

Introduction

There is no one-size-fits-all to nursing education. Students enter higher education with diverse learning needs. Because students come from diverse backgrounds, the need for pedagogical approaches that are theoretically appropriate, equitable, inclusive, and responsive to diverse perspectives has grown (National League for Nursing, 2017).

In Fall 2022, the School of Nursing-Camden (SNC) served 821 students in its prelicensure programs, of which 56% identified as having an ethnic/racial background from an underserved group, 55% identified as first-generation college students and 85.9% received financial aid. Rutgers University-Camden is designated as a Minority Serving Institution by the Department of Education (Leong, 2022). Further, the number of students identifying with a disability and using accommodations has increased over the past years. In Fall 2022, there were 87 prelicensure students in the SNC using accommodations through the Office of Disability Services. However, the true number of students with diverse learning needs is unknown because nearly half of students with disabilities do not register for support (Gierdowski et al., 2020).



It is important for educators to intentionally include equity-oriented design (EOD) into courses to meet the needs of all learners. EOD is an innovative framework that creates inclusive and accessible learning experiences and environments, so all students can attain equitable and commensurate outcomes irrespective of their background, ability, or life experience. EOD can transform nursing education. This poster presents a quality improvement project (QIP) that incorporated EOD into a nursing course. Objectives are:

- Describing how EOD was incorporated into a nursing course
- Examining student satisfaction with EOD in a nursing course
- Forming a plan to integrate EOD into a nursing course

Process

Fifty-nine accelerated bachelor of science nursing students taking a course in the fall 2022 semester participated in this QIP. The plan-do-check-act cycle, was used.

Plan

Planning involved assessing the current accessibility and inclusivity of the course and identifying areas for improvement.

Do

Doing encompassed implementing changes to improve accessibility and inclusivity in the course.

1. **Alternative (ALT) text:** An Ally Course Accessibility Report was used to identify and add alternative text to **192** student facing images.
2. **Policy:** a flexible deadline policy was initiated. Two "Free Passes" were made available for students.



3. **Captions:** All video and audio material were uploaded to Kaltura to generate closed captions and other accessibility features.
4. **Participation:** To foster participation, questioning strategies were used like *wait-time*, *prompting*, *polling*, *think-pair-share*, *quadrants*, and *small group*.
5. **Representation:** Gender neutral language was infused where appropriate and materials were diversified to include variations in race, ethnicity, age, gender, sexuality, and ability. I participated in personal development activities including the *Racial Healing Allies: Embodied Allyship* course and attained certificates in Lifelong Learning and Implementation of Inclusive and Equitable Teaching, and the Association of College and University Educators (ACUE) Certificate in Effective Teaching Practice Framework.



More on EOD



My Blog

6. **UDL-aligned teaching strategies:** Some UDL-aligned strategies used were a voice amplifier, class recordings, and teaching methods with multiple modes of action, expression, engagement, and representation like group work, videos, drawing, movement, peer review, storytelling, cases, and concept maps.



Check

A new course accessibility report was generated at end-of-term (EOT) (score = 82%) and compared to the pre-course report (score = 70%), revealing a 17.1% increase in the EOT accessibility score. Students also completed a survey at mid-term and EOT. Findings from the surveys revealed overall satisfaction with EOD (Table 1). Finally, students were asked three questions about EOD on the Student Instructional Rating Survey (SIRS)(Figure 1).

Table 1: Midpoint and End-of-Term Qualtrics Survey

	Midterm n = 46 (% Strongly Agree/Agree)	End of Term n = 25 (% Strongly Agree/Agree)
The instructor is generally respectful and inclusive of people of all abilities.	97.83	96
The instructor provides alternatives to support learners with different aptitudes and prior experiences.	93.48	88
The instructor provides flexible content that doesn't depend on a single sense like sight, hearing, movement, or touch.	84.78	84
The instructor provides methods to interact with accessible materials and tools.	91.30	92
Please rate the overall accessibility and inclusivity of the course Foundations of Nursing Theory.	95.65	100
Please rate the degree to which human diversity with respect to race, ethnicity, gender, sexuality, age, social or economic classes and other forms of human difference are represented in the course Foundations of Nursing Theory.	N/A	100

Student Instructional Rating Survey (SIRS)

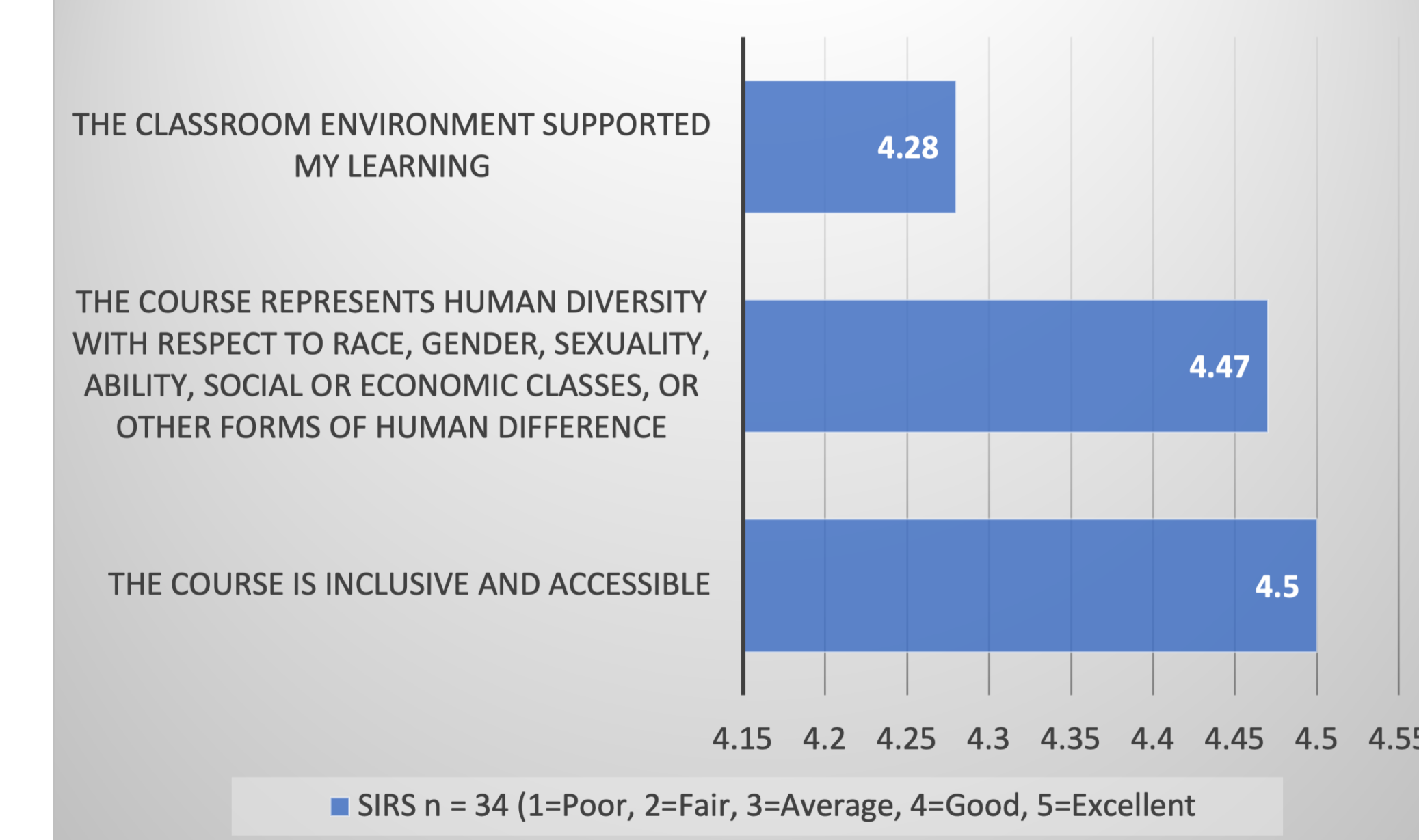


Figure 1: SIRS Final Course Evaluation Report

Act

Changes were made based on student-identified needs and the Course Accessibility Report. Future actions include creating optical character recognition (OCR) versions of PDFs.

Limitations

Since the cohort size was small, the results cannot be broadly generalized. Additionally, fewer students completed the EOT survey, and the students were in an accelerated program.

Conclusion

This QIP showcases EOD's transformative potential with actionable strategies for the nursing classroom. EOD supports all learners, removes barriers, shrinks the educational achievement gap, contributes to student satisfaction, and maximizes learning opportunities and outcomes which benefits all, but especially those with diverse life experiences, perspectives, and backgrounds. Faculty should explore, research, and adopt EOD.

References



Digital Business Card

