

Diversity in Undergraduate Curriculum

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Background

- The Universidad Ana G. Méndez (UAGM) Gurabo Campus is located on the island of Puerto Rico.
- In 2018, the poverty level in Puerto Rico was of 43.1% (Glassman, 2019).
- For this reason there is an increased need for students to be knowledgeable of social determinants and micro-aggressions that may occur in those of poor economical status.

Objective

1. Evaluate the gaps in the undergraduate nursing curriculum on social and trans-cultural diversity.
2. Develop and integrate evidence based curriculum specific to social, and cultural competencies.

Program Purpose

- ✓ Provide undergraduate nursing students the knowledge and skill to be safe , effective and non-judgmental providers of care to diverse populations.
- ✓ This will be achieved by enhancing the nursing curriculum both theory and clinical practice by enhancing the content of social and trans-cultural competencies along with social inclusion and non-discrimination activities towards diverse populations.

Program Rationale

- People of diverse backgrounds experience significant health disparities associated with discrimination and limited access to appropriate healthcare.
- By enhancing the undergraduate curriculum on diversity and equity graduates will be able to provide patients with enhanced sensitive and empathic care.

Assessment Plan

A survey was sent out to 23 faculty members.
11 answered (48% response rate)

Questions included in survey:

- How do you provide or students information on diversity and inclusion?
- What type of information do you provide our students on the topic of diversity and inclusion?
- Do you feel comfortable discussing these topics?
- Do you use simulation and role play?
- Are students exposed to clinical settings which are diverse?

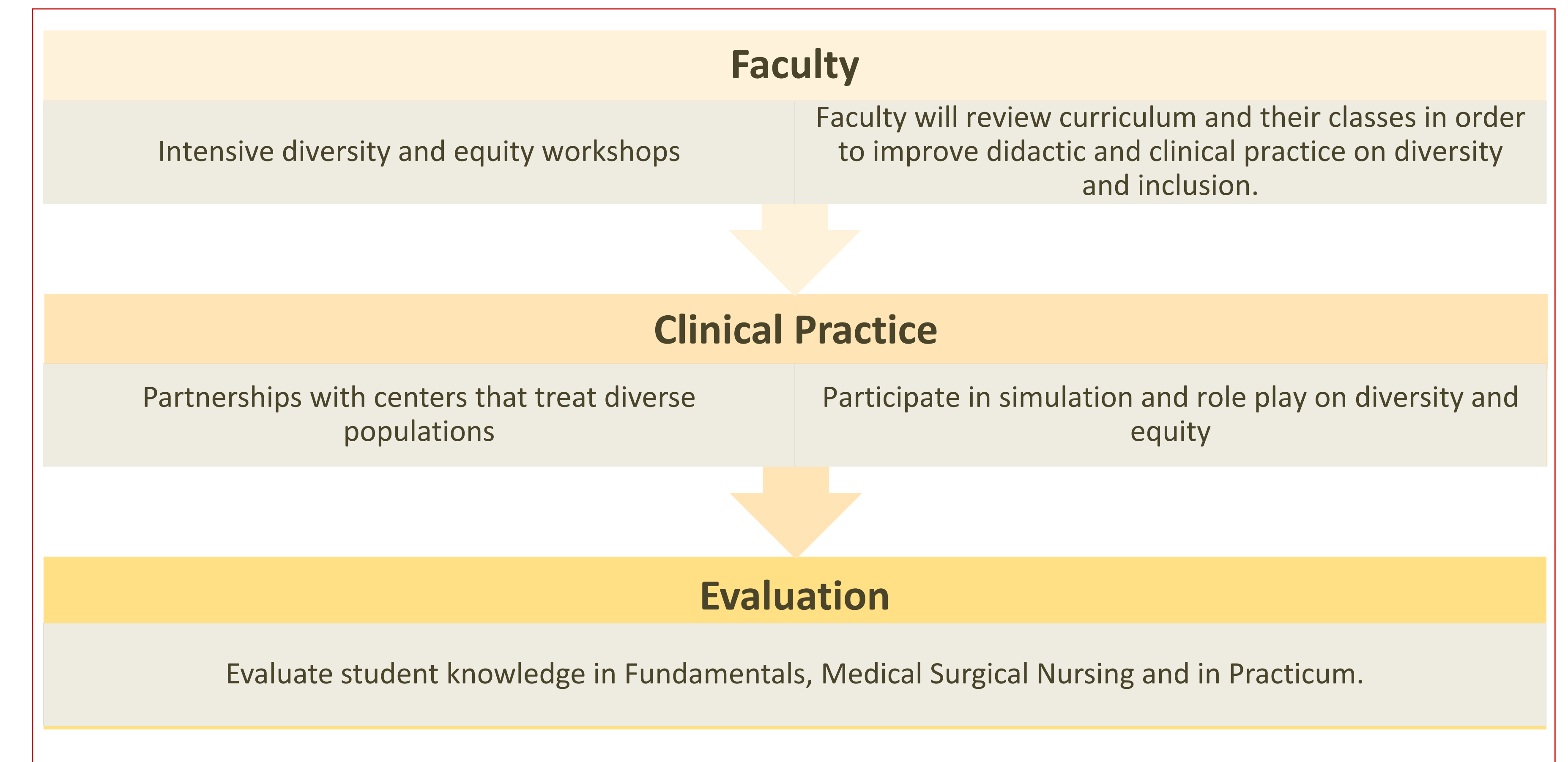
Findings

18% of the faculty do not discuss diversity, and equity in their class.
45% Discuss LGBTQI+ micro-aggressions.
36% discuss the importance of defending those of the LGBTQI+ community.

36% Discuss racial micro-aggressions.
45% Discuss how micro-aggressions affect patient health outcomes.
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72% stated they do not use simulation or role play as a method of teaching students about diversity and equity in their class.
63% Discuss social justice and need to defend those of low income when discussing healthcare.
10% of students have practice hours with low income and LGBTQI+ population.

Implementation and Evaluation Plan



References

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diversity, equity, and inclusion*

Biography

Alexandra Garcia DNP, APRN, FNP-BC has been a Faculty member for the FNP Program at the UAGM Gurabo Campus since 2011. She has vast clinical experience in women's health, HIV patients, LGBTQ patients and medical readiness screening assessments for the military. She has published articles in the official Nursing journal "Impulso" in Puerto Rico topics ranging from sexually transmitted infections to mental health behaviors among nurses. Dr. Garcia has been part of grant development committees for the nursing department at UAGM. These committees had the privilege of winning 2 generous grants which funded students' studies in the nursing department.



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