

Developing a Faculty Learning Community to Address Bias in Nursing Education

Jill Kardously, DNP, APRN, FNP-BC, PMHNP, PHN | CSULB School of Nursing

PURPOSE

- Nursing curricula lack consistent DEI integration
- Bias and structural inequities impact education and care
- Faculty feel underprepared to address these gaps

BACKGROUND

To design and implement six session Faculty Learning Community to build faculty capacity in addressing race, bias, and equity in nursing education and clinical instruction.

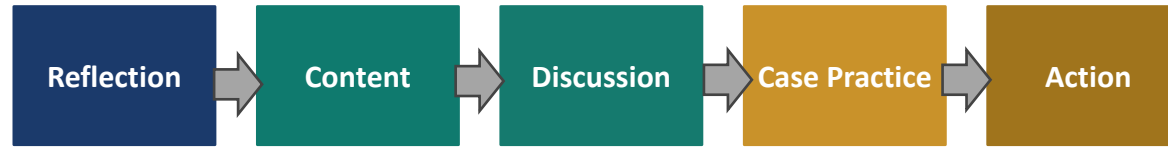
PROJECT DESIGN

- Six-session series (60–75 min)
- Case-based learning approach
- Structured discussion and application
- Pre-session email prompts to support engagement

THEORETICAL FRAMEWORK

- Antiracist pedagogy
- Critical praxis
- Communities of practice

INTERVENTIONAL MODEL



Each session follows a structured learning cycle

SESSION OVERVIEW

01	Foundations of Bias & Identity Identity, “I don’t see color,” gender assumptions	Pre-work: Implicit Bias & Identity (scan QR)
02	Race & Clinical Language Charting language, “noncompliant,” stereotyping	Pre-work: Clinical Language & Bias (scan QR)
03	Religion & Cultural Conflict Treatment refusal, dietary restrictions, family decision-making	Pre-work: Cultural Humility & Ethics (scan QR)
04	Gender Identity & LGBTQ+ Care Misgendering, pronoun use, bias in communication	Pre-work: LGBTQ+ Inclusive Care (scan QR)
05	Microaggressions Tokenizing, dismissal, gender bias in clinical settings	Pre-work: Microaggressions in Education (scan QR)
06	Psychological Safety & Advocacy Integration into teaching, policy advocacy, sustaining change	Pre-work: Psychological Safety & Advocacy (scan QR)

Scenario Example

A student says: *“I don’t see color; I treat all my patients the same.”*
How do you respond in the moment? [Scan QR code for full session guides and response strategies](#)

EXPECTED OUTCOMES

- Greater confidence in bias discussions
- Stronger microaggression response skills
- Teaching practice changes
- Measured via eval & self-report

SIGNIFICANCE

- Addresses persistent gaps in DEI integration across nursing curricula
- Supports more equitable teaching and learning environments
- Supports equitable and culturally responsive patient care

CONCLUSION

Faculty Learning Communities offer a practical and scalable strategy to move nursing education from awareness of inequity toward actionable change in teaching and clinical practice.

QR CODE

Complete Faculty Learning Community to Address Bias in Nursing Education Master Manual





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Biography

Dr. Jill Kardously, DNP, APRN, FNP-BC, PMHNP Certificate, PHN (she/her), is an Associate Professor at the California State University Long Beach School of Nursing and an accomplished clinician, educator, researcher, and academic leader with more than 35 years of nursing experience. A board-certified Family Nurse Practitioner with a post-master's certificate in Psychiatric Mental Health Nursing, Dr. Kardously has dedicated her career to advancing equitable, community-centered healthcare and preparing future generations of nurses to lead with compassion, clinical excellence, and advocacy.

Dr. Kardously began her nursing career as a registered nurse working across diverse clinical settings including orthopedic/neurosurgical care, critical care and cardiovascular intensive care, emergency nursing, home health, and infusion therapy. For nearly 30 years as a nurse practitioner, she has focused primarily on serving underserved and vulnerable populations through community clinics, student health centers, and primary care settings. Her clinical expertise spans family practice, women's health, pediatrics, behavioral health, and care coordination for uninsured and marginalized communities.

A passionate advocate for health equity and social determinants of health (SDOH), Dr. Kardously has worked extensively to improve healthcare access for unhoused individuals, low-income families, community college students, and culturally diverse populations. In 2019, she helped establish a full-service primary care clinic within the Mercy House homeless shelter in Buena Park, California, integrating medical, dental, and behavioral health services for individuals experiencing homelessness.

Dr. Kardously has more than 15 years of experience in nursing education across public and private institutions, teaching in pre-licensure, master's, and doctoral nursing programs in both online and face-to-face formats. She currently teaches in the Family Nurse Practitioner and Doctor of Nursing Practice programs at CSULB, where she mentors advanced practice nursing students with a strong emphasis on population health, culturally responsive care, and interprofessional collaboration. Previously, she served as Associate Dean of Nursing Academics at West Coast University, providing leadership in curriculum development, faculty mentorship, accreditation, and NCLEX success initiatives.

Her scholarly interests center on healthcare disparities, student health utilization, mental health, and culturally informed care. Dr. Kardously has contributed to research exploring psychosocial determinants of obesity among Arab American women, preparedness of nursing students transitioning to practice during COVID-19, and healthcare utilization among older and nontraditional college students. She remains actively engaged in professional organizations and community service, including volunteer work with The Friendly Center in Orange County.

Outside of her professional roles, Dr. Kardously enjoys spending time with her two daughters, two dogs, and two cats. She loves reading, attending concerts and musicals, and taking long walks with her dogs. Above all, she remains deeply passionate about advanced practice nursing, education, and empowering nurses to create meaningful change in the communities they serve.

Contact Information



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