

Welcome to
**BIPOC Students' Experiences with Social Justice
Content in the Classroom**
Session Index: 23007

**Adeline Paguirigan, BSN
Toyin Olukotun, PhD, RN
Erica Bailey, MS, RN, NC-BC**

**PLEASE LEAVE FRONT AND BACK ROWS CLEAR UNTIL SESSION BEGINS.
SILENCE ALL PHONES AND DEVICES.**

FOSTERING INCLUSION AT NCORE

It is the expectation of the Southwest Center for Human Relations Studies that all participants at NCORE enjoy a welcoming and inclusive environment, free from all forms of discrimination, harassment, and retaliation.

NCORE is committed to fostering an atmosphere that encourages the free expression and exchange of ideas. In pursuit of that ideal, NCORE is committed to the promotion of equality of opportunity and treatment for all NCORE participants in NCORE sponsored events, regardless of gender, gender identity or expression, race, color, national or ethnic origin, religion or religious belief, age, marital status, sexual orientation, immigration status, disabilities, veteran status, or body size.

LAND ACKNOWLEDGEMENT

We acknowledge the land on which we sit and occupy today as the traditional and ancestral home of the United Houma Nation. We also acknowledge the Chitimacha, the Biloxi, the Choctaws of Louisiana, Tunica/Biloxi Tribes in Louisiana, and other Indigenous nations of the Mississippi River.

We take this opportunity to thank and honor the original caretakers of this land. May our time here lead to actions that uproot systems of oppression, and may we come into relationship with place, and place-based peoples.

POLL ANYWHERE

We want to know more about you! Please share more about your background (e.g. your role, discipline, PWI/MSI)



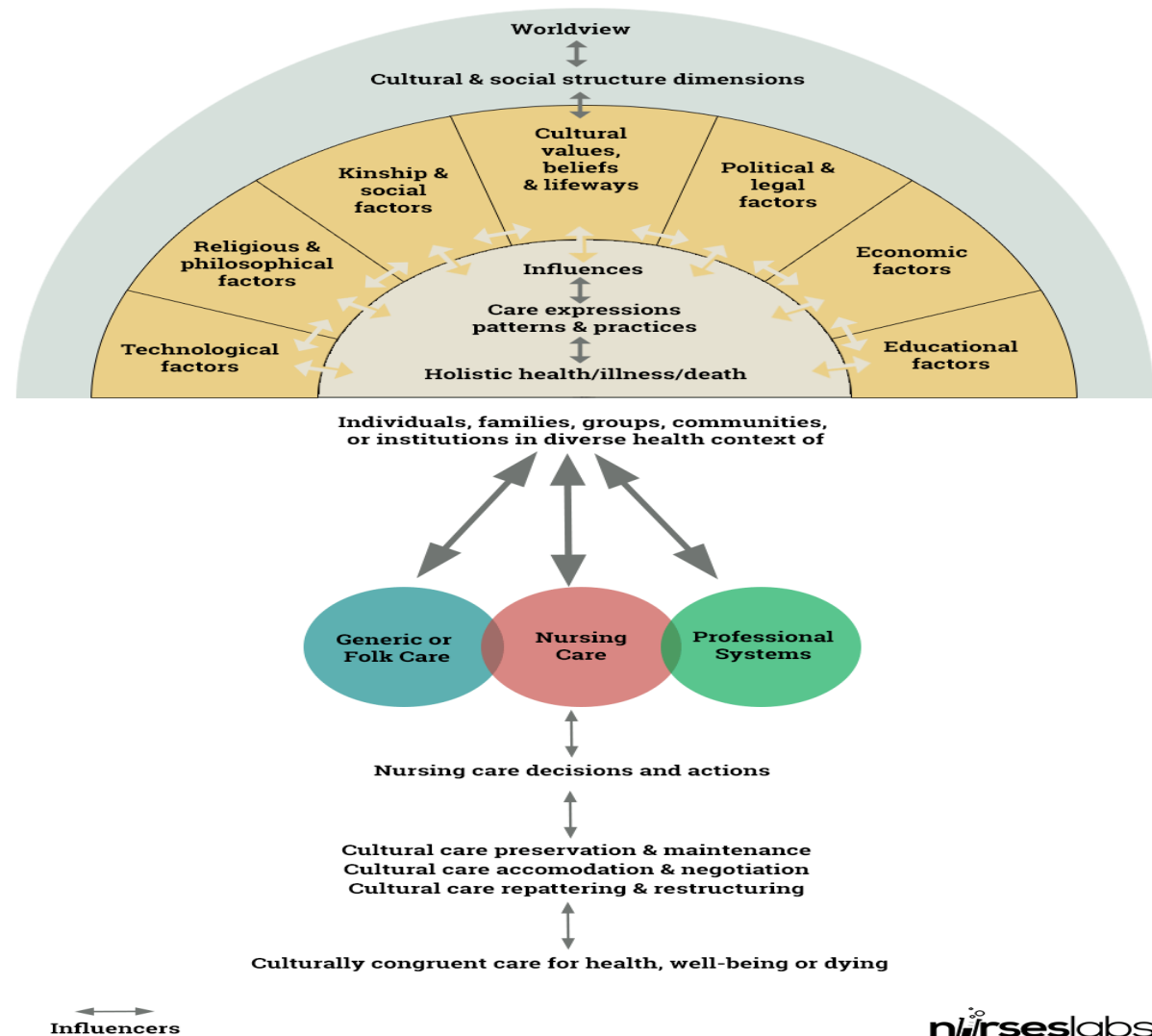
LEARNING OBJECTIVES

- Understand the experiences of BIPOC students when engaged with social justice content in the classroom
- Understand the utility of a trauma informed lens in informing curriculum development and teaching.

HISTORICAL CONTEXT: NURSING EDUCATION

- The dominant framework for fostering social consciousness in student nurses in nursing education has changed overtime.
- Key terms: Transcultural nursing -> cultural diversity/cultural competency -> cultural humility -> social justice

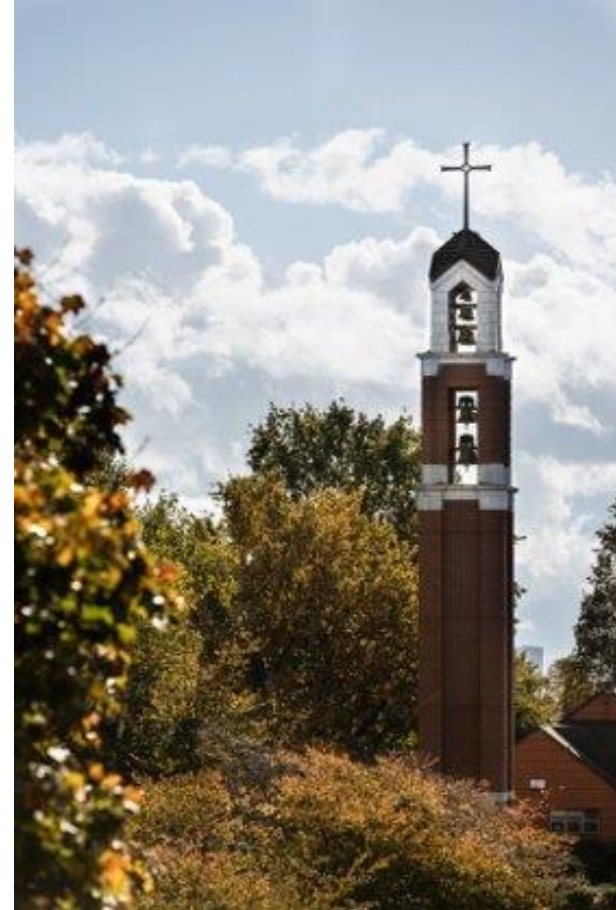
Madeleine Leininger's Transcultural Nursing The Sunrise Enabler to Discover Culture Care Sunrise Model



SOCIAL JUSTICE CONCEPTS

- Social justice concept examples in our concept-based curriculum:
 - Social Justice
 - Gender Identity
 - Sexuality
 - Resilience
 - Stress & Coping
 - Vulnerability & Empowerment
 - Ethics
 - Violence

CONTEXT



DEMOGRAPHICS: UNIVERSITY OF PORTLAND

- 48% students of color
- 19% Asian
- 2% Black/African American
- 15% Hispanic/Latino
- 3% International
- 9% Multiracial
- 1% Native Hawaiian/Pacific Islander
- 49% White
- 62% Female
- 38% Male
- 24% First Generation

DEMOGRAPHICS: SCHOOL OF NURSING

- 51% students of color
- 26% Asian
- 2% Black/African American
- 13% Hispanic/Latino
- 1 % International
- 8% Multiracial
- 1% Native Hawaiian/Pacific Islander
- 47% White
- 86% Female
- 14% Male
- 24% First Generation

DEMOGRAPHICS: NURSING IN OREGON

- 14.2% are nurses of color
- 4.7% Asian
- 1% Black or African American
- 4.3% Hispanic or Latino
- 2.9% Multiracial
- 0.4% Native Hawaiian or Pacific Islander
- 85.8% White
- 86.6% Female
- 13.3% Male

Oregon Health Authority, 2020

BACKGROUND

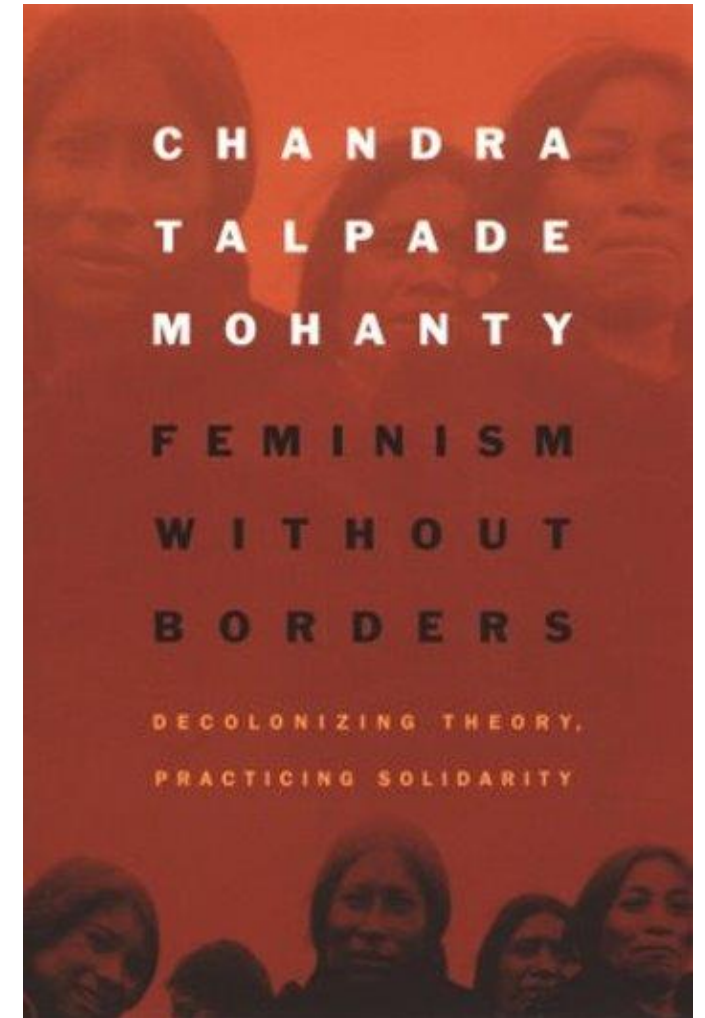
- BIPOC students who comprise roughly 34% of the baccalaureate nursing student population in the United States (American Association of Colleges of Nursing, 2019), report several challenges that impact their academic success such as discrimination and lack of support, resulting in disproportionately high attrition rates (Giddens, 2008; Graham et al., 2016).
- There is some evidence that these social justice content can trigger distress and can be traumatic for BIPOC students whose lived experiences mirror the topics being taught (Wasserman et al., 2021)
- Students exposed to trauma are at increased risk of alterations in emotional well-being and have increased dysregulated emotional arousal (Lohrasbe & Ogden, 2017; Stinson et al., 2016)

SIGNIFICANCE & RESEARCH OBJECTIVES

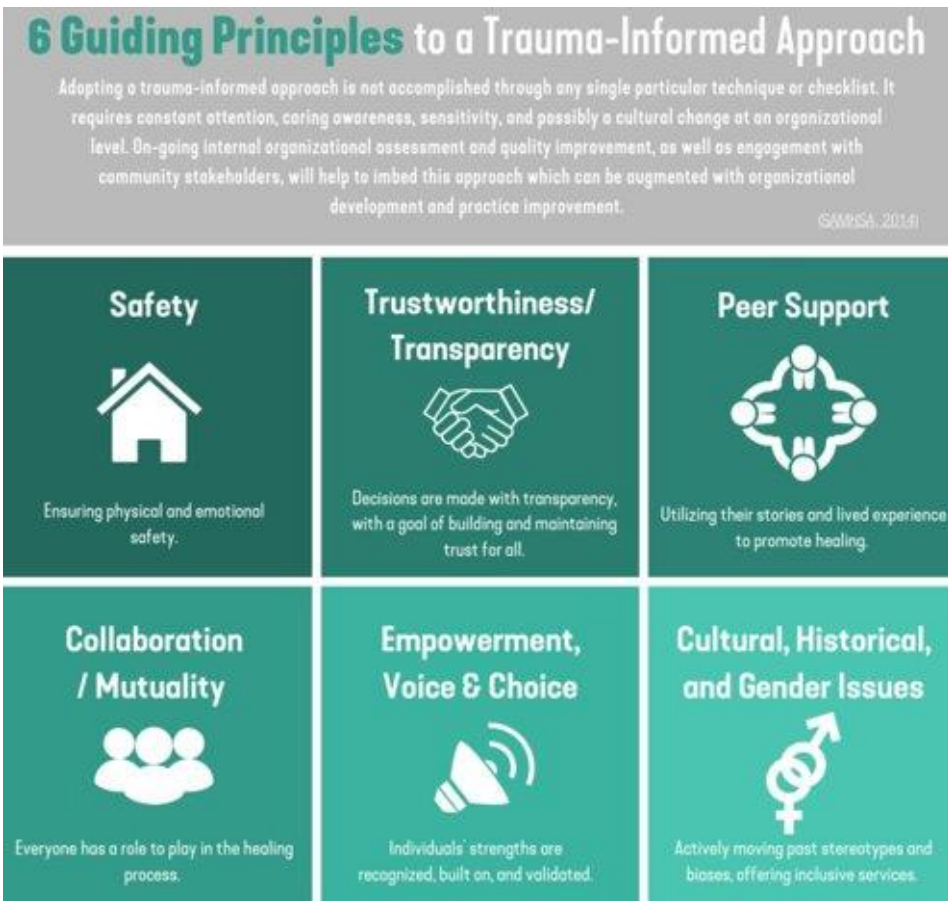
- Despite widespread efforts to thread social justice content into nursing curricula, there is a dearth of literature on how content delivery and structure impacts BIPOC nursing students who are presented with trauma-related course content that may mirror their lived experiences.
- Hence, to address the gap in the literature, the qualitative study was designed to:
 - **Aim 1:** Understand the experiences of BIPOC students who engage with social justice content in their classrooms.
 - **Aim 2:** Develop recommendations on culturally safe strategies for delivering social justice content in the classroom using a trauma-informed framework and students' narratives.

THEORETICAL FRAMEWORK: POSTCOLONIAL FEMINISM

- Originated in the 1980s
- Frame for analyzing the impact of colonialism, racism and other interlocking oppressive structures
- Centers knowledge contributed by those who have historically been silenced and excluded from contributing to the knowledge development process.
- PCF research produces transformative, emancipatory knowledge that ultimately results in social-justice praxis geared at impacting social change.



THEORETICAL FRAMEWORK: TRAUMA INFORMED APPROACH



- Aims to recognize, understand, and respond to the impact of trauma on an individuals and communities, while also being intentional about preventing re-traumatization.
- Principles: (1) safety, (2) trustworthiness and transparency, (3) peer support and mutual self-help, (4) collaboration and mutuality, (5) empowerment, voice, and choice and (6) cultural, historical, and gender issues

METHODS

- IRB approval was obtained from University of Portland's institutional review board.
- A convenience sample of 30 BIPOC undergraduate nursing students have participated in the study.
- Participants consented to engage in one focus group interview led by a member of the research team.
- Participants received a \$20 gift-card.
- Interviews were audio-recorded, transcribed and analyzed using thematic analysis.
- Eligibility criteria: self-identify as BIPOC, and be a 2nd, 3rd or 4th year student.

SAMPLE DEMOGRAPHIC DATA

Class Standing	
2nd year student (sophomore)	10%
3rd year student (junior)	20%
4th year student (senior)	70%

Gender	
Female	86%
Male	10%
Non-Binary	4%

Sample Demographic Data

Ethnicity	
Asian	33%
Black	7%
Latinx/e	17%
Mixed	43%

FINDINGS

- Participants reported several factors that fostered a positive experience when engaging with social justice content in the classroom
- Participants reported that their identities and communities are mainly represented in content through a deficit lens (e.g. health disparities).

“My professor made time for pauses in class. They acknowledged the content was sensitive. They also encouraged reflection”

“We learned about marginalized groups mainly through their disparities”

FINDINGS

- Participants reported that there are limitations with the structure of content surrounding social justice topics.
- Participants reported that there is inadequate space to have meaningful/transformational dialogue in class.

"Classes are not built to have discussion or conversation. They are more lecture focused"

"I can't speak up because no one in the class would understand what I'm saying"

FINDINGS

- Participants believe that they are burdened with the responsibility to carry discussions in class.
- Participants expressed that the curriculum was not created with them in mind, and therefore scratches the surface of social justice content.

"Why is it on me to be the voice, to share my personal experiences.. To all of these students who couldn't even fathom...what it's like to be POC"

"Curriculum has been created by white people and is being created for white students."

FINDINGS

- Participants had various emotional responses to social justice content

passionate

disappointment

anger

triggered

frustration

disengaged

scared

overwhelmed

distressed

shutdown

emotional

sad

RECOMMENDATIONS

Safety, trustworthiness and transparency

- Cultivate trust & transparency through authentic & genuine interactions
- Intentionally center and prioritize social justice content across the curriculum.

Peer support

- Intentionally pursue efforts to diversify the student body in nursing schools.
- Create a sense of belonging and connectedness within the classroom.

Collaboration and mutuality

- Allowing opportunities for students to fully immerse themselves in the content in a way that is meaningful to their learning experience.

Empowerment, voice, choice

- Creating space for transformational and reflective dialogue in class
- Selection of culturally responsive materials representing diverse voices

SAFETY, TRUSTWORTHINESS AND TRANSPARENCY

- **Cultivate trust & transparency through authentic & genuine interactions**
 - Acknowledge positionality
 - Build relationships rooted in equity
 - Unconditional positive regard: “I care about you. You have value. You don’t have to do anything to prove it to me, and nothing’s going to change my mind.” (Shevrin Venet, 2021)
- **Intentionally center & prioritize social justice content across the curriculum.**
 - Integrated & holistic, rather than separate or isolated (Shevrin Venet, 2021)
 - “Social justice is humanizing our classroom environments so that students not only see themselves, but also really see others (White, 2018, para. 4)

PEER SUPPORT

- **Intentionally pursue efforts to diversify the student body in nursing schools.**
 - Identify practices that facilitate student success and enhance the sense of belongingness among individuals from unrepresented groups (American Association for Colleges of Nursing, 2023)
 - Create more inclusive learning environments
- **Create a sense of belonging and connectedness within the classroom.**
 - Create a climate of openness and intellectual rigor
 - Shared commitment and desire to learn
 - Recognize the value of each individual voice
 - "To hear each other, to listen to one another, is an exercise in recognition" (hooks, 1994, p. 41)

COLLABORATION AND MUTUALITY

Allowing opportunities for students to fully immerse themselves in the content in a way that is meaningful to their learning experience.

- "Many professors have conveyed their feeling that the classroom should be a 'safe' place; that usually translates to mean that the professor lectures to a group of quiet students who only respond when they are called on...One way to build community in the classroom is to recognize the value of each individual voice." (hooks, 1994, p. 39)
- Helps foster an investment in the learning experience and an internal motivation to engage more deeply

EMPOWERMENT, VOICE, CHOICE

- **Creating space for transformational and reflective dialogue in class**
 - Community agreements/ground rules, shared values
 - Variety of options for the sharing of ideas & insights
 - “Making the classroom a democratic setting where everyone feels a responsibility to contribute is a central goal of transformative pedagogy” (Hooks, 1994, p. 39)
- **Selection of culturally responsive materials representing diverse voices**
 - Move beyond a deficit lens
 - Decenter the West; embrace multiculturalism
 - Reduces burden on underrepresented students

STUDY LIMITATIONS

- Convenience sampling
- Small sample size
- Faculty researcher power dynamic
- Underrepresentation of some identities
- Limited generalizability

ACKNOWLEDGEMENTS

We understand that it is a privilege to share the experiences of others, and, as result, thank you to the students who informed this study and trusted us with their stories.

We are tremendously humbled and grateful.

Additionally, this study was generously supported by:

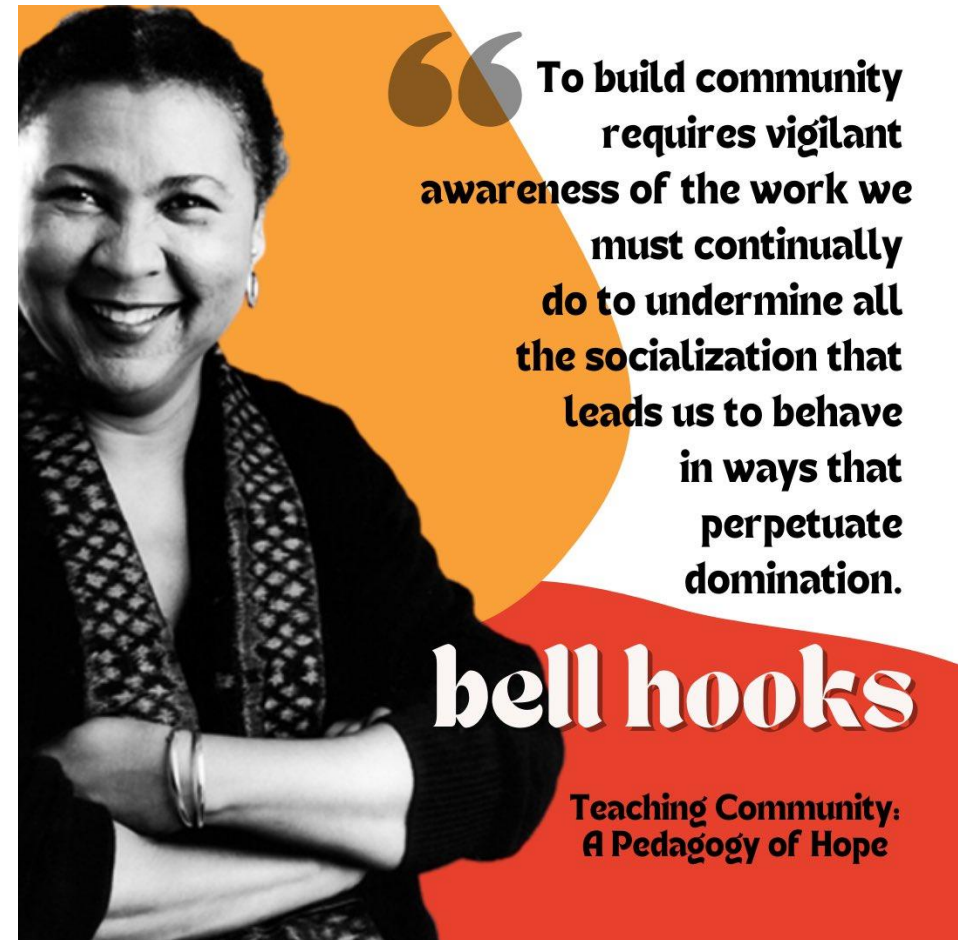
University of Portland Butine Grant

Western Institute of Nursing/National League of Nursing Grant

Sigma Theta Tau Research Grant

ACTIVITY

Please reflect on how this is relevant for your work. How is the information shared being applied in your work?



REFERENCES

- American Association of Colleges of Nursing. (2023). Strategies to enhance diversity in nursing education. Retrieved from <https://www.aacnnursing.org/news-data/fact-sheets/enhancing-diversity-in-the-nursing-workforce>
- American Association of Colleges of Nursing. (2019) Retrieved from <https://www.aacnnursing.org/Portals/42/News/Surveys-Data/Race-and-Ethnicity-of-Students-Nursing-Programs.pdf>
- Giddens J. F. (2008). Achieving diversity in nursing through multicontextual learning environments. *Nursing Outlook*, 56(2), 78–83.9.
- Graham, C. L., Phillips, S. M., Newman, S. D., & Atz, T. W. (2016). Baccalaureate minority nursing students perceived barriers and facilitators to clinical education practices: An integrative review. *Nursing Education Perspectives*, 37(3), 130-137.
- Gunderson, Mrozla-Toscano, C. F., & Mao, D. M. (2023). An Instructor's Guide for Implementing Trauma-Informed Pedagogy in Higher Education. *The Journal of Faculty Development*, 37(2), 80–86.

REFERENCES cont.

- hooks, b. (1994). *Teaching to Transgress: Education as the Practice of Freedom*. Routledge Taylor & Francis Group. New York, NY.
- Racine, L. (2003). Implementing a postcolonial feminist perspective in nursing research related to non-Western populations. *Nursing inquiry*, 10(2), 91-102.21.
- Shevrin Venet, A. (2021). *Equity-Centered Trauma Informed Education*. W. W. Norton & Company. New York, NY
- Stinson, J. D., Quinn, M. A., & Levenson, J. S. (2016). The impact of trauma on the onset of mental health symptoms, aggression, and criminal behavior in an inpatient psychiatric sample. *Child Abuse & Neglect*, 61, 13-22.
- Wasserman, J. A., & Browne, B. J. (2021). On Triggering and Being Triggered: Civil Society and Building Brave Spaces in Medical Education. *Teaching and Learning in Medicine*, 1-7.
- White, S. V.. (2018). Lessons in social justice. Medium. Retrieved from <https://medium.com/identity-education-and-power/lessons-in-social-justice-9add44ece4ed>

SESSION EVALUATION

Please evaluate this session using the NCORE CVENT app:

- 1) Find and click on this session's index number/title
- 2) At the bottom of the page, click on "Evaluate this Session"

Thank you for your feedback. It is a valuable resource to our presenters and shapes future programming. Enjoy the rest of your sessions!