

# Transforming Teaching Culture: Culturally Responsive Inclusive Pedagogy For Teaching Excellence in Nursing Education

Tarnia Newton DNP, FNP-C

## Purpose

To transform teaching culture at the University Arizona College of Nursing (CON) by building faculty capacity to teach nursing education through a culturally responsive inclusive pedagogical lens.

## Background

- The UArizona College of Nursing (CON) is committed to creating a more diverse, equitable, and inclusive nursing workforce.
- Achieving this goal requires intentional effort and investment in building capacity of faculty for teaching excellence in nursing education.

## Rationale

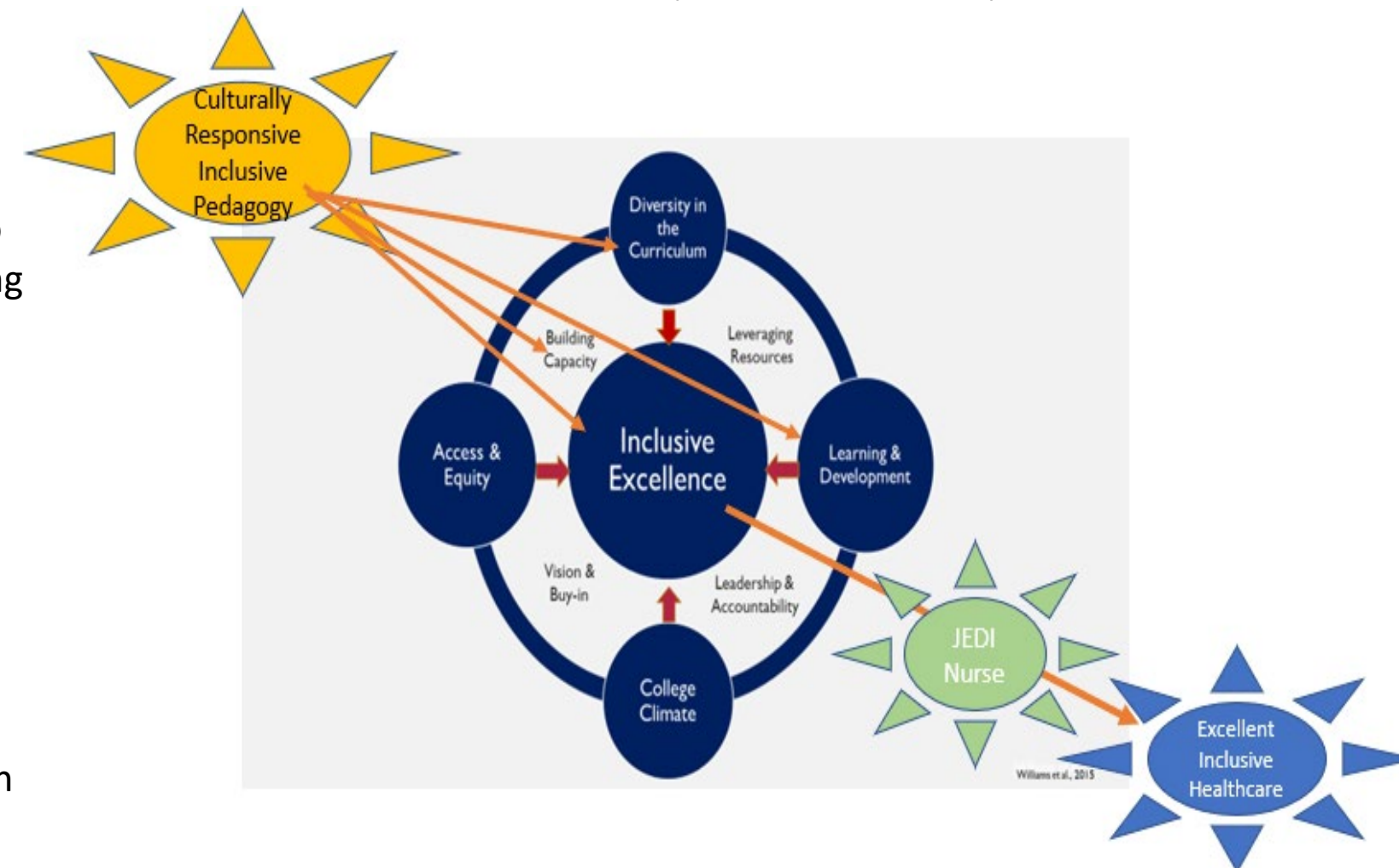
In 2022 the Equity, Diversity & Inclusion Committee (EDIC) created a three question Likert scale survey that was added to the end of term course survey that was initiated in 2023 to be administered to all students

1. I am treated fairly and equitably in learning environments in this course (e.g., classroom, labs, clinicals, online environments, etc.).
2. This course provides adequate resources to promote and support the success of students with diverse perspectives.
3. Content on health equity and diverse populations was well represented in readings, assignments, and activities throughout the course.

Creating an organic opportunity for improvement.

## Method

The Inclusive Excellence Framework will be used to guide the project with inclusive excellence as the focus. (William et al, 2015)

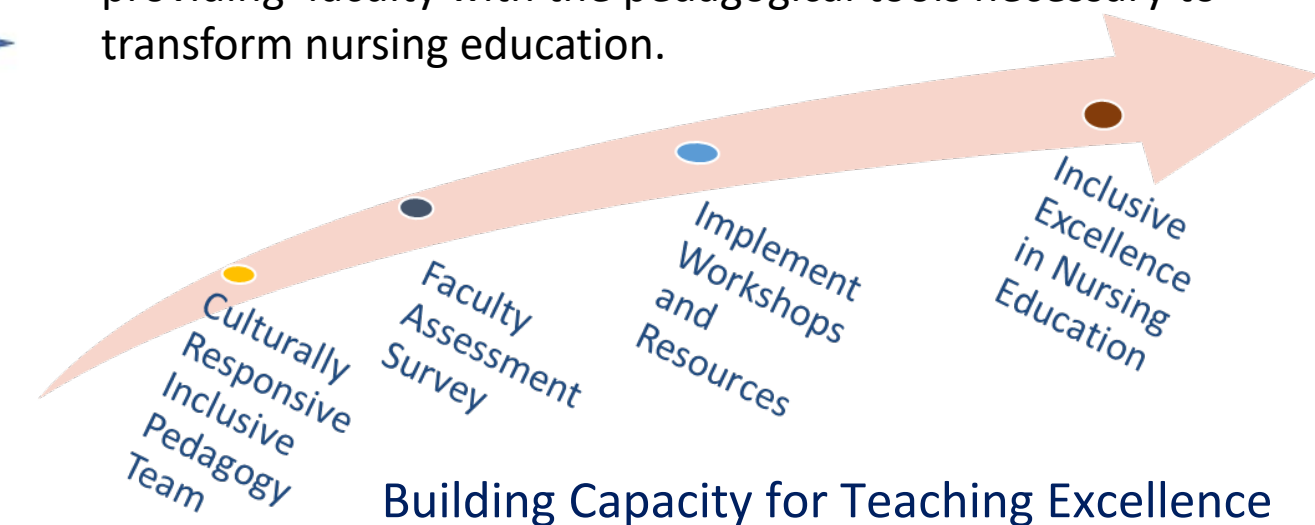


## Implementation

- **Culturally Responsive Inclusive Pedagogy Team (CRIPT):** A team of nursing faculty that have completed the Culturally Responsive Curriculum Development Institute (CRCDI). (2 faculty have completed)
- The CRCDI is a week-long, summer immersion focused on training and coaching faculty towards implementation of culturally responsive practices and pedagogy into existing courses of all modalities, with an emphasis on distance and online learning environments. This institute brings together faculty from across the university to thoughtfully redesign existing courses through workshops, discussions and pedagogical practices.

## Implementation cont'd

- **Faculty Assessment Survey & Listening Sessions:** A survey to assess faculty base line knowledge on culturally responsive pedagogy and how it can be integrated into nursing courses and what tools faculty think they need. Listening sessions to gather qualitative data.
- **Implement Workshops and Resources:** A tier resource approach created to support faculty.
- Workshops to support nursing faculty by partnering with UArizona main campus faculty development & CRCDI.
- Topics covered will be 1) What is inclusive teaching 2) Creating an Inclusive Curriculum, 3) Facilitating Inclusive Discussion, 4) Designing Inclusive Assessment and Evaluation, 5) Understanding Power, Privilege, and Oppression, 6) Taking Care of Self and Community (University of Denver 2020)
- **Inclusive Excellence in Nursing Education:** Achieved through providing faculty with the pedagogical tools necessary to transform nursing education.



## Next Steps

- 1) June 2023 two additional faculty to complete CRCDI (total 4),
- 2) Aug 2023 ensemble CRIPT,
- 3) September 2023 faculty assessment survey & conduct listening circles,
- 4) Oct- Dec 2023 review data and create content for workshops and resource tiers.
- 5) Jan 2024 roll out workshops and resources.

# diversity, equity, & inclusion

## American Association of Colleges of Nursing

### Diversity Leadership Institute: Capstone Presentations and Graduation

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### Biography

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“People Developer”, “Catalyst for Action and Change”, and “Defender of Humankind”—are all phrases used to describe Tarnia Newton. Dr. Newton is in the Community & Systems Health Science Division as a Family Nurse Practitioner (FNP) faculty. Her focus of interest is exploring advancing diversity, equity, inclusion, and belonging through culturally responsive pedagogy & service learning immersive experiences as alternative interventions to improve cultural humility & population health. She has been instrumental in integrating Safe Zone Training (SZT) into the DNP program, an introductory workshop that provides an overview of LGBTQ+ terminology, health disparities, and issues facing the LGBTQ+ community. Dr. Newton is passionate about empowering nursing students through transformational community-based experiential learning experiences so they learn to be pivotal in changing the landscape of nursing by authentically understanding the root causes of systemic health inequities.

### Contact Information

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