

A Holistic Approach to Inclusion in a School of Nursing

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Vision of Quinnipiac University

- Excellence is inclusive and built upon equity, so all groups feel welcome to fully participate in and contribute to the mission.
- A 10-point plan of Actions to Advance Racial Justice for all communities was developed.

Background

- Raced-based medicine translates into clinical practice, leading to inequitable care (Cerdena, Plaisime & Tsai, 2020).
- Biases and stereotypes have a serious impact of how healthcare providers treat people of color (Rees, 2020).
- Transgender individuals face numerous healthcare disparities in the U.S. (Traister, 2021).
- Undergraduate and graduate transgender students experience inequity in healthcare services (Goldberg et al., 2019).
- It is projected that by 2050, the United States will be a majority minority country with Hispanics/Latinos being the largest minority group living in the US. (Young & Gau, 2020).
- In 2023, 80.6% of nurses in the United States are Caucasian (AACN, 2023).
- Delivering care to diverse populations has increased challenges for health care providers as well as for those receiving the care, including both physical and mental health issues (Rees, 2020).

Evidence-Based Improvement Project

Racism is pervasive in the United States Healthcare System. When educating future nurses on how to provide culturally responsive care to increasingly diverse and under-represented populations, it is imperative that nursing faculty/staff role model respect and sensitivity to all students. This project aims to educate and empower the School of Nursing (SON) faculty/ staff to make positive behavioral changes in their own viewpoints related to diversity, equity, and inclusion, and incorporate holistic, inclusive student-centered learning.

Quality Improvement Opportunity

A self-assessment survey of SON faculty/staff identified quality gaps in perspectives related to diversity, equity, and inclusion in student-centered learning. Aligned with the University's Action Plan, the SON launched an evidence-based improvement project to explore the roots of racism and other minority groups, examine actions to counter discrimination in society, and improve faculty/staffs' own behaviors to reverse racism.

Project Outcomes

Outcome 1 - Faculty/staff will discover the knowledge, skills and actions that are required to commit to anti-racism and counter discrimination toward historically marginalized communities in the SON.

Outcome 2 – Faculty/staff will engage with colleagues at an interpersonal level of genuine presence to support one another as feelings are unpacked.

Outcome 3 - Faculty/staff will integrate inclusive strategies in all forms of teaching, research/scholarship, SON organizational culture, teamwork, and individual work plans.

Anti-Racism Faculty/Staff Reflective Learning Process: Systemic, Interpersonal, Individual

Level 1 Systemic Perspectives of Historic Realities

- Reflection on social realities, the roots of racism, and a glimpse of insight into unconscious biases. Understanding personal experiences of marginalizing behaviors, influence of public messaging, and impact of race on institutions. Presentations by renowned experts on diversity, equity, and inclusivity. (Bonilla-Silva, 2017)

Level 2 Interpersonal Lenses and Biases

- Deep self-reflection on overt and unconscious biases, interpersonal sharing, and empathy building. Invitation to participate in anti-racism or other minority groups. Non-Book Book Club of novels, short stories, videos, personal accounts, poetry, art, music, and focus groups discussions. Creation of safe space to support faculty/staff as they recognize their own lack of understanding (Todd, 2020; Krol & Adimando, 2021).

Level 3 Individual Realizations and New Realities into Action

- Experiential learning and reflection on strategies, techniques, and authentic presence to unlearn and relearn new ways of being and modeling/role-modeling inclusive behavior skills in formal and informal learning environments (Schultz, 2020).
- Workshops on multiple diverse perspectives that challenges participants to be accountable to each other and to be part of the shift needed to create a climate that renounces racism, sexism, classism, and many other forms of marginalization.
- Designing school organizational culture, team and individual work plans adopted from UW School of Public Health Anti-Racism Universal Training Proposal (Gardner et al., 2020)

Implementation Plan

Level 1: FA21 Fulltime Faculty/Staff;
Student Input

Level 2: SU22 Fulltime Faculty/Staff;
Student Input

Level 3: FA23 Fulltime Faculty/Staff,
Student Input
Level 1: FA23 Part Time Faculty

Selected Dashboard Outcome Measures

Learning Outcomes from each level informed continued project evolution to the next level.

Level 1:

- Pre-assessment survey indicated faculty/staff felt ready to move forward on an inclusive agenda of to renounce historically marginalizing behaviors by faculty & students.
- Pre assessment of unconscious biases (Personal Self-Assessment of Anti-biased Behavior, 2007) provided confidential baselines.

Level 2:

- I intend to be sensitive to ways that race “shows its face”, remaining open to learning ways I can make a positive difference in my sphere of influence. (100%)

Level 3:

- When encountering an uncomfortable situation related to bias, I intend to pause, unpack, reflect, and remain open to relearn. (100%)
- At least 85% of the time, I intend to use presence/active listening to better engage in meaningful dialogue about cultural influences. (100%)

Sustainability

The plan for sustainability for continuous improvement includes
* incorporation of session into school faculty/staff orientation
* collaboration with the University Inclusive Excellence seminars

References available upon request.

