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| **Supplemental Table A. Syllabus for Sessions 1-3** | |  |  |  |  |
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|  | Session 1 (four hours) |  | Session 2 (four hours) |  | Session 3 (four hours) |
|  | Critical Reflection Phase |  | Critical Motivation Phase |  | Critical Action Phase |
| Session Goals | Reproduce personal stories and background to elicit thinking about values, motivations, and vision for society.  Codify the generative themes of moral distress into the moral distress stories.   1. Decodify the moral distress stories into elements of awareness of culture, power, and resources, reflecting on how elements fit into a variety of options. Continue to decodify by weighing options. 2. Describe relationships between feelings of moral distress and power dynamics. 3. Describe the immanent (hidden) logic within a context and confront the model of power internalized. |  | Evaluate decodified moral distress stories in groups.  Identify aspects of powerless situations within moral distress stories until participants recognize themselves in the situations. |  | 1. Appraise how nurses think about themselves and identify new possibilities for leading in nursing in discussion of “Beyond Dualism” article. 2. Draft and describe action project. 3. Describe experience exemplifying how action can transform reality. 4. Describe how self-awareness through reflection can begin to break the cycle of oppression. 5. Describe how change can happen from developing skills such as planning, negotiating, thinking critically, writing, presenting to groups, developing campaigns, and having visions for better conditions (Wallerstein & Auerbach, 2004) |
| Homework | Matheson and Bobay’s (2007) “Validation of oppressed group behaviors in nursing.” Provide participants with information about oppression, suffering in silence, and power in nursing to guide them in considering impacts of silencing and isolation on their moral distress experience. |  | Homework: Fletcher (2007) “Beyond dualism: Leading out of oppression.” Provides information on oppression and power in nursing and introduce the concept of change and paths out of oppression. |  |  |