Diversity Goes Beyond Race: Integrating DEI into the Nursing Curriculum

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PROBLEM:

- Higher education is shifting to incorporate the new Essentials released in 2021 by the American Association of Colleges of Nursing (AACN) into the nursing curriculum.
- The Essentials serve as the framework for expectations in nursing education and are divided into domains with competencies and sub-competencies for the entry and advanced level nurses (AACN, 2021).
- Diversity, equity, and inclusion (DEI) is threaded throughout the domains and are expected in learning experiences across curricula (AACN, 2021).
- Faculty members need tools to successfully integrate DEI into the nursing curriculum.

PURPOSE:

The **purpose** of this project is to provide faculty with the resources to integrate DEI into didactic, clinical, and simulation nursing curriculum.

The **overarching goal** of this project is to develop a cadre of nursing faculty resources in DEI.

REVIEW OF LITERATURE:

AACN (2021):
- States that diversity, equity, and inclusion require intentionality, an institutional structure of social justice, and individually concerted efforts.
- The Essentials document moves away from an isolated focus on these critical concepts to integration of DEI throughout the domains and expected in learning experiences across curricula.

Davis et al (2021):
- Reports nursing students need experiential learning to connect theory to real life in various settings.
- Students should be exposed to the DEI challenges of nursing to address individual, familial, and community health issues while managing issues affecting health and well-being.

Buchanan & O'Connor (2020):
- Informs teaching nursing students to understand and value diversity, equity, and inclusion (DEI) will be essential for preparing them to provide patient-centered care to increasingly diverse populations.

DEI TOOLBOX

The Cultural Competency Staircase Model

Finding Your Place On The Staircase

- **Step 1.** Nurses at Step 1 fail to recognize the significance of cultural influences when planning care. They may have completed nursing school before cultural content was introduced and/or have limited exposure to culturally diverse patients.

- **Step 2.** Nurses at Step 2 have a growing awareness of the influence that culture has on health but limited cultural self-awareness and limited knowledge about other cultural groups.

- **Step 3.** These nurses have begun to develop cultural self-awareness, acquire cultural knowledge about one or two culturally diverse groups, and attempt to include cultural information in care planning.

- **Step 4.** Nurses in this category have a strong cultural self-awareness and an expanded social network from which to derive cultural information about diverse groups. These nurses consistently incorporate that knowledge into their care planning.

- **Step 5.** Nurses at Step 5 are highly aware and readily apply cultural knowledge to care planning. They also anticipate potential culturally related patient problems or staff issues. They may serve as mentors and role models.

- **Step 6.** Nurses at this level have a high level of self-awareness; a wide knowledge of another or multiple cultures that differ from their own; and an ability to problem-solve across cultural groups and to teach other nurses through mentoring, publication, and or research. (Kersey-Matusiak, 2019).

DEI Competencies Entry & Advance Levels

DEI Crosswalk Exemplar

DEI Simulation Exemplar : Know Your Numbers

- This will be a series of education sessions presented in the community on managing chronic illnesses (Diabetes, hypertension, & hyperlipidemia) by nursing faculty and students.
- The **primary purpose** of the project is to immerse nursing students into the underserved minority community
- The **secondary purpose** was to provide patients with the knowledge to manage their chronic illness and empower them to participate in their care.
- **Outcomes:** Using the Simulation Effectiveness Tool-Modified (students),Hypertension and Diabetes Knowledge Assessment Tools (patients)
    - **Students** overwhelmingly reported they are more confident in using evidenced-based practice to provide nursing care, they developed a better understanding of pathophysiology, they are more confident in communicating and more confident in their ability to teach patients about their illness and interventions.
    - **Patients** reported a better understanding of their chronic illnesses

DEI Clinical- Civility Exemplar

Clinical Simulation Assignment- Civility
- Teaches civility early in nursing program to set foundation and expectations
- Students are provided a Simulation on Civility that helps apply techniques in effective communication, conflict negotiation, stress management, self-reflection, professional conduct and more.

Civility Committee
- provide support to students, faculty and staff

METHOD:

Create a toolkit to integrate DEI into the nursing curriculum for didactic, clinical and simulation theory for entry and advanced levels of nursing.

Examples:
- frameworks and theoretical models
- strategies
- assessment tools
- self-assessment tools
- reflections
- evidenced-based literature
- curriculum mapping
- resources etc.

EVALUATION:

- Use the Learning Self-Efficacy Scale
- Evaluate faculty's confidence in integration of DEI into the curriculum before and after using the DEI Toolkit
- Validated tool based on theories of self-efficacy and Blooms taxonomy

REFERENCES:

DIVERSITY EQUITY INCLUSION
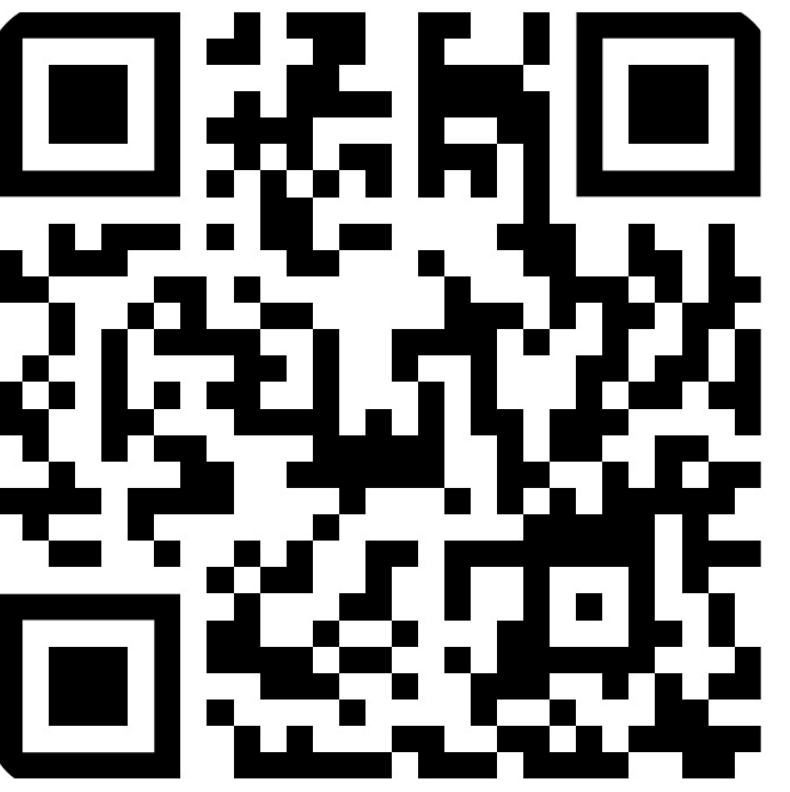
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American Association *of* Colleges *of* Nursing
Diversity Leadership Institute: Capstone Presentations and Graduation

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Biography

Dr. Janet Roman is an Acute Care Nurse Practitioner, Certified Heart Failure Nurse, and an Advanced Certified Hospice & Palliative Care Nurse. She has been the Principal Investigator in many studies to advance palliative care use in heart failure patients.

Dr. Roman is an educator. She wanted to be part of the solution to the nursing shortage and has educated nurses for decades. She is currently serving as the Special Advisor to the Dean on Diversity, Equity, & Inclusion in the curriculum at the University of South Florida.

Dr. Roman is serving as the Director of Cardiac Service for Empath Health. Dr. Roman devoted the past decade to advancing HF interventions in palliative care and hospice. Her goal is to improve outcomes in HF patients at the end of life, alleviating symptoms, honoring goals of care, which in turn reduces hospitalizations.

Dr. Roman is an avid scuba diver and can be found relaxing under the Caribbean Sea at depths over 100 feet at every chance. She prides herself on being a life learner who is always seeking opportunities to educate and be educated!

Contact Information

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