

BRIDGING THE EDUCATION GAP TO SYSTEMATICALLY INFUSE DIVERSITY AND INCLUSION THROUGH AN UNDERGRADUATE PROGRAM

Kristen F. Kirby, DNP, RN, FNP-BC, CNE

Melinda Earle, DNP, RN, NEA-BC, FACHE

Chuck Calahan, PhD

Pamela Karagory, DNP, MBA, MSB, RN, CNE

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OBJECTIVES

- Identify the framework used to support the school-wide assessment and change project.
- Describe the purpose of diversity, inclusion, and equity within a school of nursing and student curriculum.
- Summarize the professional development journey of the faculty, staff, and students participating in this growth.

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SIGNIFICANCE



Diversity & Inclusiveness Education

- ↑ satisfaction scores
- ↑ culture of the workplace
- ↑ patient health outcomes

Nurses lack awareness of the impact of diversity and inclusiveness education on patient health outcomes and often lack knowledge and skills in this area.

(American Nurses Association, 2018;
Institute of Medicine 2010; 2015;
National League for Nursing 2017;
Santana et al., 2017)

The Higher Learning Commission Commission on Collegiate Nursing Education

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BACKGROUND

- **STUDENT ASSESSMENT**
- **FACULTY ASSESSMENT AND CONTINUING EDUCATION**
- **CURRICULUM**

NURSING LITERATURE SYSTEMS

(AAC&U, 2008; AACN, 2015, 2018; AACN Essentials; ANA, 2018; IOM 2011, 2015; NLN, 2017)

PURPOSE

Project Goal

- Students + Faculty = demonstrate competencies that impact patient care within the six constructs articulated by the AAC&U Intercultural Knowledge and Competence VALUE Rubric:

3 separate domains:

1. Student Assessment
2. Faculty Assessment & Development
3. Program (Curricular) Blueprint

***Self-awareness *Communication**

***Cultural worldview frameworks**

***Curiosity *Empathy *Openness**

Student

- Freshman & Senior Baseline Assessment (2018-2022)
- Seniors pretest/posttest (2018-2019)

Faculty

- Assessment (Spring 2020)
- CE Event and on-going education

Curriculum

- Blueprint Mapping of UG Program
- Revisions by May 2020

Project and Process Objectives

Quantitative Data

Intercultural Development Inventory®

- 50-item cross-cultural, theory based assessment tool
- Validated to apply across cultures
- Available in 17 languages, customized for educational use
- High confirmatory factor analysis, high inter-rater reliability, predictive validity & strong content and construct validity
- Generalizable nationally and internationally

(Hammer, 2010, 2011, 2015)

Qualitative Data

Qualtrics Survey, Discussions, and Reflections

- Qualtrics survey
 - Control & intervention group
- Student self-reflections
 - Discussions, experiential learning activities
 - Intervention group only
- In-class discussion
 - Control & intervention group

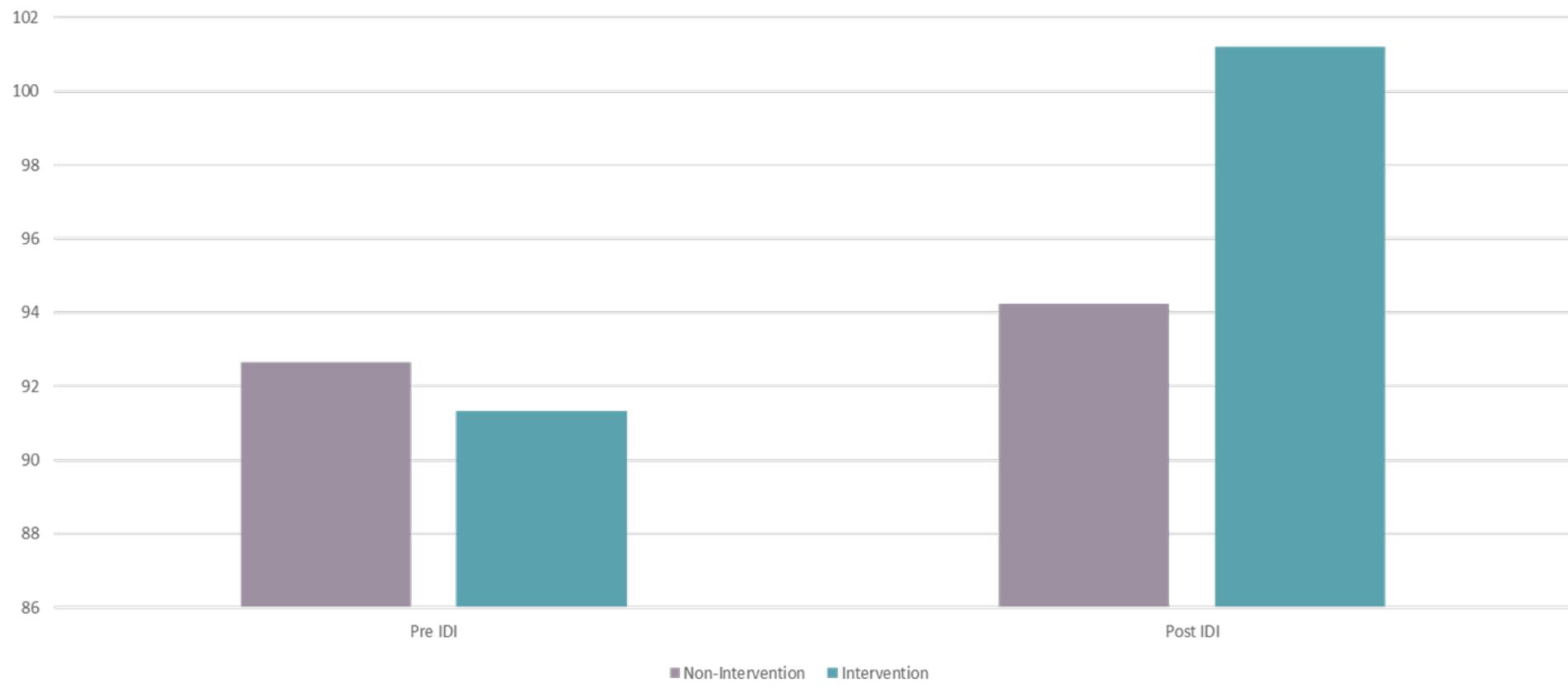
QUANTITATIVE RESULTS: STUDENTS

Independent Samples t-test

- No significant difference in pre-IDI scores between groups: $t(115) = 0.493, p = 0.62$
 - **Intervention**: $M = 91.33, SD = 15.09$
 - **Control**: $M = 92.64, SD = 13.66$
- There is a significant difference in post-IDI scores between groups: $t(115) = -2.07, p = 0.04$
 - **Intervention**: $M = 101.21, SD = 17.59$
 - **Control**: $M = 94.25, SD = 18.73$

Paired Samples t-test

- Pre/post IDI scores compared for **intervention** group: statistically significant difference
 - pre IDI score ($M = 91.33, SD = 15.09$) and the post IDI score ($M = 101.21, SD = 17.59$); $t(60) = -5.38, p < .001$.
- Pre/post IDI scores compared for **control** group: no statistically significant difference
 - the pre IDI score ($M = 92.64, SD = 13.66$) and the post IDI score ($M = 94.25, SD = 18.73$); $t(55) = -0.76, p = .451$.



Qualitative Results: Control and Intervention Groups

Four Core Phases of Diversity & Intercultural Dexterity:

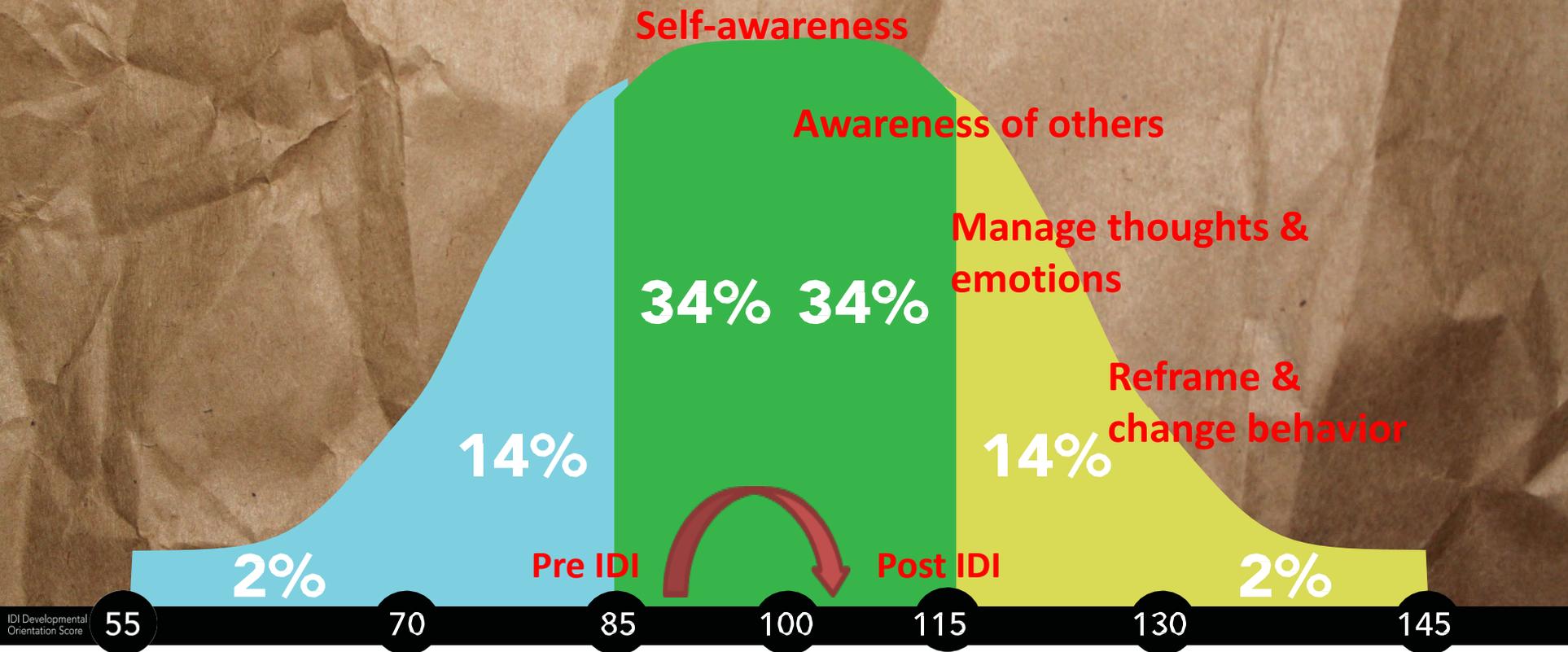
Interacting more effectively and appropriately with culturally different others —bridging cultural gaps — means:

1. Increasing cultural and personal **self awareness** through reflecting on our own experiences, past and present;
2. Increasing **awareness of others** within their own cultural and personal contexts;
3. Learning to **manage emotions and thoughts** in the face of ambiguity, change, and challenging circumstances & people
4. Learning to **shift frames, attune emotions and adapt behavior** to other cultural contexts.

Michael Vande Berg, PhD, © 2015

Intercultural Development

This graph was created by Charles A. Calahan, Ph.D. with material adapted from the Intercultural Development Inventory® (IDI®)



DENIAL: An orientation that likely recognizes more observable cultural differences (e.g., food) but may not notice deeper cultural difference (e.g., conflict resolution styles) and may avoid or withdraw from cultural differences.

POLARIZATION: A judgmental orientation that views cultural differences in terms of "us" and "them". This can take the form of either an uncritical view or a critical view of our own cultural values and practices.

MINIMIZATION: An orientation that highlights cultural commonality and universal values and principles that may also mask deeper recognition and appreciation of cultural differences.

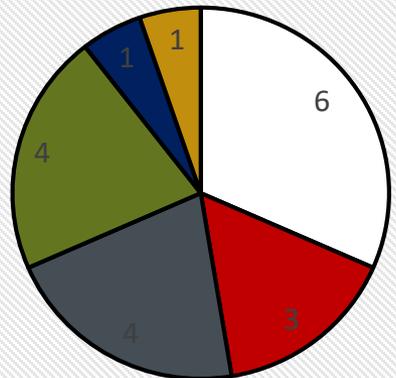
ACCEPTANCE: An orientation that recognizes and appreciates patterns of cultural difference and commonality in one's own and other cultures.

ADAPTATION: An orientation that is capable of shifting cultural perspective and changing behavior in culturally appropriate and authentic ways.

CURRICULUM CHANGES

2016

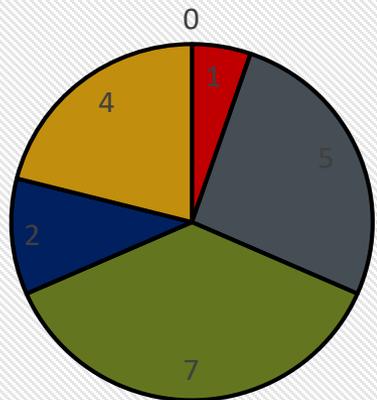
13/19 classes



- No evidence
- Limited
- Discussion
- Application
- Synthesis
- Evaluation

2019

19/19 classes



- No Evidence
- Limited
- Discussion
- Application
- Synthesis
- Evaluation

Themes

“Interactive classrooms, discussions, simulations, add a section to care plans and assignments.”

“One course dedicated to D&I content.”

“Requirements to interact with diverse others inside and out of the classroom.”

“Infuse content throughout all courses.”

Qualitative Results

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THANK YOU

CILMAR Staff
Fellow Faculty, Staff, & Students