

The Healing Mixtape: A Blueprint for Culturally Responsive Nursing

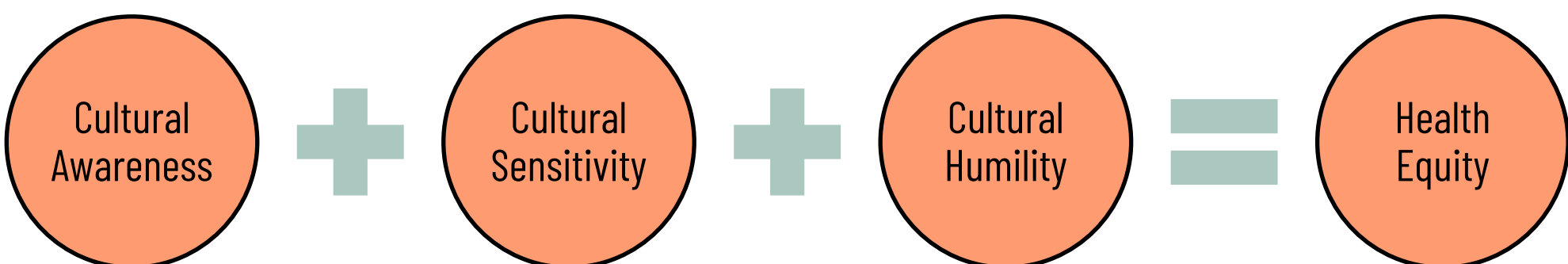
The Healing Mixtape is a collaborative playlist that uses music as a reflective and educational tool to promote culturally responsive nursing practices. This project emphasizes cultural responsiveness—a journey that includes building cultural awareness, cultural sensitivity, and cultural humility to deliver equitable, patient-centered care and advance health equity.

Background

Despite increasing diversity in patient populations, nursing education and practice often fall short in adequately preparing nurses to provide culturally responsive care. Traditional pedagogical approaches may overlook the importance of deeply engaging with the cultural identities, lived experiences, and social contexts that shape patient health outcomes. There is a critical need for innovative, reflective, and engaging educational strategies that cultivate cultural awareness, cultural sensitivity, and cultural humility among nursing professionals. This gap contributes to persistent health disparities and undermines efforts to achieve health equity.

Purpose

To explore how music can be used as a pedagogical, reflective, and educational tool to promote cultural responsiveness in nursing practice—a journey that includes building **awareness**, **sensitivity**, and **humility** to deliver equitable, patient-centered care.



- Goal 1:** Develop an Innovative Educational Model
Aim: To create and implement a music-integrated learning module—The Healing Mixtape—within nursing curricula to promote reflective and culturally responsive pedagogy.
- Goal 2:** Enhance Cultural Responsiveness and Dialogue Among Nursing Students
Aim: To use curated musical narratives as a foundation for structured dialogue and reflective activities that increase nursing students’ cultural awareness, empathy, and self-reflection.
- Goal 3:** Contribute to Health Equity Through Culturally Responsive Training
Aim: To prepare nursing students to deliver equitable care by integrating cultural awareness, sensitivity, and humility practices and lived-experience storytelling into their clinical and classroom training.

Review of Literature

Source	Purpose of the Study	Key Findings	Relevance to Capstone
Conyers & Zargar (2024)	To explore music therapy and physiological healing especially for diverse patient populations	Music is linked to emotional and physiological healing; music must be culturally relevant to be effective	Supports use of music as a reflective, culturally grounded educational strategy
Cobbs-Sauer (2022), University of Wisconsin-Madison	To assess Wisconsin nursing students' cultural competence	Many nurses lack confidence in culturally responsive care; implicit bias and communication are major barriers	Provides localized, evidence-based rationale for educational reform in Wisconsin nursing curricula
National Academy of Medicine (2021)	To identify disparities in patient satisfaction among racial/ethnic minorities	Cultural disconnects reduce trust, lead to dissatisfaction and disparities	Demonstrates urgent need for culturally responsive care practices
2022 National Survey (Nurses)	To assess preparedness for culturally responsive care	Only 27% of nurses feel prepared; misdiagnosis and patient dissatisfaction linked to gaps	Reinforces the urgency of educational reform and innovative approaches

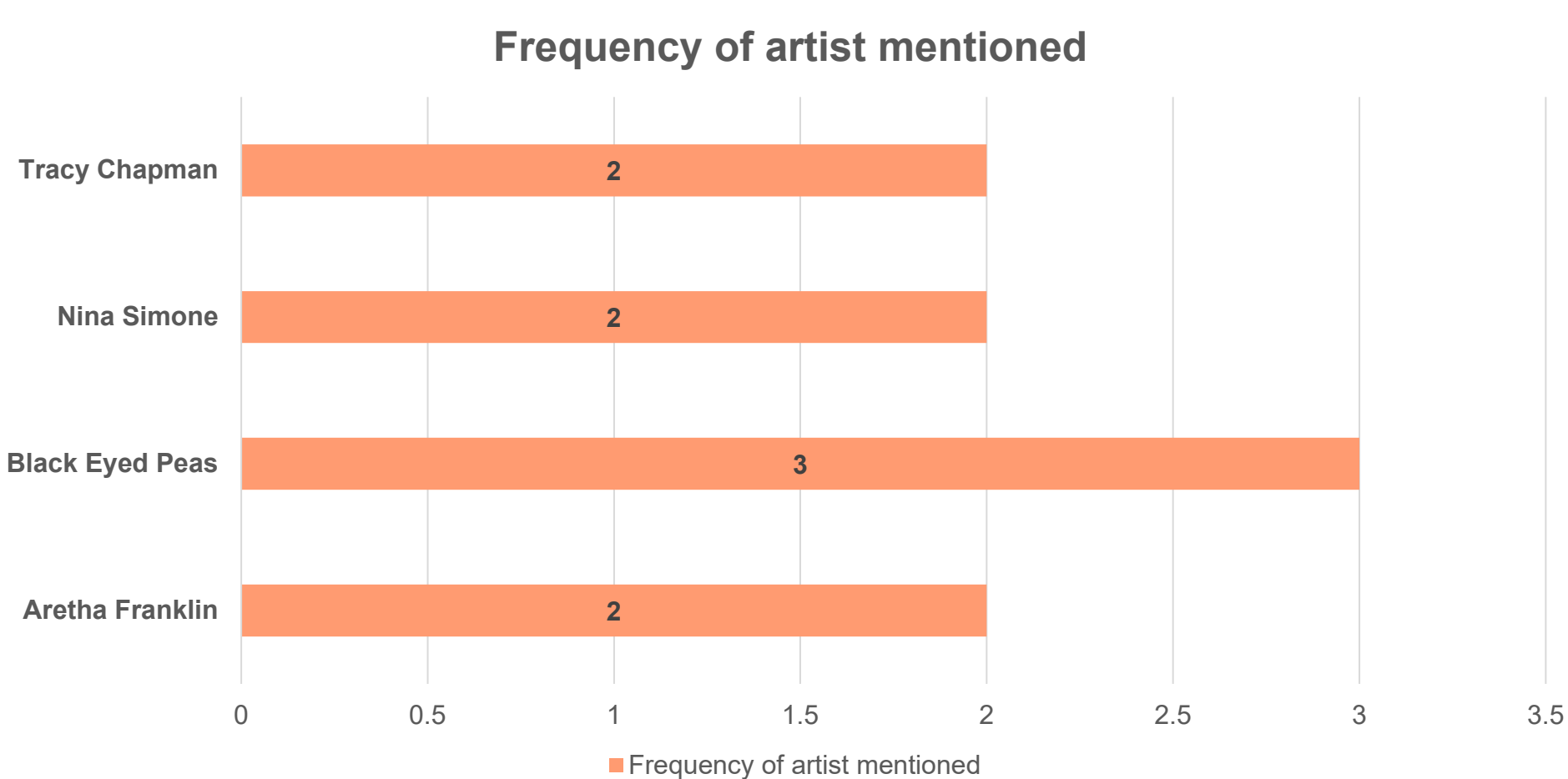
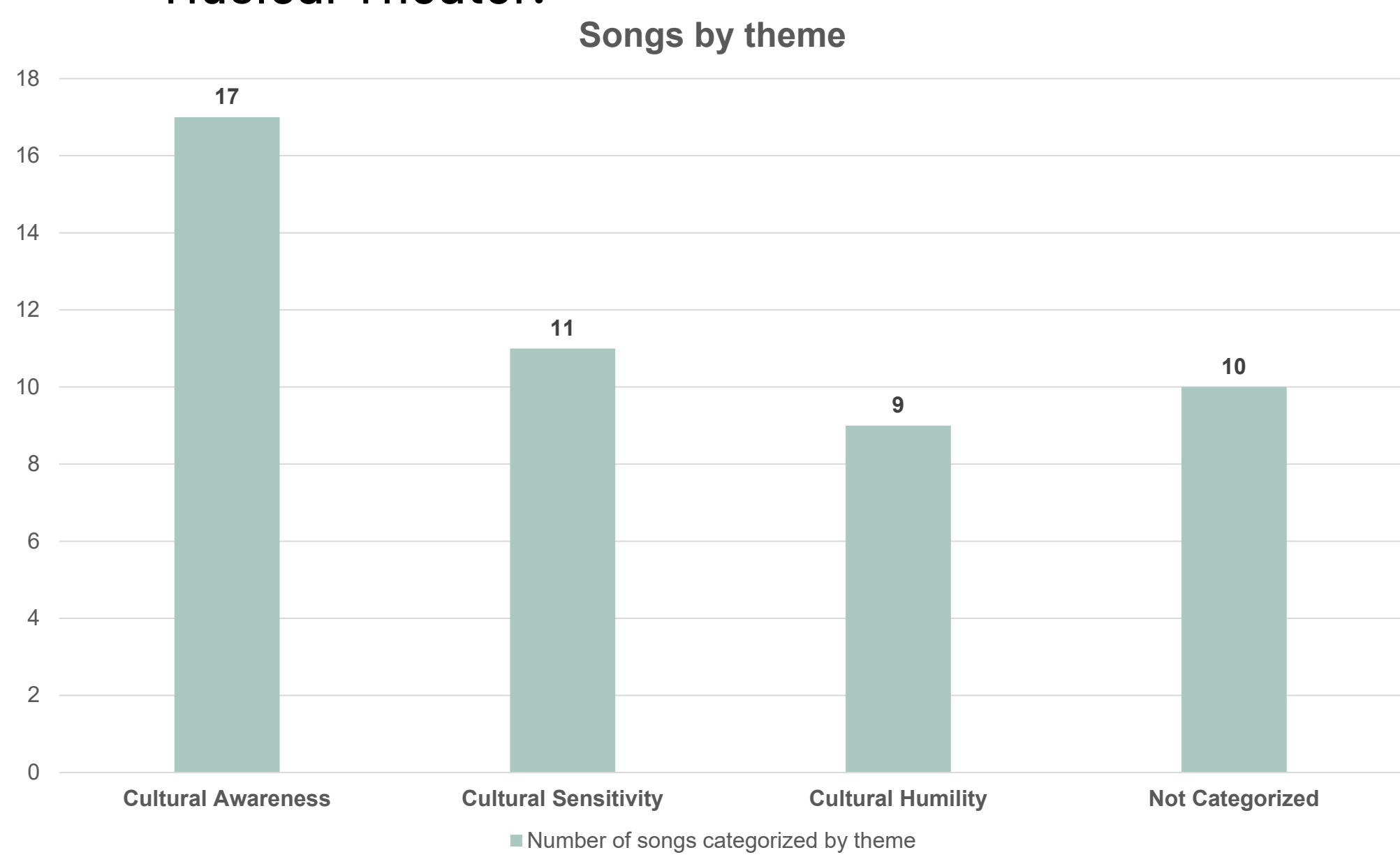
Methods



- Engaged a diverse audience including UW–Madison School of Nursing faculty, staff, and students, campus leaders, and national leaders from the AACN ACE Leadership Institute.
- Framed the project around music as a culturally resonant tool to support cultural responsiveness in nursing—emphasizing reflection, humility, and empathy.
- Developed a Google Form inviting participants to submit songs reflecting themes.
- Distributed the form to 330+ individuals via email, institutional listservs, and in-person/virtual outreach.
- Each submission included a song title, artist, chosen theme(s), and a brief personal explanation.
- Allowed multiple entries per respondent; accepted responses via form, email, or live interaction (Zoom/in-person).

Results

- Collected 43 total song submissions.
- Songs were categorized by theme: 17 – awareness, 11 – sensitivity, 9 – humility, and 10 – uncategorized.
- Multiple submissions featured artists like Aretha Franklin, Nina Simone, Tracy Chapman, and The Black Eyed Peas, highlighting their strong thematic resonance.
- Submissions represented a wide range of musical genres including: Rock, Hip Hop, R&B, Soul, Jazz, Blues, Country, Americana, Folk, Gospel, and Musical Theater.



Conclusion

The Healing Mixtape: A Blueprint for Culturally Responsive Nursing is a powerful, **43-track** journey through sound, soul, and story—featuring **38 artists**. This mixtape invites listeners to explore healing, identity, and empathy through music that speaks to diverse cultures, lived experiences, and the heart of nursing care.

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The Healing Mixtape: A Blueprint for Culturally Responsive Nursing

Diamond D. Williams, DRPH, MPH

Biography

Dr. Diamond D. Williams (she/her) is a dynamic and infectious leader who is committed to driving positive change and empowering others to reach their fullest potential. With a career marked by dedication to public health, health equity, and community well-being, she embodies the essence of transformative leadership, strategic vision, and high energy.

Dr. Williams is the inaugural Associate Dean for Health Equity and Community Engagement at the University of Wisconsin – Madison School of Nursing, where she leads the Office of Health Equity and Community Engagement with a focus on fostering inclusive excellence across the school's academic mission. She brings a wealth of experience in programmatic oversight and has provided leadership for all aspects of organizational operations, including operations, budget and finance, development, and communications. She has managed more than a quarter of a billion dollars in local, state, and federal funds, highlighting her expertise in grant and budget management, program oversight, and strategic organizational leadership. Previously, Dr. Williams played a pivotal role at the Wisconsin Department of Health Services where she oversaw the administration of Wisconsin's largest health equity vaccination grants during the COVID-19 pandemic. She managed \$30.8 million and funded over 185 organizations across all 72 Wisconsin counties, particularly focusing on communities with high vaccine hesitancy and historical mistrust of the government. In this role, Dr. Williams also skillfully managed over 1,000 relationships, fostering collaborations among health systems, academic institutions, and faith and community-based organizations. Her ability to proactively identify emerging needs within diverse populations, especially communities of color, and implement innovative solutions afforded her the opportunity to advise the White House during a previous administration, where she provided valuable insights into community engagement strategies.

Dr. Williams serves as the Co-Chair of the Maternal and Child Health Section of the Wisconsin Public Health Association and is a member of the Racial Equity Committee. She also serves on the Black Maternal and Child Health Alliance of Dane County. She is a native of Milwaukee, WI, and a graduate of Howard University in Washington, DC, where she earned a Bachelor of Science in Maternal and Child Health Education and a minor in Biology; Morehouse School of Medicine in Atlanta, GA, earning a Master of Public Health degree and a certificate in Cancer Epidemiology; and Walden University in Minneapolis, MN, where she earned a Doctor of Public Health. She is currently pursuing a certificate in Happiness in Leadership Teams from Harvard University.

Dr. Williams finds her soul best fed by spending time with her family and friends. She recently welcomed a new purpose in life with the birth of her daughter, Miss Reign D. Williams in September 2024. She continues to be a proud wife, daughter, sister, friend and partner in health and excellence.

Contact Information



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