

# Transform Learning with Equity-Oriented Design

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**Topic:** Diversity, Equity, & Inclusion

**Category:** Quality Improvement/Evidence-Based Practice Project

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## Abstract

### Background/Introduction

It is important for nurse 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.

### Purpose

The purpose of this quality improvement project (QIP) is to gain an understanding of and examine student satisfaction with EOD in a nursing course.

### Methods or Processes/Procedures

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 and included: 1. Plan: assessing the current accessibility and inclusivity of the course and identifying areas for improvement 2. Do: implementing changes to improve accessibility and inclusivity in the course 3. Check: administering midterm and end-of-term (EOT) surveys and adding EOD questions to the student instructional rating survey (SIRS). Pre and post course accessibility scores were compared 4. Act: implementing changes based on results and identifying future needs.

### Results

In both surveys, when asked to rate overall accessibility and inclusivity, >95% of students responded good or excellent. In the SIRS, the statement "the course represents human diversity" was rated >4 on a 0-5 scale. There was a 17.1% increase in the EOT accessibility score.

### Limitations

Since the cohort size is small, the results cannot be broadly applied or generalized. Additional limitations are: fewer students completed the EOT survey and they were enrolled in a second-degree accelerated nursing program.

### Conclusions/Implications for Practice

This QIP demonstrates the transformative value of EOD because it provides strategies to improve equity, diversity, inclusivity and accessibility in the nursing classroom. Implications include that nurse educators should: 1. Learn more about EOD 2. Incorporate EOD into courses 3. Perform research to measure the effectiveness of EOD.

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## Biography

Rachel is the Prelicensure Programs Director and a Clinical Assistant Professor at Rutgers University-Camden School of Nursing. She is a Certified Nurse Educator and is also certified in Low-risk Neonatal Intensive Care Nursing, Online Teaching, Lifelong Learning and Implementation of Inclusive and Equitable Teaching, and Effective College Instruction. She is an ACUE Effective Teaching Practices Facilitator and achieved the microcredentials Designing Learner-Centered and Equitable Courses and Creating an Inclusive and Supportive Learning Environment. Rachel is the author of the Blog Changing Course: Innovative Ideas for Nurse Educators. Her scholarly focus includes DEIA, curriculum, assessment and outcomes, and innovative teaching strategies.

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