Brave Space where all ideas are valued and considered. They recognize that diverse perspectives and experiences can contribute to a more comprehensive understanding of patient care and treatment options.

In this scenario, the nursing student meeting exemplifies the importance of valuing and embracing different perspectives within a Brave Space. By fostering an environment where students feel comfortable expressing their viewpoints, using "I statements," and engaging in open dialogue, the

group enhances their learning and decision-making processes. The students demonstrate their commitment to creating a collaborative and inclusive learning environment that promotes critical thinking and empathy in nursing practice.

Accountability for Intentions and Impacts

Brave Space emphasizes the distinction between intention and impact. Intention refers to the intended communication or action, while impact refers to how one's words or actions are perceived and felt by others, which may not align with the intended meaning. Recognizing this differentiation encourages individuals to be mindful of their communication, fostering a space that values open dialogue and empathetic understanding.

Scenario

During a class discussion, a student named Chris unknowingly makes a comment that deeply upsets another student, Alex. Alex, feeling hurt and frustrated, becomes visibly upset and lashes out at Chris in an emotionally charged response. The classroom atmosphere becomes tense, and it is evident that immediate intervention is necessary.

Professor Adams, recognizing the distress and conflict, steps in to address the situation promptly. The professor begins by acknowledging the emotions and the impact the incident has had on Alex. Professor Adams creates a safe space by validating Alex's feelings and ensuring that their experiences are heard and respected.

Professor Adams then turns to Chris, emphasizing the distinction between intention and impact. The professor explains that although Chris may not have intended to cause harm, it is crucial to recognize the impact of their words on others. By doing so, the professor reinforces the understanding that communication and actions can have unintended consequences.

Understanding the gravity of the situation, Professor Adams takes the time to listen actively and empathetically to both Chris and Alex. The professor guides the conversation, allowing each student to express their perspectives and feelings while ensuring that it remains respectful and constructive.

Recognizing the need for resolution, Professor Adams facilitates a dialogue that encourages both Chris and Alex to reflect on their words and emotions. The professor emphasizes the importance of active listening and empathy, urging both students to genuinely hear and understand one another's experiences.

With guidance from the professor, Chris takes accountability for the impact of their words, expressing genuine remorse and a willingness to learn from the incident. Alex, feeling validated and heard, starts to calm down, acknowledging their own emotional response and the importance of open communication.

Professor Adams encourages both students to find common ground and work toward a resolution. The professor helps them identify strategies to rebuild trust and create a more inclusive and respectful classroom environment. This may involve Chris offering a sincere apology to Alex, and both students committing to actively practicing empathy and understanding in their interactions.

Through the professor's active role in acknowledging the harm caused, facilitating dialogue, and promoting accountability, the classroom environment gradually transforms into a space of healing and growth. Chris and Alex, with the support of their peers, begin the process of repairing their relationship and fostering a culture of open dialogue, empathy, and understanding. This experience serves as a valuable lesson for the entire class on the importance of accountability for intentions and impacts, ultimately strengthening the Brave Space created within the classroom.

Work to Recognize Your Privilege

Privilege refers to systems of advantage or disadvantage based on aspects of identity like race, class, gender, sexual orientation, or ability. Use this space to recognize and investigate your privilege. Honor the different experiences we all bring to this space.

Scenario

In a nursing student discussion focused on health disparities, a white student named Sarah participates and shares her realization that she has never personally faced discrimination based on her race. She becomes aware of her privilege and the potential gaps in her understanding of the experiences of people of color in the healthcare system.

Motivated to learn and grow, Sarah takes a brave step during the meeting. She acknowledges her limited perspective and decides to use the space as an opportunity to deepen her knowledge about the challenges faced by people of color in healthcare. Sarah respectfully asks her peers of color if they would be willing to share their experiences.

As her peers begin to share their stories, Sarah actively listens with an open mind and heart. She refrains from becoming defensive or denying the realities they describe. Instead, she focuses on truly understanding their perspectives and the barriers they encounter within the healthcare system.

Throughout the discussion, Sarah makes a conscious effort to create a Brave Space by demonstrating empathy, respect, and a genuine willingness to learn. She understands that her role is not to invalidate or challenge the experiences shared by her peers, but rather to listen, support, and gain insights.

By recognizing and investigating her privilege, Sarah shows a commitment to promoting inclusivity and equity in the healthcare system. She understands that addressing health disparities requires acknowledging the experiences of marginalized communities and working towards a more just and equitable healthcare environment.

As the meeting progresses, Sarah takes notes, asks follow-up questions to deepen her understanding, and expresses gratitude to her peers for their openness and vulnerability. She commits to continuing her education beyond the meeting, seeking additional resources, engaging in conversations with experts, and reflecting on ways she can contribute to positive change.

Through her actions and genuine curiosity, Sarah fosters an atmosphere of respect, inclusion, and growth within the nursing student discussion. Her willingness to confront her privilege and actively learn from others exemplifies the importance of this guideline in creating a Brave Space where diverse perspectives are valued, and social justice in healthcare is actively promoted.

Take Risks and Sit with Your Discomfort

A key guideline for creating a Brave Space is to actively lean into discomfort, understanding that the desire for comfort often evades addressing root problems. By embracing discomfort, individuals are more likely to confront and engage with challenging issues, leading to deeper reflection, and understanding. This willingness to step outside of one's comfort zone fosters personal growth, encourages individuals to confront the underlying causes of problems, and promotes a transformative dialogue that can bring about meaningful change within the Brave Space.

Scenario

During a nursing classroom discussion on end-of-life care, the topic of cultural beliefs and practices surrounding death and dying arises. One student, who comes from a different cultural background, feels hesitant to contribute to the conversation due to the fear of unintentionally offending others or not expressing their thoughts perfectly.

However, recognizing the importance of taking risks and embracing discomfort, the student decides to lean into the conversation. They gather their courage and share their personal experiences and cultural perspectives on end-of-life care within their community. The student acknowledges their own limitations in articulating their thoughts perfectly but expresses a genuine desire to contribute to the dialogue and learn from others.

In response, the class creates a supportive and inclusive environment, encouraging the student to share their unique perspective and assuring them that their input is valued. The instructor and fellow students actively listen and demonstrate openness to different viewpoints, recognizing that discomfort can be an essential catalyst for growth and understanding.

As the student shares their experiences, other classmates express gratitude for the opportunity to learn about diverse cultural practices and beliefs. They ask thoughtful questions to deepen their understanding and engage in respectful discussion, allowing for a collective exploration of end-of-life care from various cultural perspectives.

Through this scenario, the nursing classroom exemplifies the principle of taking risks and sitting with discomfort. The student overcomes their initial hesitation, contributing to the conversation despite uncertainties. The class demonstrates a supportive and inclusive environment, valuing the diversity of perspectives and creating a space where growth, learning, and cultural understanding can thrive.

Make Space

People who usually are more comfortable sharing their thoughts should make space for others to participate. People who are usually less comfortable participating should take the risk to voice their thoughts.

Scenario

During a nursing classroom discussion on patient advocacy, a few students tend to dominate the conversation by sharing their thoughts and opinions. While their contributions are valuable, other

students, particularly those who are more introverted or less confident in expressing themselves, struggle to find space to participate and share their perspectives.

Recognizing the importance of making space for everyone's voice, one of the more outspoken students decides to take a step back and actively encourages others to contribute. They make a conscious effort to ask open-ended questions, invite quieter students to share their thoughts, and actively listen without interruption. By creating an inclusive environment, they aim to ensure that every student feels comfortable and empowered to voice their ideas.

In response to this inclusive approach, some of the quieter students, who are typically less comfortable participating, decide to take the risk and share their thoughts. They gather their courage, realizing that their perspectives and experiences are equally valuable and can contribute to the depth and richness of the discussion. With the encouragement and support of their peers, they voice their ideas, providing unique insights and adding a diverse dimension to the conversation.

As the discussion progresses, the class collectively practices making space for everyone's participation. Students are mindful of not dominating the conversation and actively encourage others to contribute by asking for their input and acknowledging their ideas. This inclusive dynamic fosters a sense of safety and trust, enabling even the most reserved students to engage in meaningful dialogue.

Through this scenario, the nursing classroom exemplifies the principle of making space for all participants. One student recognizes their privilege in speaking up and takes intentional steps to create an environment where others feel comfortable sharing their thoughts. As a result, quieter students feel empowered to take risks and voice their perspectives, contributing to a more inclusive and well-rounded discussion. The class collectively values each individual's contribution and embraces the diversity of thoughts and experiences within the nursing profession.

Notice and Name Group Dynamics in the Moment

Creating a Brave Space is a shared responsibility, and individuals should remain attentive to the responses, or lack thereof, from others. When necessary, it is encouraged to request a "time out" or initiate a dialogue to address any concerns or conflicts that may arise. As a skilled facilitator, the instructor plays a crucial role in effectively reading non-verbal cues, such as body language and tone of voice, to gain deeper insights into the group dynamics. By intervening at appropriate moments, redirecting conversations, and fostering active participation, the facilitator cultivates a balanced and respectful exchange of ideas, leading to improved decision-making and outcomes.

Scenario

During a nursing classroom discussion about ethical dilemmas in patient care, the instructor notices that the conversation is becoming imbalanced, with a few students dominating the discussion while others remain silent or seem hesitant to participate. Recognizing the need to address this dynamic and create a more inclusive space, the instructor takes on the role of facilitating conversations.

The instructor pauses the discussion and acknowledges the group dynamics that have emerged, expressing their concern about certain voices dominating the conversation and others potentially

feeling marginalized or unheard. They emphasize the importance of creating an environment where everyone feels comfortable sharing their thoughts and ideas.

The instructor decides to implement a structured dialogue technique to ensure equitable participation. They introduce a speaking protocol where each participant is given a designated time to share their perspective without interruption, while others actively listen and refrain from commenting or interjecting.

As the discussion resumes, the instructor guides the conversation by ensuring that each student *can* contribute. They actively encourage quieter participants to share their thoughts and validate their contributions. The instructor also intervenes if any student attempts to interrupt or dominate the conversation, reminding everyone of the established protocol and the importance of respecting each other's speaking time.

Throughout the discussion, the instructor remains attentive to the group dynamics, noticing non-verbal cues and addressing any signs of discomfort or disengagement. They create a safe space for students to express their opinions, fostering an environment where diverse perspectives are valued and respected.

By actively facilitating the conversation and implementing strategies to promote inclusivity, the instructor demonstrates the value of noticing and addressing group dynamics in real-time. Their efforts enable a more balanced and collaborative discussion, where all students feel encouraged to participate and share their insights. The students learn the importance of creating a supportive and inclusive environment in nursing practice, where diverse perspectives are embraced and valued for the benefit of patient care.

Actively Listen

Utilize your energy to actively listen to what is being said before formulating a response, fostering a culture of attentive understanding. Additionally, it is important to be aware of defensive or denial reactions that may arise during discussions, recognizing them as opportunities for self-reflection and growth. By incorporating these practices, individuals contribute to a Brave Space that encourages open dialogue, empathy, and personal development.

Scenario

During a nursing student discussion on patient-centered care, the instructor encourages active listening as a key element of effective communication and understanding. The students are divided into small groups, and each group is assigned a specific patient scenario to discuss.

In one group, the topic revolves around cultural humility in healthcare. As the students engage in the discussion, the instructor notices that Sarah, a student in the group, becomes triggered by the conversation. Sarah starts sharing her thoughts on the topic, expressing her belief that cultural humility is not necessary for providing quality care. Her statement triggers emotional reactions in some of the other students, causing defensiveness and a sense of disagreement to arise.

Recognizing the potential for a breakdown in effective communication, the instructor intervenes to address the triggered response in the group. The instructor acknowledges Sarah's comment as being triggering and emphasizes the importance of creating a safe and respectful space for everyone to express their views.

The instructor explains that actively listening requires not only hearing what others say but also being mindful of our own emotional reactions. They encourage the students to pause and reflect on their own responses, particularly if they are feeling defensive or judgmental.

The instructor guides the students in acknowledging and validating the emotions that arose from Sarah's comment, emphasizing the need to approach the discussion with empathy and open-mindedness. They remind the students that differing perspectives can enrich the conversation and contribute to a deeper understanding of the topic.

To create a conducive environment for active listening, the instructor encourages the students to actively engage in reflective listening. They invite the students to paraphrase and summarize each other's viewpoints, seeking clarification and understanding rather than focusing solely on formulating counterarguments.

Through the instructor's facilitation, the students learn to recognize their triggers and regulate their emotional responses, allowing for more productive and empathetic dialogue. The group becomes more attuned to the importance of respecting diverse perspectives, even when there is disagreement.

As the conversation progresses, the students begin to embrace the guideline of actively listening by setting aside their initial defensiveness and creating space for each other to share their thoughts. They demonstrate compassion and understanding by acknowledging the triggering nature of certain comments while striving to engage in a constructive exchange of ideas.

By acknowledging the triggering nature of Sarah's comment and fostering a Brave Space for dialogue, the instructor helps the nursing students develop not only active listening skills but also emotional intelligence and empathy. They learn the importance of creating a supportive environment where all perspectives are valued and respected, even when discussions touch upon sensitive topics.

In this scenario, the instructor's facilitation supports the students in navigating triggering moments and fosters a culture of compassion and understanding. By acknowledging and addressing triggered responses, the students cultivate a deeper sense of empathy and enhance their ability to actively listen and engage in meaningful dialogue within the nursing profession.

Challenge with Care

In the context of a Brave Space, it is essential to actively seek opportunities to respectfully challenge others while remaining open to having our own views challenged. This encourages a culture of constructive discourse where ideas can be questioned without resorting to personal attacks. By promoting this approach, individuals can engage in meaningful and thought-provoking discussions that foster deeper understanding and promote the exploration of diverse perspectives.

Scenario

During a nursing classroom discussion on ethical dilemmas in reproductive healthcare, the topic of abortion arises. The students hold diverse perspectives on the matter, with some supporting a woman's right to choose and others emphasizing the sanctity of life.

As the conversation unfolds, Sarah, a student who had previously shared her personal experience with abortion during a previous class, feels triggered by the discussion. She had a difficult and emotional journey with her own abortion, and hearing differing viewpoints stirs up intense emotions for her.

Recognizing the importance of acknowledging and addressing triggering moments, the instructor intervenes to create a Brave Space for Sarah and the rest of the class. They remind the students of the guideline to actively listen and be aware of others' responses.

The instructor notices Sarah's discomfort and respectfully asks for a pause in the discussion. They approach Sarah with compassion and empathy, acknowledging that the topic is sensitive and may evoke strong emotions. The instructor offers Sarah an opportunity to share her feelings, ensuring that her voice is heard and respected.

Sarah bravely opens up about her personal experience, expressing how the discussion is affecting her emotionally. She explains that while she respects different perspectives, it is challenging for her to engage in the conversation due to her past trauma.

In response, the instructor validates Sarah's feelings, emphasizing the importance of creating a safe and inclusive environment for all students. They encourage the class to be mindful of the potential emotional impact their words may have on others, especially on sensitive topics like abortion.

The instructor then facilitates a dialogue where the students are reminded of the guideline to challenge with care. They encourage respectful questioning and thoughtful sharing of ideas without resorting to personal attacks or judgment.

The class takes the opportunity to engage in a deeper exploration of the ethical considerations surrounding abortion. Students ask questions, express their viewpoints, and share relevant research and evidence to support their arguments. Throughout the discussion, they remain attentive to the emotional well-being of their peers, demonstrating empathy and understanding.

By following the guideline of challenging with care and acknowledging and addressing triggering moments, the nursing students create a Brave Space where individuals like Sarah feel supported and respected. The conversation becomes an opportunity for personal growth, critical thinking, and increased understanding of the complex ethical dimensions surrounding abortion in healthcare.

Through this real-life scenario, the nursing students exemplify the importance of valuing diverse perspectives while maintaining compassion and sensitivity. They demonstrate the ability to engage in respectful and empathetic discussions, fostering an inclusive environment where challenging topics can be explored with care.

In conclusion, in this nursing classroom discussion on abortion, the students prioritize creating a Brave Space where differing viewpoints are respected, triggering moments are acknowledged, and open

dialogue is encouraged. By doing so, they promote a deeper understanding of the ethical complexities surrounding reproductive healthcare and cultivate empathy and compassion in their future nursing practice.

Commit to Confidentiality

Share the message, not the messenger. What's said here stays here, what's learned here leaves here. it is important to prioritize sharing the message rather than focusing on the individual delivering it. Confidentiality and trust are key principles that guide interactions within the space, where discussions remain confidential and protected. It is emphasized that the knowledge and insights gained from the Brave Space are meant to be applied beyond its boundaries, encouraging participants to carry the lessons learned into their future endeavors.

Scenario

In a nursing student discussion about mental health, the topic of depression and personal struggles arises. The students share their experiences, providing insights into their own journeys or those of their loved ones. The conversation becomes emotionally charged, as individuals reveal vulnerable aspects of their lives.

The instructor, recognizing the sensitive nature of the topic and the need for confidentiality, reminds the students of the importance of committing to confidentiality in a Brave Space. They emphasize the guideline to "share the message, not the messenger" and emphasize that whatever is shared within the discussion should remain within the confines of the classroom.

During the discussion, Emma shares a deeply personal story about her battle with depression and the impact it had on her life. She speaks candidly about her struggles, seeking support and understanding from her peers. Emma demonstrates immense courage and vulnerability in opening up about her experiences.

The instructor, mindful of the commitment to confidentiality, commends Emma for her bravery and thanks her for sharing her story. They remind the class of the importance of maintaining confidentiality, ensuring that the personal details and identities shared in the discussion remain protected.

The instructor emphasizes that while students can learn from one another's experiences, it is crucial to respect each other's privacy and maintain confidentiality. They explain that the purpose of the discussion is to foster empathy, understanding, and personal growth, and it is essential to honor the trust placed in each other.

The students, guided by the instructor's facilitation, demonstrate their commitment to confidentiality by attentively listening and refraining from discussing or sharing the personal details shared within the discussion outside of the classroom. They understand that what is said in the space is meant for the purpose of learning, reflection, and building a supportive community.

Throughout the conversation, the students engage in active listening, empathy, and compassion, fostering an environment where individuals feel safe to express their thoughts and emotions. By

respecting the commitment to confidentiality, they create a space where trust is nurtured, enabling deeper connections and meaningful learning experiences.

In this scenario, the commitment to confidentiality in a Brave Space is vital for creating an environment of trust, openness, and respect within the nursing student conversation. The instructor's guidance ensures that personal stories and experiences shared during the discussion remain confidential, encouraging students to share authentically and facilitating a deeper understanding of mental health issues.

By upholding the principle of confidentiality, the students cultivate a culture of trust and psychological safety. They recognize the importance of protecting the privacy of their peers, and promoting a supportive and inclusive learning environment where individuals can explore sensitive topics without fear of judgment or breach of confidentiality.

In summary, within the nursing student conversation facilitated by an instructor, the commitment to confidentiality in a Brave Space plays a significant role in fostering trust, respect, and a safe learning environment. By sharing the message and not the messenger, students ensure that personal experiences remain confidential, promoting open and honest discussions while safeguarding the privacy and dignity of their peers.

Break it Down

It is advised to utilize straightforward language and provide relevant background information when required. This approach ensures accessibility and comprehension for all participants. Furthermore, individuals are encouraged to seek clarification when needed, promoting a shared understanding, and facilitating effective communication within the Brave Space.

Scenario

During a nursing student classroom discussion on medication administration, the instructor notices that some students are struggling to understand the complex medical terminology and concepts. Recognizing the importance of breaking down information and accommodating different learning abilities, the instructor adjusts their approach to ensure inclusivity and understanding.

The instructor begins by providing a brief overview of the topic using simple language and providing background information. They use analogies and real-life examples to make the content more relatable and accessible to all students. They encourage active participation by creating a safe space for questions and clarifications.

Sarah, a student with a learning disability, raises her hand and expresses her difficulty in grasping the concepts. The instructor immediately recognizes the importance of catering to different learning abilities and ensures that Sarah's concerns are addressed in a supportive manner.

The instructor takes a moment to validate Sarah's experience, acknowledging that everyone learns at their own pace and that it's completely normal to require further explanations. They break down the information further, simplifying the language, and offering additional examples that resonate with Sarah's learning style.

Recognizing that Sarah might benefit from visual aids, the instructor incorporates diagrams and charts into the discussion to enhance comprehension. They encourage the use of multiple senses to facilitate learning for students with diverse needs.

Throughout the discussion, the instructor periodically pauses to check for understanding and encourages students to ask for clarification if needed. They create a non-judgmental environment where students feel comfortable seeking further explanation without fear of embarrassment.

By breaking down complex concepts into simpler terms and considering different learning abilities, the instructor ensures that all students can actively engage in the discussion and comprehend the material effectively. This approach fosters inclusivity and provides a supportive learning environment where every student can participate and contribute.

The instructor's awareness of different learning abilities and their proactive efforts to adapt the teaching style not only benefit Sarah but also enhance the learning experience for the entire class. The students appreciate the instructor's patience, willingness to provide additional explanations, and commitment to making the content accessible to everyone.

In this scenario, the instructor demonstrates the importance of breaking down information, using simple language, and providing background context to accommodate different learning abilities. Their awareness and consideration of diverse learning needs create an inclusive environment where students feel valued, supported, and empowered to actively participate in classroom *discussions*.

By fostering a classroom culture that embraces diverse learning abilities, the instructor promotes an environment of equity and ensures that all students *can* learn and thrive. This approach aligns with the principles of inclusive education and supports the growth and development of future nursing professionals.

Lesson Examples: Link: https://www.adl.org/sites/default/files/1-4-creating-a-brave-space_0.pdf

Appendix C: Brave Space in Stakeholder Convening

Speak from Experience

Encourage nursing stakeholders to speak from their own experiences, including experiences with patients, colleagues, and the healthcare system. Remind stakeholders that their experiences and perspectives are valued and that their voices matter.

Scenario

"As a nurse leader, I have seen firsthand the impact of racial bias in nursing. I have heard colleagues make assumptions about patients based on their race or ethnicity, and I have seen patients of color receive suboptimal care as a result. I remember one instance where a Black patient was assumed to be non-compliant with their medication regimen because they were not improving as quickly as expected. It was only when the patient advocated for themselves that we realized they were actually receiving the wrong medication.

These experiences have shown me that racial bias in nursing is not just a theoretical concept, but a real and pressing issue that we must address. As nursing leaders, we have a responsibility to ensure that all patients receive high-quality care regardless of their race or ethnicity. This means examining our own biases and assumptions, listening to and valuing the experiences of patients and colleagues of color, and taking concrete actions to promote equity in nursing practice."

Challenge Yourself and Others

Encourage nursing stakeholders to challenge themselves and others to think critically about their assumptions and biases. Encourage stakeholders to ask questions and seek out different perspectives in order to broaden their understanding of nursing practice and healthcare.

Scenario

In a stakeholder convening of nursing leaders, the topic of creating a culturally competent healthcare environment was discussed. The conversation centered around the need for ongoing education and training in cultural humility for all nurses. The stakeholders aimed to create a Brave Space where open dialogue and critical thinking were encouraged.

During the meeting, one nursing leader expressed their belief that they were already culturally competent and did not require further education or training. However, another nursing leader respectfully challenged this assumption by asking thought-provoking questions. They inquired about the first nurse's experiences and the strategies they employed to provide culturally sensitive care.

This exchange sparked a broader discussion among the nursing stakeholders. They collectively recognized the importance of self-reflection and continuous learning in cultural humility. They acknowledged that assumptions and biases could impede their ability to provide the highest standard of care to patients from diverse backgrounds.

As a result of this conversation, the nursing stakeholders decided to take proactive steps to address the gaps in cultural humility within their healthcare setting. They collectively agreed to develop a comprehensive cultural humility training program for all staff members. The program aimed to enhance understanding, sensitivity, and awareness of diverse cultural perspectives and practices.

By challenging themselves and each other to think critically, seek different perspectives, and question their own assumptions, the nursing stakeholders demonstrated their commitment to creating a Brave Space. They embraced discomfort, acknowledged areas for improvement, and took concrete action to foster a more culturally competent healthcare environment.

Through their collective efforts, the nursing leaders exemplified the power of open dialogue, self-reflection, and continuous learning in creating a Brave Space that promotes cultural humility in nursing care. Their commitment to ongoing education and training will contribute to providing equitable and patient-centered care to individuals from diverse cultural backgrounds.

Respect Each Other's Differences

Encourage nursing stakeholders to respect each other's differences and to approach conversations with an open mind. Encourage stakeholders to listen to and learn from each other, even if they disagree on certain issues.

Scenario

During a stakeholder meeting focused on improving patient care in a hospital setting, a discussion ensues regarding the implementation of a new protocol for medication administration. The meeting includes nursing leaders, physicians, pharmacists, and administrators who have different perspectives on the proposed changes.

As the conversation unfolds, one nursing leader expresses concerns about the potential impact of the new protocol on the workload and stress levels of the nursing staff. They share personal experiences of similar changes in the past and how it led to burnout among the nurses. They emphasize the importance of considering the well-being of the nursing staff in any decision-making process.

In response, a physician presents a contrasting viewpoint, highlighting the need for standardized protocols to ensure patient safety and reduce medication errors. They share their own experiences of instances where the lack of a clear protocol resulted in adverse events. They argue that the proposed changes would enhance patient outcomes and align with best practices.

As the discussion continues, tensions rise, and emotions run high as participants hold steadfast to their viewpoints. However, within the Brave Space of the meeting, the facilitator intervenes and reminds everyone of the importance of respecting each other's differences and engaging in open-minded conversations.

The facilitator encourages active listening, reminding participants to truly hear and understand each other's concerns and perspectives. They ask clarifying questions to foster empathy and bridge the gap between the differing viewpoints.

Recognizing the need for a solution that considers both patient safety and nursing staff well-being, a nurse administrator suggests the formation of a small working group comprising representatives from nursing, pharmacy, and physician teams. This group would be tasked with revisiting the proposed protocol, addressing the concerns raised, and finding a balanced approach that ensures patient safety while also addressing the workload and stress concerns of the nursing staff.

Through continued dialogue, active listening, and a commitment to respecting each other's differences, the group eventually reaches a consensus. The revised protocol takes into account the perspectives of all stakeholders, addressing patient safety concerns while also incorporating measures to mitigate nursing staff burnout.

In this incident, the stakeholder meeting exemplifies the challenges and opportunities that arise when diverse perspectives clash. However, within the Brave Space of the meeting, participants are able to engage in respectful and open-minded conversations, leading to the identification of a collaborative solution that benefits both patients and healthcare professionals. The incident highlights the importance of creating a Brave Space where differing opinions can be heard, respected, and ultimately contribute to improved outcomes in healthcare.

Embrace Discomfort

Acknowledge that conversations around difficult or sensitive topics in nursing can be uncomfortable but encourage nursing stakeholders to push through this discomfort in order to learn and grow. Remind stakeholders that growth and learning often require stepping outside of one's comfort zone.

Scenario

In a stakeholder convening focused on improving healthcare outcomes for underserved communities, a diverse group of nursing professionals, community advocates, policymakers, and representatives from marginalized communities come together to address the issue of limited access to quality healthcare.

The facilitator sets the stage by acknowledging that the topic at hand is sensitive and challenging, as it involves discussing the disparities faced by marginalized populations. They emphasize the importance of embracing discomfort and pushing through it in order to learn and grow collectively.

During the convening, stakeholders engage in a dialogue that delves into the root causes of healthcare disparities, including systemic barriers and biases. As the conversation unfolds, participants share their perspectives, experiences, and concerns related to racial and socioeconomic inequities.

One nursing leader, a person of color who has experienced discrimination firsthand, courageously shares their personal story of encountering bias in healthcare settings. They express the discomfort and frustration felt when their symptoms are overlooked or dismissed due to racial stereotypes. The group listens attentively, creating a safe and supportive space for their voice to be heard.

Other stakeholders, initially hesitant to discuss their own biases or unaware of the extent of the problem, begin to reflect on their own experiences and assumptions. They recognize the need to confront their biases and engage in self-reflection to provide equitable care.

Through open and respectful dialogue, stakeholders challenge each other's perspectives, ask probing questions, and seek to understand the lived experiences of marginalized individuals. They engage in uncomfortable conversations, acknowledging the discomfort that arises but remaining committed to growth and learning.

As the convening progresses, stakeholders collaboratively develop strategies to address the identified disparities. They propose initiatives such as cultural humility training, community outreach programs, and policy changes aimed at reducing barriers to access and improving healthcare quality.

The stakeholders leave the convening with a renewed commitment to create positive change within the nursing profession and the healthcare system as a whole. They recognize that embracing discomfort is an essential step in dismantling inequities and achieving health equity for all individuals, regardless of their race, socioeconomic status, or background.

In this scenario, the stakeholders exemplify the principle of embracing discomfort by engaging in courageous conversations, challenging their assumptions, and confronting biases. Through their collective efforts, they create a Brave Space that fosters understanding, empathy, and transformative action in the pursuit of equitable healthcare.

Take Responsibility for Your Actions

Encourage nursing stakeholders to take responsibility for their actions and words. Encourage stakeholders to recognize the impact their actions may have on patients, colleagues, and the healthcare system, and to be accountable for any harm caused.

Scenario

In a stakeholder convening for nurse leaders focused on fostering a culture of accountability, a diverse group of nurse managers, administrators, educators, and representatives from professional nursing organizations gather to address the importance of taking responsibility for their actions and words.

The facilitator begins the convening by highlighting the significant impact that nurse leaders have on patient outcomes, the work environment, and the overall healthcare system. They emphasize that accountability extends beyond individual performance to include the collective responsibility for promoting patient safety, fostering a positive work culture, and upholding professional ethics.

During the convening, a nurse leader shares a personal experience where their actions inadvertently caused harm to a patient. They openly discuss the lessons learned from this experience and emphasize the importance of self-reflection and accountability. Their vulnerability sets the tone for an honest and constructive conversation.

Other stakeholders share their own stories, acknowledging times when they may have unintentionally contributed to negative outcomes or created a hostile work environment. They express their commitment to personal growth and taking responsibility for their actions and words.

As the discussion progresses, the group explores strategies for fostering accountability within their organizations. They discuss the importance of clear communication, setting expectations, and

providing ongoing feedback and support to ensure that all team members understand their roles and responsibilities.

The nurse leaders recognize the need for ongoing education and training to enhance their self-awareness, emotional intelligence, and communication skills. They discuss implementing programs that encourage self-reflection, peer mentoring, and debriefing sessions after critical incidents.

Throughout the convening, the nurse leaders collectively reaffirm their commitment to creating a culture of accountability. They recognize that taking responsibility for their actions and words is not only essential for personal and professional growth but also for the well-being of patients, colleagues, and the healthcare system.

The stakeholders leave the convening with a renewed sense of purpose and a commitment to modeling accountability in their leadership roles. They understand that fostering a culture of accountability starts with self-reflection, continued learning, and creating an environment where individuals feel safe to acknowledge mistakes, learn from them, and make amends.

In this scenario, nurse leaders exemplify the principle of taking responsibility for their actions by openly discussing past mistakes, acknowledging their impact, and committing to personal and organizational growth. Through their collective efforts, they strive to create a healthcare environment built on accountability, integrity, and continuous improvement.

Practice Active Listening

Encourage nursing stakeholders to practice active listening by paying attention to what others are saying and engaging in thoughtful dialogue. Encourage stakeholders to avoid interrupting others and to ask clarifying questions when needed.

Scenario

In a convening of nursing leaders focused on creating a Brave Space for open dialogue and collaboration, a diverse group of nurse executives, managers, and administrators come together to discuss the importance of practicing active listening.

The facilitator sets the stage by highlighting the significance of creating a Brave Space where participants feel safe to share their perspectives, challenge assumptions, and engage in meaningful conversations. They emphasize that active listening is an essential component of fostering a Brave Space, as it allows for genuine understanding and empathetic dialogue.

During the convening, a nursing leader shares a personal experience where active listening played a pivotal role in creating a Brave Space within their team. They describe a situation where a challenging discussion about health disparities arose. By actively listening to the diverse voices in the room, suspending judgment, and asking clarifying questions, they were able to foster an environment where everyone felt respected and encouraged to contribute.

Inspired by this example, other nursing leaders share their own experiences of practicing active listening and its positive impact on cultivating a Brave Space. They discuss how active listening

promotes inclusivity, breaks down barriers, and encourages individuals to share their unique perspectives without fear of judgment.

As the discussion unfolds, the group explores strategies for enhancing active listening skills within their organizations. They discuss the importance of creating opportunities for reflective listening, such as structured small group discussions or one-on-one conversations. They also emphasize the need to be present in the moment, maintain eye contact, and show genuine interest in the speaker's experiences and viewpoints.

The nursing leaders reflect on the challenges they face in practicing active listening, such as personal biases or the impulse to interrupt. They brainstorm strategies to overcome these challenges, such as mindfulness exercises, self-awareness practices, and ongoing professional development focused on communication skills.

Throughout the convening, the nurse leaders recommit themselves to practicing active listening as an integral part of creating a Brave Space. They recognize that by actively listening to each other's stories, concerns, and aspirations, they can build trust, deepen connections, and foster a culture of courageous and transformative dialogue.

The stakeholders leave the convening with a shared understanding of the importance of active listening in creating a Brave Space. They commit to integrating active listening into their leadership practices, nurturing an environment where diverse voices are valued, and fostering an inclusive and empowering culture of collaboration.

In this scenario, nursing leaders exemplify the principle of practicing active listening within a Brave Space by sharing real-life experiences and discussing its impact on creating an inclusive environment. Through their collective efforts, they strive to create a Brave Space where individuals feel safe, respected, and empowered to engage in open and transformative dialogue.

Value Everyone's Perspective

Ensure that all nursing stakeholders feel valued and respected, regardless of their nursing specialty, education level, or experience. Encourage stakeholders to consider how their actions may impact others and to be mindful of different perspectives.

Scenario

In a stakeholder convening of nursing professionals aimed at improving interdisciplinary collaboration and teamwork within a hospital, the topic of communication and mutual respect is being addressed. The convening includes nurses from various specialties, ranging from registered nurses to advanced practice nurses, as well as nursing assistants and nurse administrators.

During the discussion, the importance of valuing everyone's perspective is highlighted as a crucial guideline for creating a Brave Space. The facilitator emphasizes the need to ensure that all nursing stakeholders feel valued and respected, regardless of their nursing specialty, education level, or experience.

To put this guideline into practice, a scenario is presented where a disagreement arises between a nurse with extensive experience and a nurse who recently joined the team. The experienced nurse, due to their long tenure, tends to assert their viewpoint without considering alternative perspectives, while the newer nurse brings fresh ideas and questions the status quo.

In response to this scenario, the facilitator encourages the stakeholders to reflect on the impact of their actions and words on others. They emphasize the importance of being mindful of different perspectives and valuing the contributions of all team members. The stakeholders are prompted to consider how a diverse range of experiences and backgrounds can enrich the overall nursing practice and patient care.

As the conversation progresses, stakeholders share personal experiences and insights, highlighting the benefits of embracing diverse perspectives within nursing teams. The nurse administrator acknowledges the value of every team member's unique expertise and emphasizes the importance of creating an inclusive environment where everyone feels valued and heard.

To address the scenario, the stakeholders discuss strategies to foster open communication and respect for differing viewpoints. They propose implementing team-building activities, such as regular interdisciplinary meetings, where nurses from various specialties can share their experiences, challenges, and innovative ideas. This allows for a deeper understanding of each other's perspectives and enhances collaboration within the nursing team.

The stakeholders also suggest the implementation of mentorship programs, where experienced nurses can guide and support newer team members, creating a culture of mutual respect and continuous learning. Additionally, they emphasize the importance of ongoing professional development opportunities that empower nurses at all levels to contribute their perspectives and ideas.

By valuing everyone's perspective and being mindful of different viewpoints, the nursing stakeholders work together to create an environment where all nursing professionals feel respected and appreciated. They recognize that embracing diverse perspectives enhances their collective ability to provide high-quality patient care and promote a positive and collaborative work environment.

In this scenario, the stakeholders demonstrate the importance of valuing and considering everyone's perspective within a stakeholder convening focused on nursing collaboration. By fostering a Brave Space that embraces diversity and encourages respectful dialogue, the stakeholders can harness the collective knowledge and experiences of the nursing team, leading to improved nursing practice and enhanced patient outcomes.

Promote Equity in Healthcare

Encourage nursing stakeholders to promote equity and social justice in their conversations and actions related to nursing practice and healthcare. Encourage stakeholders to consider how their conversations and actions may perpetuate systemic inequalities in healthcare and to work towards creating a more just and equitable healthcare system.

Scenario

In a stakeholder convening focused on addressing healthcare disparities and promoting equity in healthcare, nursing leaders, administrators, healthcare providers, and patient advocates gather to discuss strategies to improve access to quality healthcare for underserved populations.

During the convening, the topic of racial disparities in healthcare outcomes is brought up. The facilitator emphasizes the importance of promoting equity and social justice in conversations and actions related to nursing practice and healthcare.

In response to this guideline, one nurse shares a real-life scenario they encountered in their clinical practice. The nurse describes a situation where they observed racial bias affecting the care provided to a patient from an underserved community. They express concern about how such biases perpetuate systemic inequalities in healthcare.

The facilitator encourages stakeholders to consider the impact of their conversations and actions on perpetuating or dismantling systemic inequalities in healthcare. The stakeholders engage in a thoughtful discussion, sharing their own experiences and insights related to healthcare disparities.

To promote equity in healthcare, the stakeholders propose several strategies. They discuss the importance of culturally sensitive care and the need for ongoing education and training to enhance cultural humility among healthcare providers. The stakeholders also emphasize the significance of addressing implicit biases and implementing anti-racist practices within healthcare organizations.

Collaboratively, the stakeholders identify the need for increased access to healthcare services in underserved communities, such as implementing mobile clinics or telehealth initiatives. They also discuss the importance of community engagement and partnerships to better understand the specific needs and barriers faced by marginalized populations.

Recognizing the power dynamics within healthcare, the stakeholders commit to advocating for policy changes that promote equity, such as advocating for increased funding for community health centers and addressing social determinants of health. They acknowledge the need for ongoing evaluation and monitoring of healthcare practices to ensure equity is prioritized.

By actively promoting equity and social justice in their conversations and actions, the nursing stakeholders aim to create a more just and equitable healthcare system. They recognize that achieving equity requires a collective effort, involving collaboration among healthcare providers, organizations, policymakers, and community members.

In this scenario, the stakeholders exemplify the importance of promoting equity in healthcare within a stakeholder convening. By acknowledging and addressing systemic inequalities, engaging in critical conversations, and proposing actionable strategies, the stakeholders demonstrate their commitment to creating a healthcare system that is more just, inclusive, and equitable for all individuals and communities.

Appendix D: Brave Space in Nurse Practice

Foster Open Communication

1. Encourage open and honest communication among team members.
2. Create an environment where nurses feel safe to express their thoughts and concerns without fear of judgment or retaliation.
3. Promote dialogue that facilitates understanding, collaboration, and the exchange of diverse perspectives.

Scenario

In a pediatric unit, Nurse Rodriguez notices a concerning pattern of disparities in pain management among patients from different cultural backgrounds. Believing in the importance of fostering open communication, Nurse Rodriguez decides to address this issue with the healthcare team to ensure equitable care delivery.

During a team huddle, Nurse Rodriguez raises the concern, explaining that she has observed variations in pain management practices for patients from diverse cultural backgrounds. She emphasizes the need to create an environment where nurses feel safe to express their thoughts and concerns without fear of judgment or retaliation.

The nurse manager responds by acknowledging the importance of addressing this issue and fostering a culture of open communication. The manager arranges a team meeting dedicated to discussing the disparities in pain management. In this meeting, the team engages in a dialogue that facilitates understanding and collaboration.

Nurse Rodriguez shares her observations and experiences, explaining how cultural beliefs and biases may influence pain assessment and management. Other team members, including nurses, physicians, and social workers, also share their perspectives, highlighting potential barriers to equitable care and suggesting strategies for improvement.

Through open and honest communication, the team recognizes the need for cultural humility training and the importance of individualizing pain management plans based on patients' cultural backgrounds. They collaborate on developing a comprehensive plan to address the disparities, which includes implementing educational sessions, providing resources on cultural sensitivity, and revising pain management protocols to incorporate culturally appropriate approaches.

Over time, the team sees positive changes in their practice. Nurses become more confident in assessing and managing pain, considering cultural factors and individual patient needs. Patient satisfaction scores related to pain management improve, and there is a noticeable decrease in disparities among patients from different cultural backgrounds.

By fostering open communication, creating a safe space for dialogue, and promoting understanding and collaboration, Nurse Rodriguez and the healthcare team successfully resolve the situation, ensuring equitable pain management for all patients in the pediatric unit.

Challenge Biases

- Encourage nurses to reflect on their own biases and assumptions.

- Promote self-awareness and ongoing learning to address implicit biases.

- Challenge discriminatory attitudes and behaviors, both individually and as a collective.

Challenging biases in any work environment can be difficult, and the healthcare sector is no exception. However, creating an atmosphere of continuous learning and unlearning can facilitate this process. This guideline encourages all members of the nursing team to be open to learning new perspectives, challenging their biases, and unlearning prejudiced beliefs. It also underlines the importance of recognizing that having the ability to challenge biases is a privilege in itself, as not everyone may feel safe or equipped to do so.

In practical terms, this guideline could be implemented by organizing regular training sessions or workshops focused on unconscious bias, cultural competency, and inclusive communication. It also involves fostering a culture where individuals can challenge biases and discuss these issues without fear of retribution. For example, if a nurse makes an assumption about a patient's lifestyle based on their weight, a colleague could tactfully challenge this bias by saying, "I think it's important to remember that health and lifestyle are complex issues, and it may not be accurate or fair to make assumptions based solely on a person's weight."

However, it's crucial to acknowledge the privilege associated with being able to challenge biases. Individuals from marginalized communities or those who have previously faced backlash for voicing their perspectives might feel unsafe to challenge biases. Therefore, it's essential to provide mechanisms to report bias anonymously and to protect those who speak up from any form of retaliation. Leadership should also consistently demonstrate through their actions that challenging bias is welcomed and valued, and that prejudice will not be tolerated.

Scenario

Within a bustling emergency department, Nurse Thompson identifies a consistent pattern of unconscious bias influencing patient triage decisions based on socioeconomic backgrounds. Committed to establishing a Brave Space that challenges biases, Nurse Thompson takes the initiative to foster self-reflection and address these biases among the healthcare team.

During a formal team meeting dedicated to cultivating a Brave Space, Nurse Thompson encourages colleagues to engage in introspection, reflecting upon their own biases and assumptions that may impact patient triage. Embracing the Brave Space guideline of promoting self-awareness and continuous learning, the team commits to addressing implicit biases.

The nurse manager recognizes the significance of fostering a Brave Space and provides support to Nurse Thompson's initiative. The manager organizes a structured training session focused specifically on unconscious bias, offering additional resources for ongoing education. Throughout the session, the

team participates in open and respectful dialogue, actively challenging their own discriminatory attitudes and behaviors.

Nurse Thompson contributes by sharing personal experiences where unconscious bias potentially influenced patient care. The team members actively listen, demonstrating a commitment to valuing diverse perspectives. The training session creates a secure and conducive environment for self-reflection and learning, aligning with the Brave Space guideline of collectively challenging biases.

After the training, the healthcare team unanimously agrees to implement strategies aimed at mitigating unconscious biases in patient triage. This includes developing standardized triage protocols that prioritize objective clinical indicators over socioeconomic factors. Furthermore, the team pledges to foster mutual accountability and open communication channels to promptly address any potential biases.

Over time, the team's steadfast dedication to the Brave Space guideline of challenging biases yields fairer and more equitable patient triage practices. The healthcare team becomes increasingly self-aware, adeptly recognizing their biases and proactively working to mitigate their impact. Consequently, patient outcomes are enhanced as care is administered based solely on medical necessity, fostering a profound sense of belonging for all patients involved.

By embracing the Brave Space guideline of challenging biases, Nurse Thompson and the healthcare team successfully cultivate an inclusive and equitable environment within the emergency department. Through the promotion of self-reflection, ongoing learning, and the collective commitment to addressing discriminatory attitudes and behaviors, they ensure that patient triage practices are unbiased and just, while simultaneously fostering a culture of respect and belonging.

Acknowledge Intent and Impact

- **Handle conflicts or disagreements in a way that acknowledges both intent and impact.**
- **Problem-solving through understanding and dialogue**

Acknowledge and Validate Experiences and Feelings

For people who have experienced trauma, assuming good intentions can be challenging due to their past experiences. The guideline of acknowledging and validating experiences and feelings can be implemented to understand this privilege.

This guideline emphasizes the importance of recognizing that each individual has unique experiences and emotions. Instead of defaulting to the assumption of good intentions, this guideline encourages validation of a person's feelings and experiences. For instance, if a person expresses discomfort or apprehension due to a certain behavior or comment, even if it was not intended to cause harm, it's important to validate these feelings rather than dismiss them by simply stating the intention was good.

In practice, this might mean saying something like, "I understand that my actions/comments have made you uncomfortable, and I'm sorry. My intention was not to cause you distress. Could you help me understand better, so I can avoid causing you discomfort in the future?" This approach

acknowledges both the intent and the impact, validating the individual's feelings and experiences without dismissing them due to the "good intention" privilege.

Remember, it's essential to create a space where people feel heard and validated, even if their perceptions or feelings are different from what we might expect based on our intentions.

Scenario

During a team meeting at a busy hospital, a nurse practitioner shares an experience they had with a patient from a different cultural background. The nurse practitioner wanted to show respect for the patient's cultural beliefs but unknowingly ended up making the patient feel disrespected.

As the team discusses the situation, the nurse practitioner takes responsibility for their intentions and how they impacted the patient. They take a moment to reflect on the encounter and realize that despite their good intentions, they didn't effectively communicate respect for the patient's culture.

The team supports the nurse practitioner's willingness to own up to their unintended impact. They have an open and constructive discussion, sharing ideas on how to improve cultural understanding in the healthcare setting.

Together, they brainstorm ways to enhance cultural sensitivity, such as participating in cultural humility training, attending workshops, and seeking guidance from cultural liaisons. They aim to deepen their understanding of different cultures and provide more patient-centered care.

The nurse practitioner develops a plan to be more sensitive and aware in future interactions with patients from diverse backgrounds. They commit to educating themselves about various cultural practices, customs, and beliefs to deliver more respectful and inclusive care.

The team encourages open dialogue about cultural differences and encourages the nurse practitioner to seek feedback from colleagues. They emphasize the importance of active listening, empathetic communication, and remaining open-minded when interacting with patients from different cultures.

Through the nurse practitioner's commitment to owning their intentions and impacts, they strive to improve their cultural humility, foster better patient relationships, and create a healthcare environment that embraces and respects diversity.

In this scenario, the nurse practitioner's recognition of their impact on the patient and their proactive steps to enhance cultural understanding *highlights* their dedication to personal growth and providing better care. By taking responsibility for their actions and working collaboratively with the team, they contribute to a more inclusive and culturally sensitive nursing practice.

Set Clear Behavior Guidelines

- Establish clear guidelines for respectful and inclusive behavior.

- Communicate expectations regarding language, attitudes, and interactions within the healthcare team.

- Reinforce a zero-tolerance policy for discrimination or harassment.

Scenario

In an effort to foster a Brave Space within a healthcare organization, the nursing leadership team organizes a workshop to establish clear behavior guidelines that promote respectful and inclusive interactions among healthcare team members. Nurse Johnson, an experienced facilitator, leads the workshop, emphasizing the importance of setting clear expectations and reinforcing a zero-tolerance policy for discrimination or harassment.

At the beginning of the workshop, Nurse Johnson highlights the significance of creating a safe and inclusive environment where every team member feels valued and respected. The participants are informed that the goal of the workshop is to establish clear behavior guidelines that uphold these principles.

To set clear behavior guidelines, Nurse Johnson facilitates a group discussion, encouraging open dialogue among the participants. The team members actively contribute, sharing their perspectives and insights on what respectful and inclusive behavior means to them. Through this collaborative process, they identify key aspects to be included in the guidelines, such as language use, attitudes, and interactions.

With the guidance of Nurse Johnson, the team establishes specific and concise behavior guidelines that reflect their collective values. These guidelines include expectations for respectful language, positive attitudes, and inclusive interactions among healthcare team members. Nurse Johnson emphasizes the importance of reinforcing a zero-tolerance policy for any form of discrimination or harassment, making it clear that such behaviors will not be tolerated.

After finalizing the behavior guidelines, Nurse Johnson leads a discussion on the effective communication and implementation of these guidelines within the healthcare team. The participants explore strategies for promoting adherence to the guidelines, such as regular reminders during team meetings, educational sessions, and accountability measures.

Throughout the workshop, Nurse Johnson maintains a supportive and inclusive facilitation approach. She ensures that all team members have an opportunity to contribute their perspectives and actively listens to their input. Nurse Johnson models the expected behaviors and provides guidance on how to address potential challenges or conflicts that may arise when implementing the behavior guidelines.

By the end of the workshop, the healthcare team has collectively established clear behavior guidelines that promote respectful and inclusive interactions within the organization. The participants leave the workshop with a shared commitment to uphold these guidelines and a clear understanding of the zero-tolerance policy for discrimination or harassment. They are equipped with the necessary tools to foster a Brave Space, where respect, inclusivity, and a safe work environment are prioritized.

Promote Reflection on Personal Identities and Experiences

- Encourage nurses to reflect on their personal identities, experiences, and how they shape their perspectives.

- Create opportunities for nurses to share their stories and experiences with colleagues.

- Foster empathy and understanding by valuing and learning from diverse backgrounds.

Scenario

Sophia, a Registered Nurse in the Emergency Department of a large urban hospital, is about to start her shift. She attends the change of shift report where the outgoing charge nurse provides updates on all the patients in the department. Among the patients discussed is Mr. Rodriguez, a 56-year-old man who recently immigrated to the U.S. from Mexico and doesn't speak English very well.

After receiving the report, Sophia starts her rounds. When she arrives at Mr. Rodriguez's room, she can see he's visibly anxious. Sophia can speak a little Spanish, but she's not entirely comfortable with it. Instead, she decides to use a medical translation app on her work tablet to communicate with him.

Over the course of their conversation, Sophia learns that Mr. Rodriguez is having chest pain. She follows the hospital's chest pain protocol, but she notices Mr. Rodriguez becoming more anxious. She decides to explain the procedures to him using the app, but she can see it's not alleviating his worries.

Implication of Not Adhering to the Brave Space Principle of Promoting Reflection on Personal Identities and Experiences:

In this scenario, Sophia didn't reflect on her identity and experiences, both professionally and personally, to provide better care to Mr. Rodriguez. By not embracing her linguistic capabilities, she failed to establish effective communication with her patient, which is vital in providing holistic patient-centered care.

This lack of effective communication could have multiple adverse effects. Firstly, Mr. Rodriguez's anxiety levels could rise, affecting his health outcomes negatively. Secondly, crucial information could be lost or misunderstood because of the language barrier, potentially resulting in medical errors.

Additionally, it can create a sense of isolation and mistrust for Mr. Rodriguez, impacting his overall experience of care negatively. This could also lead to poor compliance with treatments and recommendations due to a lack of understanding or trust.

On a broader level, not adhering to this principle could contribute to healthcare disparities and inequities, as linguistic and cultural differences are not effectively addressed. It also stifles the growth and development of healthcare professionals by not promoting self-reflection and understanding.

To adhere to the principle of promoting reflection on personal identities and experiences, Sophia could have used her existing Spanish language skills, despite her discomfort, and provided a more personalized, empathetic approach. This reflection and acknowledgment of her language skills could

have established a stronger rapport with Mr. Rodriguez, lessened his anxiety, and improved his health outcomes. In the long run, embracing this principle could foster a more inclusive and effective healthcare environment.

Practice Active Listening

- Encourage active listening skills to understand different viewpoints and experiences.

- Validate and acknowledge the perspectives shared by colleagues and patients.

- Create a space where individuals feel heard and respected.

Scenario

Tasha is a Registered Nurse of African descent, working in a busy ICU at a metropolitan hospital. Recently, she has noticed a pattern of racism from a few of her colleagues, who often ignore her input during team discussions, assign her less desirable tasks, and engage in casual racially insensitive comments under the guise of humor. Feeling distressed and alienated, Tasha decides to address the issue with her Nurse Manager, Jane.

Tasha meets with Jane, nervously recounting the incidents she has experienced. She is careful to provide specific examples and share her feelings about the hostile work environment. Jane, however, dismisses her concerns, saying, "They are just jokes, Tasha. It's their way of easing the stress. I'm sure they didn't mean any harm." Tasha feels shocked and invalidated, as Jane isn't taking her concerns seriously.

Implication of Not Adhering to the Brave Space Principle of Practicing Active Listening:

In this scenario, Jane fails to practice active listening when Tasha shares her experiences of racism. Instead of truly hearing Tasha's concerns, Jane quickly dismisses them, which is an act of gaslighting. Gaslighting is a manipulative tactic in which a person, to gain more power, makes a victim question their reality.

By ignoring and minimizing Tasha's experiences, Jane is essentially conveying that Tasha's feelings are invalid or that she is overreacting, leading her to question her own reality. This not only denies the problem but contributes to a hostile work environment where nurses of color feel unheard and unsafe.

Active listening would involve Jane genuinely hearing Tasha's concerns, acknowledging her experiences, validating her feelings, and taking appropriate actions to address the problem. This would involve investigating the incidents, addressing the behavior with the colleagues involved, providing sensitivity training, and setting a standard for respectful interactions.

Ignoring the principle of active listening in this situation propagates racism, fosters a toxic work environment, contributes to job dissatisfaction, and ultimately impacts patient care, as a disengaged workforce cannot deliver quality care. It's critical for nurse leaders to be skilled in active listening to create a safe and equitable work environment for all staff.

Respect Diversity and Diverse Perspectives

- Embrace diversity and foster an inclusive environment where every nurse feels valued and respected.

- Encourage the exploration and appreciation of different cultural backgrounds, beliefs, and values.

- Promote a non-judgmental attitude towards diverse perspectives.

Scenario

Amara, a Registered Nurse of Native American descent, works in a rural hospital that serves a large Native American population. One day, she admits an elderly patient, Mr. Two Eagles, who belongs to the same tribe as her. He is a respected elder in their community and a strong believer in the power of traditional medicine.

Understanding the importance of traditional healing practices in their culture, Amara suggests incorporating a smudging ceremony into Mr. Two Eagles' care plan. She explains that this practice, which involves burning sacred herbs and allowing the smoke to cleanse the patient, could provide comfort, reduce anxiety, and promote healing for Mr. Two Eagles.

However, her colleagues dismiss her idea, ridiculing it as primitive and unscientific. One of the nurses even comments, "We can't turn this hospital into some tribal ritual ground."

Implication of Not Adhering to the Brave Space Principle of Respecting Diversity and Diverse Perspectives:

In this scenario, Amara's colleagues fail to respect diversity and diverse perspectives by ridiculing her suggestion of incorporating a traditional healing practice into the patient's care. They do not attempt to understand or value the cultural significance of these practices. Instead, they stereotype them as primitive, creating an environment where Amara feels disrespected and invalidated.

This lack of respect for cultural diversity could potentially result in poorer patient outcomes, as it ignores the holistic needs of patients. It could lead to feelings of alienation and discomfort for patients like Mr. Two Eagles, who might feel that their cultural beliefs and practices are not being respected.

On a broader level, this dismissive attitude can contribute to healthcare disparities, as it fails to recognize the importance of culturally sensitive care. It could also create a hostile working environment for healthcare professionals like Amara, leading to job dissatisfaction, burnout, and turnover.

In contrast, adhering to the principle of respecting diversity and diverse perspectives could create a more inclusive, respectful, and effective healthcare environment. If Amara's colleagues had respected her perspective, they might have learned more about the cultural practices of the patients they serve, leading to more culturally sensitive care. They could have also advocated for policies that allow for the integration of traditional healing practices into patient care when safe and appropriate.

Extend Brave Space Principles to Patient Interactions

- Apply the principles of the Brave Space when interacting with patients.

- Engage in empathetic and culturally sensitive care to create a safe and welcoming environment.

- Respect patients' values, beliefs, and preferences, involving them in their healthcare decisions.

Scenario

St. Paul's Hospital recently implemented the Brave Space Principles to address growing concerns about equity, diversity, and inclusion in healthcare. The administration is keen to showcase their commitment to these principles, so they developed a checklist that all healthcare staff must follow when interacting with patients.

Beth, a Registered Nurse working in the hospital, feels that the implementation of these principles is superficial and is only aimed at ticking off a box rather than fostering a true culture of inclusivity and respect. One day, Beth is assigned to care for Mr. Lee, an elderly Korean man with limited English proficiency.

Beth is mindful of the checklist and brings a translator app to facilitate communication. However, she notices that she's not really engaging with Mr. Lee, but rather focusing more on fulfilling the requirements of the checklist, such as using the translator app and documenting the conversation. She feels disconnected from Mr. Lee and perceives that her interactions lack genuine empathy and understanding.

Implication of Not Adhering to the Brave Space Principle of Extending Brave Space Principles to Patient Interactions:

In this scenario, the hospital administration's approach to implementing the Brave Space Principles reflects tokenism rather than a genuine commitment to fostering a culture of respect, equity, and inclusion. The checklist approach has reduced the principles to a set of tasks that must be completed, undermining their intent.

This superficial implementation of the principles could have several adverse effects. For one, it could lead to impersonal and mechanistic patient care, as illustrated in Beth's interaction with Mr. Lee. This could result in patients feeling unheard and undervalued, negatively impacting their overall care experience and potentially affecting their health outcomes.

Moreover, it could contribute to nurse burnout, as they feel pressured to meet checklist requirements rather than focusing on providing compassionate, person-centered care. This could lead to job dissatisfaction and turnover, negatively impacting the overall quality of care provided by the hospital.

A more meaningful application of the Brave Space Principles would involve integrating them into the hospital culture, providing ongoing education and support to staff, and empowering them to apply

these principles in a way that suits each unique patient interaction. This would create an environment where patients feel genuinely heard and valued, and where staff feel supported and encouraged to provide equitable, respectful care.

Collaborate and Support

- Foster collaboration, teamwork, and mutual support among nurses.

- Create opportunities for interdisciplinary collaboration to enhance patient care.

- Support colleagues in their professional growth and development.

2. Practice Continuous Learning:

- Promote a culture of continuous learning and professional development.

- Encourage nurses to stay informed about current research, best practices, and cultural competency.

- Provide access to resources and educational opportunities that promote inclusivity and equity.

Scenario

The state nursing board has recently mandated that all Registered Nurses must earn a certain number of Health Equity credits every renewal cycle to maintain their license. This requirement aims to improve healthcare disparities and promote equity in the state's healthcare system. However, the way this requirement has been implemented leaves much to be desired.

Claire, a seasoned RN working in the cardiac unit of a community hospital, is approaching her license renewal date. She enrolls in a general Health Equity course that provides broad, basic information about health disparities. However, the course does not delve into specific issues related to Claire's work environment or her patient population.

Completing the course, Claire feels frustrated. While she's met her licensure requirements, she doesn't feel the course has contributed to her personal or professional growth. She feels like she's merely going through the motions to fulfill a requirement rather than gaining meaningful knowledge and skills that could help her better serve her patients and community.

Implication of Not Adhering to the Brave Space Principle of Practicing Continuous Learning:

In this scenario, the nursing board has created a requirement that, while well-intentioned, fails to support the principle of practicing continuous learning in a meaningful way. The one-size-fits-all approach to Health Equity education fails to consider the unique learning needs and interests of nurses, reducing the principle of continuous learning to a simple task of meeting licensure requirements.

This approach could lead to disillusionment and frustration among nurses, as they feel they're not gaining valuable learning experiences that can enhance their nursing practice. It could also result in missed opportunities to effectively address health disparities and inequities, as the education provided is not specific to the needs of diverse patient populations.

A more effective application of the principle of continuous learning would involve providing nurses with a variety of Health Equity education options that cater to their unique practice settings, interests, and patient populations. This could involve offering courses on topics like cultural humility, social determinants of health, LGBTQ+ health, or health issues impacting specific racial or ethnic groups. Such an approach would facilitate personal and professional growth, while also better equipping nurses to provide equitable, inclusive care.2

Embrace Feedback and Evaluation

- Emphasize the importance of feedback and self-reflection for personal and professional growth.

- Regularly evaluate the effectiveness of Brave Space initiatives and make adjustments as needed.

- Actively seek feedback from colleagues and patients to identify areas for improvement.

Scenario

Initial Guideline: "Weekly Team Meetings for Open Discussion"

Initially, this guideline was established to facilitate open discussions about patient care, work challenges, and any issues team members might be facing. The intention was to foster transparency, collaboration, and mutual understanding among the nursing team.

However, after implementing this guideline, it was noted through feedback and evaluation that some team members were not comfortable expressing their concerns or sharing their experiences in these meetings. It was particularly the case for those from marginalized communities, junior staff members, or those with introverted personalities. This feedback revealed that the 'open discussion' format was inadvertently creating an environment that was not inclusive for everyone.

Modified Guideline: "Weekly Team Meetings with Optional One-on-One Feedback Sessions"

To address this issue, the guideline was modified to include optional one-on-one feedback sessions with a supervisor or a designated colleague, besides the weekly team meetings. This way, those who didn't feel comfortable speaking up in group settings could still share their concerns, feedback, or experiences in a more private and safe space.

Additionally, an anonymous feedback system was implemented, allowing team members to share their insights or concerns without fear of being identified.

This modification in the guideline was a direct result of embracing feedback and evaluation, and it helped create a more inclusive environment by ensuring all voices are heard, not just the ones

comfortable speaking in group settings. It further underlines the significance of constant evaluation and flexibility in Brave Space guidelines to adapt them to the needs and comfort of all team members.

Appendix E: Brave Space in Nursing Education: Instructor/Facilitator Self-Assessment Worksheet

Facilitators Tool-Kit

INSTRUCTOR/FACILITATOR SELF-ASSESSMENT

Instructions: Before initiating a classroom discussion on the topic of race and racial justice, do a simple self-assessment.

Consider the following statements and circle the response that best describes how you feel:

I am very uncomfortable talking about race/racism.

Strongly Agree   Agree   Strongly Disagree   Disagree

If a student or colleague makes a racist or problematic comment, I will ignore the comment to avoid conflict or because I don't know how to respond.

Strongly Agree   Agree   Strongly Disagree   Disagree

I feel ill-prepared to talk about race and racism with my students.

Strongly Agree   Agree   Strongly Disagree   Disagree

I will reroute class discussions if I sense discomfort in the room.

Strongly Agree   Agree   Strongly Disagree   Disagree

I feel isolated in my teaching about race and racism.

Strongly Agree   Agree   Strongly Disagree   Disagree

I worry about my ability to answer students' questions about race and racism.

Strongly Agree   Agree   Strongly Disagree   Disagree

I fear misspeaking or unintentionally doing harm in discussions about race or racism.

Strongly Agree   Agree   Strongly Disagree   Disagree

Appendix F: Developing a Definition of Brave Space with Students Worksheet

Developing a Definition of Brave Space with Students

Essential Question(s): What is the instructor's role in creating and participating in a brave space for myself and others?

Strategies for Setting Up Guidelines for Brave Spaces/ Classrooms

- Ask students to define brave. You can use the definition above ("to have or show physical, emotional or moral strength in the face of difficulty, danger or fear") or come up with one that works for you and your students.
- Have students close their eyes and think of a time they felt brave; then ask them to share some of the images, thoughts, feelings, and behaviors that came to mind. Alternatively (especially for younger students), you can have them draw something that reflects a time they felt brave.
- Have students talk with a partner (or share in concentric circles, if time permits) asking students to respond to the following prompts:
  - — What does bravery mean to you?
  - — When was the last time you felt brave in school?
  - — What do you need to feel brave in this classroom?
- Have students share their thoughts aloud or on post-it notes that you can hang somewhere in the classroom for all to see. From these conversations and shared thoughts, have students come up with a list of guidelines for being brave in the classroom.
- Make sure everyone agrees with the guidelines; you can get verbal agreement or have everyone sign a pledge or a classroom poster that lists the guidelines.

Adopted for **Anti-Defamation League***

Adopted from: Moving from Safe Spaces to Brave Spaces: https://www.adl.org/sites/default/files/moving-from-safe-classrooms-to-brave-classrooms_1.pdf

Student Toolkit: https://www.sutori.com/en/story/student-toolkit-how-do-we-create-a-brave-space--gBM4GaT5VmRvZvKLVXVQ7XJQ