

# Reimagining Nursing Education Inspiring Faculty to Include Interfaith Concepts

QUEENS  
UNIVERSITY  
OF  
CHARLOTTE

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1

## Learning Outcomes

- Understand the relevance of interfaith concepts and inclusion in nursing education and practice.
- Gain inspiration related to interfaith concepts as part of person-centered care.
- Reimagine Nursing Education to include a focus on interfaith concepts as an integral part of identity.

2

## Reimagining/Inspiring/Including

As a Nurse Educator what ....

Have you reimagined?

Has inspired you?

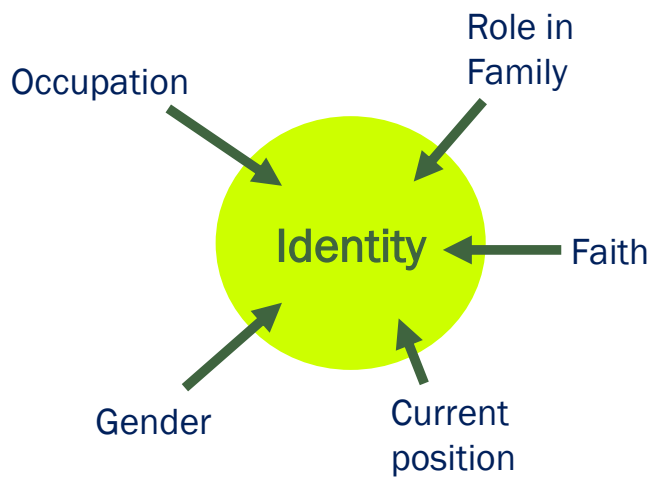
Have you included?



## Essentials of Nursing Education

Domain - Person-centered care

Concepts - Diversity, equity, inclusion



## Religious Pluralism Statement of Queens University

We affirm Queens' ties, established at our founding in 1857, with the **Presbyterian Church (USA)**. This tradition has embedded core values such as service, intellectual curiosity, and commitment to the common good in Queens' DNA. Thus the **Queens community** promotes the **civic good** by **fostering knowledge** and **nurturing relationships** among people of different **religious and philosophical world views**. This **pluralistic approach** lies at the heart of the transformative educational experience Queens provides.



5

## Interfaith

- This refers to how our interactions with those who are different impacts the way we relate to our religious and ethical traditions, and how our relationships with our traditions impact our interactions with those who are different from us.
- Coming together in a way that respects different religious identities; build mutually inspiring relationships; and engage in common action around issues of shared social concern. Important to note here is that interfaith cooperation does not depend upon shared political, theological, and spiritual perspectives.

Patel, E., & Meyer, C. (2001)

**Interfaith** as a term can be considered part of diversity and inclusion, and person-centered care.

**Faith and religion** can be considered part of the social determinates of health.



6

## Project

Purpose-Encourage faculty to reimagine content, incorporating interfaith concepts throughout courses.

Applied for and received a grant from Interfaith America.

Held “lunch and learns.”

Provided case studies, resources, mentoring.



## Limitations

- Faculty have pressure of students passing NCLEX.
- Large amounts of content is covered in classes.
- Faculty may have a lack of knowledge about faith precepts.
- Large turnover has occurred in faculty.
- Interfaith concepts considered by some to be a soft-skill.
- Students may see interfaith concepts as unimportant.

## Results

- Faculty attended lunches and were made aware of interfaith concepts.
- Many expressed interest and wanted to include content in classrooms through discussions or case studies.
- Faculty who incorporated these concepts in the classroom were positive about student responses.
- Students continue to be very positive and engaged when learning about and discussing interfaith concepts.



9

## Conclusions/Implications for Practice

- Faith is an important part of identity for many students, nurses, and patients/clients.
- Identification with a specific faith relates to person-centered care, diversity, and inclusion.
- We can **reimagine** nursing education by **including** these concepts into the content that we are already teaching.
- **Inspiring** students can inform their professional practice.
- Recognizing and elevating the diversity of faith among patients/clients can enhance the quality of patient care.

10

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