

## Purpose

The proposed programming aims to equip nursing faculty with the necessary tools to actively engage in curriculum changes that promote diversity, equity, inclusion & Belonging (DEIB). It focuses on fostering self-reflection among faculty members regarding their own beliefs and biases, while also emphasizing the significance of DEIB in nursing care.

## Introduction/Background

- D'Youville University (DYC), has shown a commitment to enhancing diversity, equity, inclusion, and belonging (DEIB) principles across the campus including all its programs.
- DYC has identified the need for a home base for marginalized students & faculty. This has resulted in Cultural enrichment Center
- Until recently, DEIB trainings have been generic computerized learning that doesn't allow an individual to explore feelings and dialog to promote change or challenge their own bias
- Patricia H. Garman School of Nursing fully supports DEIB principals

## PROBLEM

- Patricia H. Garman School of Nursing has not identified strategic pathways to incorporate Diversity, Equity, Inclusion and Belonging into their curriculum.
- Faculty members have not received adequate preparation or guidance on how to effectively incorporate diversity, equity, inclusion, and belonging (DEIB) principles into their curriculum and instruction.
- A campus-wide safe space for faculty to engage in meaningful discussions has not been established.

## Objectives

- Establish an environment where nursing faculty can engage in open and honest discussions about equity and inclusion.
- Encourage faculty members to reflect on their personal beliefs, biases, and experiences related to equity and inclusion.
- Guide faculty members in recognizing their individual roles and responsibilities in advancing diversity, equity, inclusion, and belonging (DEIB) within nursing education.

## Experiential approach

- Psychology- Experiential psychology is a branch of psychology that emphasizes the importance of personal experience, subjective perception, and the individual's unique perspective in understanding and studying human behavior and mental processes
- Education-Experiential learning is a teaching and learning approach that emphasizes practical, hands-on experiences to enhance understanding and skills development. It involves actively engaging learners in real-world scenarios, allowing them to apply knowledge and reflect on their experiences

## Goals

Present a 3 part faculty training that will:

- Create a safe space for faculty to explore and process uncomfortable feelings related to DEIB principles.
- Encourage faculty to reflect on their own behaviors and biases.
- Facilitate the exchange of diverse perspectives among faculty members.
- Provide insights and understanding on affinity bias, while acknowledging and addressing emotions throughout the exercises and discussions.

## Proposed tools for engagement

- The Social Identity Wheel exercise facilitates the exploration of intersectionality and its impact on how individuals perceive themselves and are perceived by others
- Trusted 10: A program or initiative designed to raise awareness about affinity bias among participants.
- Simulated Case Study: Utilization of a realistic clinical scenario where bias can potentially influence medical decision-making, providing an opportunity for participants to recognize and address bias in a controlled setting.

## Expected outcomes

- Inclusive and empathetic learning environment
- Optimal faculty readiness for DEIB principal implementation
- Increased self-awareness of individual bias
- Increased awareness of correlative relationship between healthcare disparities and bias

## Future Direction

- Implementation of mandatory DEIB training for all nursing faculty.
- Establishment of a DEIB committee within the school of nursing.
- Creation of DEIB strategies that actively promote the inclusion of DEIB principles in curriculum development.
- Adoption of DEIB programming university-wide to ensure consistency and widespread impact.
- Creation of a dedicated webpage providing ongoing resources and support for faculty in their DEIB efforts.

## References



# diversity, equity, & inclusion

## American Association of Colleges of Nursing

### Diversity Leadership Institute: Capstone Presentations and Graduation

## Creating Equity in the Classroom: An experiential approach with D'Youville University's Nursing Faculty

Monique Scott, DNP, PMHNP-BC

### Biography

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Dr. Monique Scott is a Board-certified Psychiatric Nurse Practitioner with over 16 years of nursing experience. She is the Director of D'youvilles Doctor of Nursing Practice Program and Clinical Assistant Professor in the Psychiatric Mental Health Nurse Practitioner Program. Her extensive clinical experience includes working with children and adolescents in the foster care systems, severe trauma, chronic mental health disorders, and geriatric psychiatry. Dr. Scott has worked with special populations such as intellectually disabled, specific religious groups and pregnant teens. She is an alumnus of New York University as well as Wilkes University where she received her Doctor of Nursing Practice. Dr. Scott is passionate about mental health, women's empowerment, healing families, DEI, and mentorship. She has special interest in community mental health education and the impactful dynamics of culture in treatment.

Recently she became one of the founding members of the Chattanooga Black Nurses Association, maintains memberships with the American Psychiatric Nursing Association and American Association of Nurse Practitioners.

### Contact Information

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