



College of Nursing

Courageous Conversations About Race: A Faculty Development Program

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Courage

[cuh-rij] noun

a willingness and strength to do things that frighten us. to be brave in the face of hardship and harness the drive to keep moving forward and overcome our fears.

BACKGROUND

- Health disparities by race/ethnicity are the most lasting and difficult to address.
- New graduate nurses are expected to provide culturally congruent care when entering the workforce but receive little training.
- Students of color lack a sense of belonging and feel undervalued in nursing education
- White faculty have little confidence and competence when attempting to talk about race/racism in nursing education
- Nationwide, 80% of full-time nursing faculty identify as White.

PURPOSE

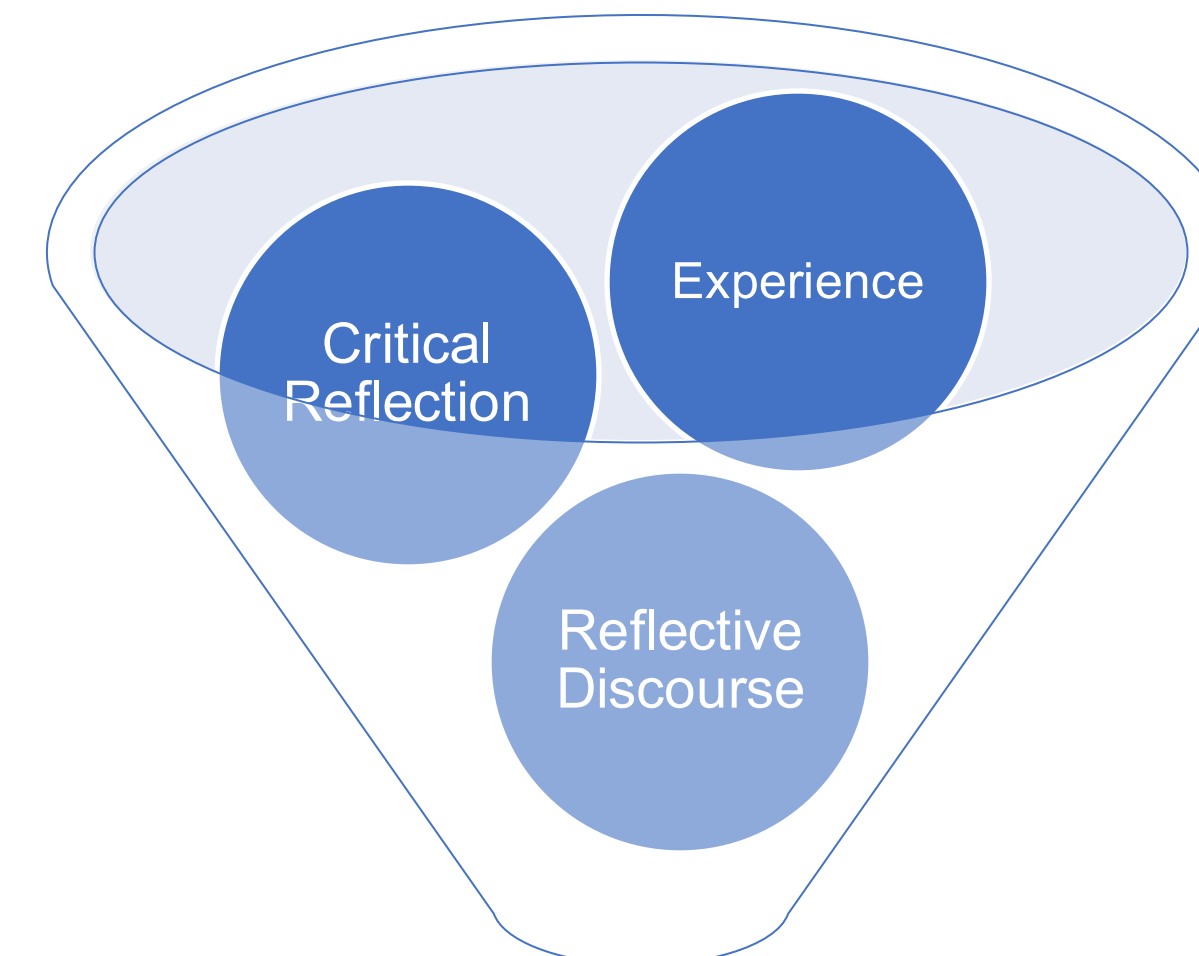
- Provide a safe and brave space for faculty to talk about race/racism.
- Encourage critical reflection of assumptions, beliefs, and feelings.
- Train nursing faculty to recognize, address, and educate all students about race/racism in preparation for practice.
- Promote equity, cultural humility, and ultimately improved student and client outcomes.

RATIONALE

- Nurses are vital in recognizing and implementing strategies to reduce health disparities.
- Over 255,000 students are enrolled in BSN programs that need education on race and how it affects health outcomes.
- Students of color have experiences that mirror that of the changing population. Those stories are valuable!
- Faculty need to be able to talk about/address race if they expect students to care for all people.

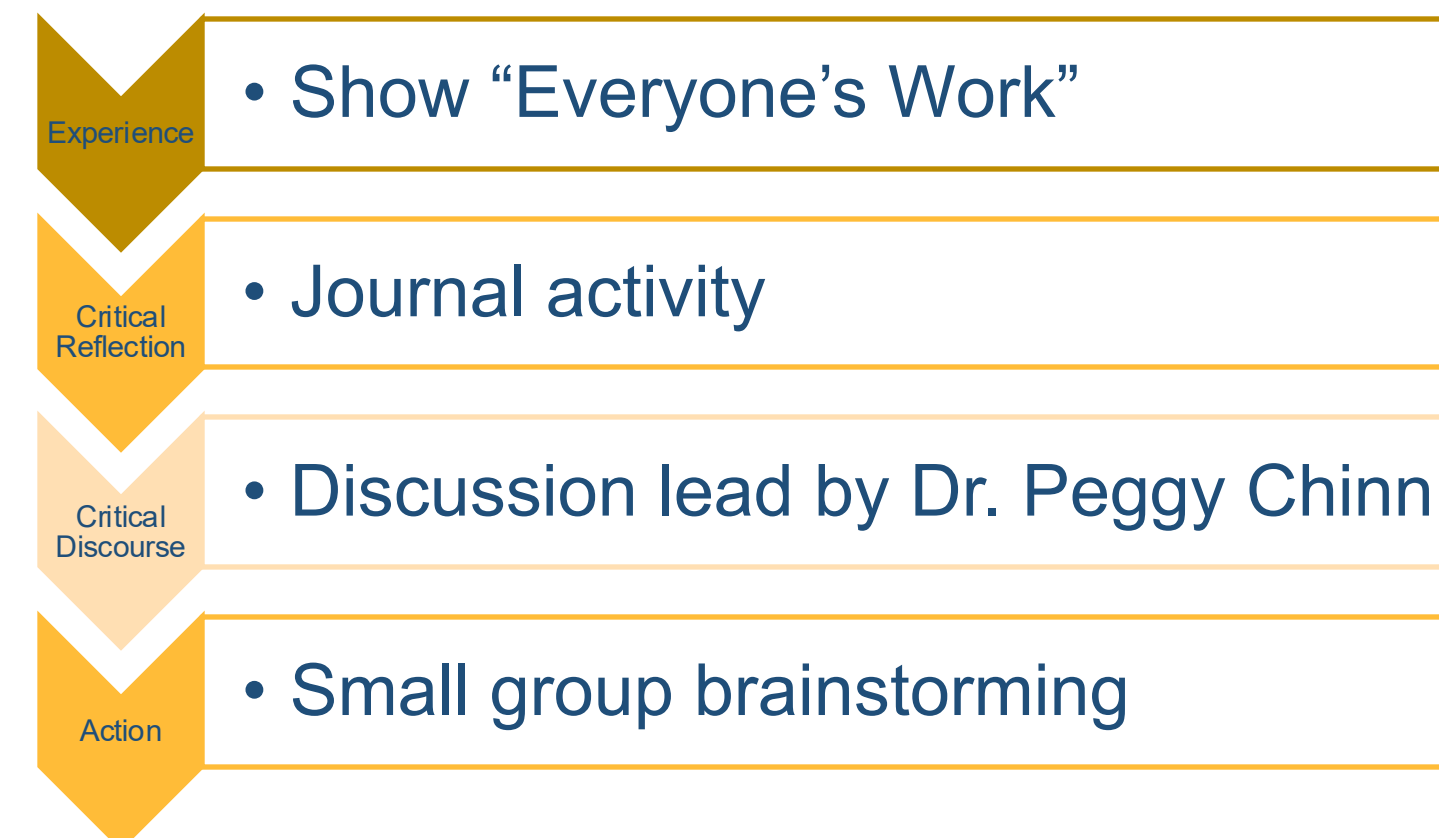
THEORETICAL FRAMEWORK

Transformative Learning



Action

WORKSHOP ACTIVITIES



HOPEFUL OUTCOMES

- A willingness to continue the conversation.
- A commitment to being better.
- Increased faculty confidence/safety in talking about race.
- Creation of a shared vision going forward.
- Opportunities for other courageous conversations.

IMPLICATIONS FOR NURSING

- Students will be better prepared to care for diverse populations.
- Faculty can better care for students of color.
- Students of color may feel a greater sense of belonging and value.
- Health disparities and inequity in care will continue to be addressed.





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Biography

Melissa Anozie is a dedicated nurse educator with 12 years of teaching experience in both in person and the online environment. A Certified Nurse Educator, she teaches in both academic and clinical settings, specializing in medical-surgical nursing. Dr. Anozie obtained her PhD in Nursing Education from University of Northern Colorado in 2022 with a dissertation focus on the experiences of psychological safety of students of color. Currently, she serves as an associate professor of nursing at California Baptist University as well as an NCLEX Specialist, helping graduating students prepare for the NCLEX.

Contact Information



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