

Increasing Cultural Humility Among NMSU SON Faculty and Administrators

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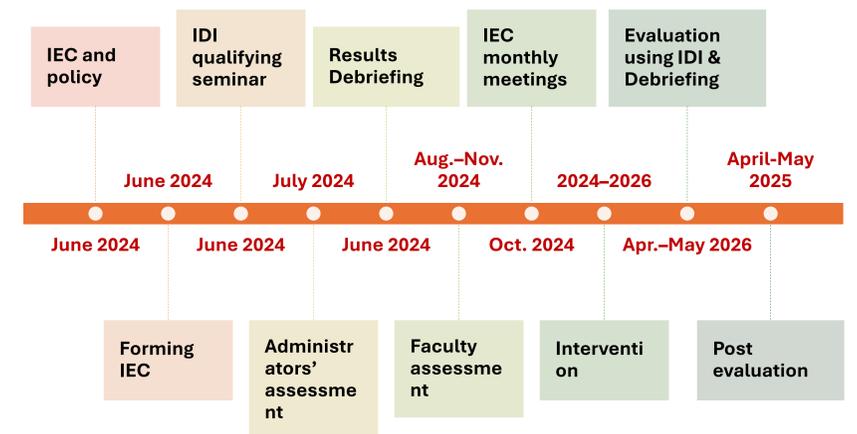
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Introduction

- The US ethnic composition is expected to be majority-minority by 2044 (Colby & Ortman, 2017).
- Nursing students report minimal exposure to cultural competency/humility education during their training (Colby & Ortman, 2017).
- Nursing faculty need commitment to the process of cultural humility for themselves to impact the students (Montenery, et al. 2013)
- Cultural humility is a “process of self-reflection to understand personal and systemic biases and privilege” that may contribute to health disparities – (Foronda et al. 2022).



Plan Timeline

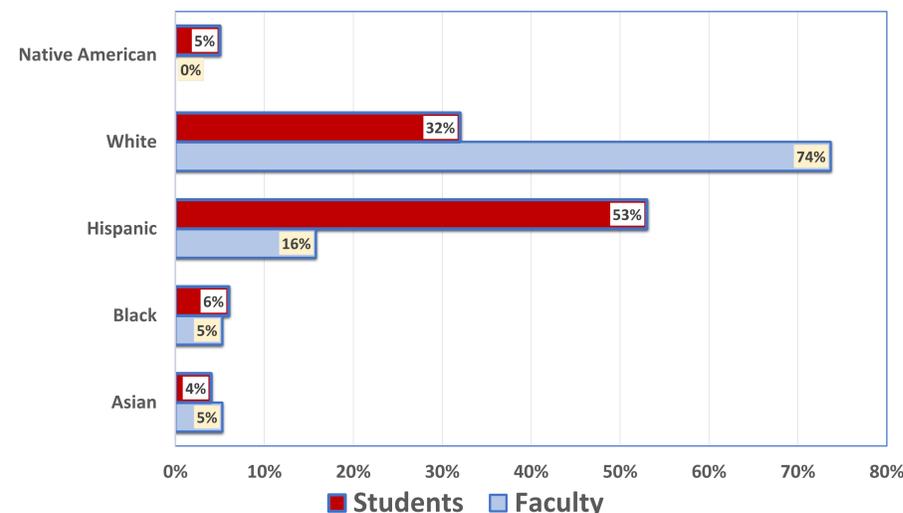


Objectives

The purpose of this project is to:

- **Evaluate** the current state of cultural humility among the SON administration and faculty.
- Organize an inclusive excellence committee (IEC) to address the gaps in the evaluation results.
- **Develop** and **implement** strategies to mitigate the gaps identified.
- **Evaluate** the effect of the strategies implemented.

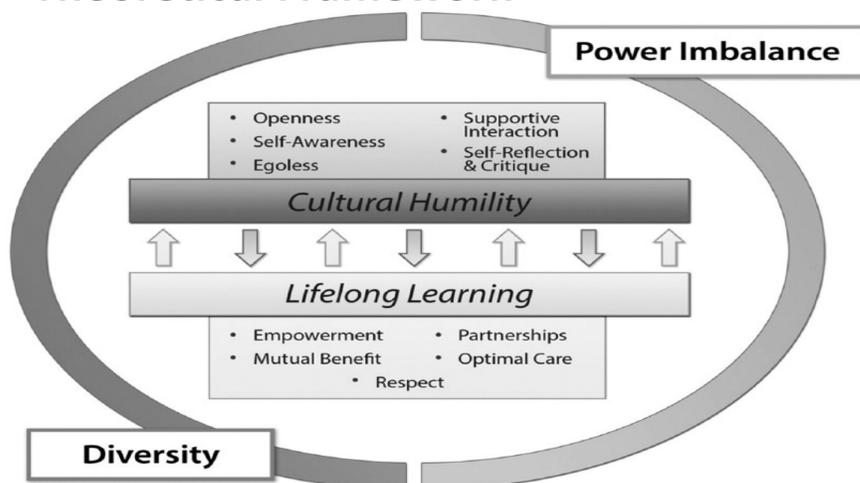
SON Faculty and Students by Race



Anticipated outcomes

- Increase in faculty IDI scores (cultural humility).
- Increase faculty and administrators' satisfaction through reflective journaling.

Theoretical Framework



Intervention - EDIE Plan

- Evaluate (pre) and organize
- Develop
- Implement
- Evaluate (post)

Conclusion and Implication

- SON faculty and administrators:
 - role model cultural humility
 - Be open, self-aware, egoless, supportive and self-reflecting.
- Students on graduation provide culturally competent care provided at the local, national, and global levels.

Thank you

- NMSU SON
- NMSU Colleagues
- AACN

References



Foronda et al. (2016). Cultural Humility: A Concept Analysis. *Journal of Transcultural Nursing*. 2016;27(3):210-217.



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Bea Ade-Oshifogun, Ph.D., NI-BC, CNE, PMHNP-BC.

Biography

Dr. Ade-Oshifogun obtained a Ph.D. in nursing from the University of Illinois in Chicago. She completed a master's degree in nursing education and critical care from Governors State University, Illinois, and an MS in nutrition from the University of Ibadan, Nigeria. She has over 35 years of clinical, management, and teaching experience working in Africa, Europe, and the United States.

Dr. Ade-Oshifogun held management positions in home health and acute and long-term healthcare organizations. She worked as a Joint Commission surveyor and conducted accreditation site visits for ACEN. Her teaching experience includes graduate and undergraduate courses in online and in-person classrooms. She held the position of school nursing chair before serving as an endowed chair of nursing at Andrews University, Michigan. She teaches online as an associate professor at New Mexico State University, Las Cruces. She also practices as a psychiatric mental health nurse practitioner, serving the needs of the underrepresented and marginalized in the Southwestern region of New Mexico State.

Her research foci are educational environment assessment and immigrant IPV research. She has authored manuscripts in scholarly journals and has presented her research findings at several national and international scientific conferences.

Dr. Ade-Oshifogun is a constructivist educator who actively involves students' learning by pulling from their life experiences. She believes everyone can learn in the right environment. She is passionate about supporting diversity, equity, and inclusion in nursing education and healthcare practice.

Contact Information



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