

Diversity, Equity, and Inclusion Resource Supplement:

“Diversity, equity, and inclusion—as a value-- supports nursing workforce development to prepare graduates who contribute to the improvement of access and care quality for underrepresented and medically underserved populations (AACN, 2019). Diversity, equity, and inclusion require intentionality, an institutional structure of social justice, and individually concerted efforts. The integration of diversity, equity, and inclusion in this *Essentials* document moves away from an isolated focus on these critical concepts. Instead, these concepts, defined in competencies, are fully represented, and deeply integrated throughout the domains and expected in learning experiences across curricula (AACN, 2021 pp.5).”

Diversity, Equity, and Inclusion (DEI) goals are not a destination but a journey and acknowledge a growth in understanding and transformation in nursing education. The understanding of DEI related concepts is foundational for professional development and practice across settings with diverse populations.

Entry-Level Professional Education

The concepts of DEI should be integrated and progressively scaffolded within curricula to enable students to achieve sub-competencies for prelicensure preparation and professional degree pathways.

Advanced-Level Nursing Education

Advanced level nursing education reinforces the importance of nurses expanding the application of DEI concepts to inform the profession and advance practice to achieve health equity in diverse settings.

Pertinent Domains: The concept of Diversity, Equity, and Inclusion is relevant within all of the ten domains:

Domain 1: Knowledge for Nursing Practice

Domain 2: Person-Centered Care

Domain 3: Population Health

Domain 4: Scholarship for Nursing Practice

Domain 5: Quality and Safety

Domain 6: Interprofessional Partnership

Domain 7: System-Based Practice

Domain 8: Information and Healthcare Technology

Domain 9: Professionalism

Domain 10: Personal, Professional, and Leadership Development

Overview

The materials and resources below are not meant to be exhaustive but will provide a myriad of resources in numerous formats, evidence, and exemplars that may be useful in supporting faculty in the areas of professional development, teaching, research, and scholarship. Integrative learning strategies relative to DEI concepts are not limited to the exemplars as there are many innovative, engaging, and meaningful learning activities that can be developed. The objectives for the concept of DEI includes the following:

1. To facilitate the integration of DEI concepts into schools of nursing that supports the development of strategies to address curriculum, inequities in healthcare and an environment which supports sense of belonging.
2. Introduce a historical context of diversity in nursing and examples of ways that faculties can create inclusive learning environments to support students from all backgrounds.
3. Provide evidence to support the importance of inclusivity in the clinical learning environment and support student learning in caring for diverse backgrounds.
4. Provide resources and evidence relative to implicit bias and their influence on decision-making, interactions, and capabilities to deliver equitable and quality care to diverse groups.

Section: New to DEI

The AACN position statement on Diversity Equity and Inclusion clearly shows how the integration of diversity, equity and inclusion into nursing education improves the quality of student learning. (<https://www.aacnnursing.org/Portals/42/News/Position-Statements/Diversity-Inclusion.pdf>)

Content/Context	Integrative Learning Strategies Exemplars	Resources to Support Competencies & Assessment Strategies
Identify tools that support the integration of DEI into the curriculum, support knowledge development of faculty and provide pedagogical strategies.		<p>AACN DEI Toolkit</p> <p>The AACN DEI Toolkit is designed to:</p> <ul style="list-style-type: none"> • Align the dimensions of the Inclusive Excellence Ecosystem for Academic Nursing. This strategic approach will assist nursing schools with organizing and guiding diversity, equity, and inclusion (DEI) efforts. • Inform nursing schools of promising practices and strategies for promoting diversity, equity, and inclusion and fostering inclusive excellence. • Assist faculty with promoting and welcoming academic environments that embrace diverse life experiences, perspectives, and backgrounds. • Serve as a catalyst for reflection and assessment of current pedagogy, teaching methods, and curricular strategies for inclusive teaching and learning.”

		https://www.aacnnursing.org/Portals/42/Diversity/Diversity-Tool-Kit.pdf
		<p>NLN Diversity Toolkit Designed to provide “evidence-based, exemplary practices to inform diversity and inclusion initiatives at schools of nursing. The toolkit consists of resources for administrators and faculty to promote a sustainable culture of inclusive excellence within the nurse educator workforce.”</p> <p>http://www.nln.org/docs/default-source/default-document-library/diversity-toolkit.pdf?sfvrsn=2</p>
		<p>AAFP Health Equity Toolkit: The AAFP Health Equity Toolkit provides a structured curricular tool to facilitate exploration of some of the most pressing questions around social determinants of health, vulnerable populations, and economics and policy.</p> <p>https://www.aafp.org/family-physician/patient-care/the-everyone-project/health-equity-tools.html</p>
		<p>Indiana Center for Nursing The Indiana Nursing Education, Engagement and Diversity Statewide (NEEDS) initiative focuses on measures to expand underrepresented cultural groups across multiple dimensions including race, ethnicity, SES, age, gender, life experiences, education, sexual orientation/gender preference and other personal characteristics.</p> <p>https://ic4n.org/strategic-initiatives/indiana-needs-initiative/</p>
Identify evidenced based literature which will provide strategies to integrate DEI concepts into the		<p>a. Bleich, M. R., MacWilliams, B. R., & Schmidt, B. J. (2015). Advancing diversity through inclusive excellence in nursing education. Journal of professional nursing: official journal of the American Association of</p>

<p>curriculum, support knowledge development of faculty and provide pedagogical strategies.</p>		<p>Colleges of Nursing, 31(2), 89–94. https://doi.org/10.1016/j.profnurs.2014.09.003</p> <p>b. Carter, B. M., & Phillips, B. C. (2021). Revolutionizing the Nursing Curriculum. <i>Creative nursing</i>, 27(1), 25–30. https://doi.org/10.1891/CRNR-D-20-00072</p> <p>c. Carter B. (2020). Achieving diversity, inclusion and equity in the nursing workforce. <i>Revista latino-americana de enfermagem</i>, 28, e3254. https://doi.org/10.1590/1518-8345.0000-3254</p> <p>d. Cary, M. P., Jr, Randolph, S. D., Broome, M. E., & Carter, B. M. (2020). Creating a culture that values diversity and inclusion: An action-oriented framework for schools of nursing. <i>Nursing forum</i>, 55(4), 687–694. https://doi.org/10.1111/nuf.12485</p> <p>e. https://www.aacnnursing.org/News-Information/Position-Statements-White-Papers/Diversity</p> <p>f. https://www.aacnnursing.org/Portals/42/Diversity/SullivanReport.pdf</p> <p>g. https://minoritynurse.com/the-importance-of-diversity-in-nursing-breaking-down-stereotypes-and-inclusivity-barriers/</p> <p>h. Morrison, V., Hauch, R. R., Perez, E., Bates, M., Sepe, P., & Dans, M. (2021). Diversity, Equity, and Inclusion in Nursing: The Pathway to Excellence Framework Alignment. <i>Nursing administration quarterly</i>, 45(4), 311–323. https://doi.org/10.1097/NAQ.0000000000000494</p> <p>i. Peery, A. I., Julian, P., Avery, J., & Henry, S. L. (2013). Diversity must start somewhere: the experience of one college of nursing. <i>Journal of cultural diversity</i>, 20(3), 120–124.</p> <p>j. Villarruel, A., Washington, D., Lecher, W. T., & Carver, N. A. (2015). A more diverse nursing workforce. <i>The American journal of nursing</i>, 115(5), 57–62. https://doi.org/10.1097/01.NAJ.0000465034.43341.b1</p>
<p>Identify organizations which provide networks and educational opportunities to increase knowledge of DEI concepts.</p>		<p>a. Inclusion Allies Coalition (IAC) https://www.inclusioncoalition.info/</p> <p>b. AACN</p> <p>c. Diversity, Equity, and Inclusion Leadership Network (DEILN)</p> <p>d. NLN</p>

		<p>e. National Association of Diversity Officers in Higher Education (NADOHE) https://www.nadohe.org/</p> <p>f. American Nurses Association https://www.nursingworld.org/</p>
Identify funding sources to support enhancing diversity, equity, inclusion and belonging.		<p>a. https://www.hrsa.gov/grants/find-funding/hrsa-21-020</p> <p>b. https://www.ncsbn.org/index.htm</p> <p>c. https://www.nursingworld.org/foundation/</p>
Identify reputable resources for data on diversity in nursing.		<p>a. https://www.aacnnursing.org/Diversity-Inclusion/Latest-Data</p> <p>b. https://minoritynurse.com</p>
Identify tools for institutional DEI assessment/measurement.		<p>Racial Equity Tools</p> <p>https://www.racialequitytools.org/resources/plan/informing-the-plan/organizational-assessment-tools-and-resources</p>
Recognition for outstanding commitment to diversity, equity, inclusion, and belonging.		<p>a. Higher Education Excellence in Diversity (HEED) award: https://www.insightintodiversity.com/about-the-heed-award/</p> <p>b. American Nurses Association: https://www.nursingworld.org/ana/national-awards-program/</p> <p>c. American Association of Colleges in Nursing: https://www.aacnnursing.org/Membership/Awards</p> <p>d. Identify awards at individual university.</p>

Section: Inclusive Pedagogy

According to Metzger, et al (2020) Inclusivity, is “the intentional incorporation of practices that foster a sense of belonging by promoting meaningful interactions among persons and groups representing different traits, perceptions and experiences, is a prerequisite for excellence in nursing education. A lack of belongingness or being excluded is associated with adverse outcomes.

Despite its importance, many faculties struggle in creating an inclusive learning experience for nursing students, yet it is imperative that inclusivity serve as a cornerstone of nursing practice and education.

Inclusive teaching: seeks to level the playing field, equalizing the opportunity for students from all backgrounds to participate and succeed.

Inclusive teaching asks how :

- can I help all students thrive to the best of their abilities,
- can I be welcoming of the diversity of our students and send the message that all students belong in our fields,

- can I communicate that the diversity of our students and the community is a source of intellectual vitality?

Content/Context	Integrative Learning Strategies	Resources to Support Competencies & Assessment Strategies
<p>The Way That Classes Are Taught Can Deepen Inequality</p> <p>In a typical college course, students hear dozens of lectures—sometimes up to 3 hours long. They might be assigned hundreds of pages of reading across numerous courses. Then they are asked to demonstrate their understanding in a handful of high-stakes papers, exams and simulations. How they should prepare for those papers or tests is a matter usually left to the student. The arrangement works well for those whose high schools provided strong preparation or who are comfortable asking professors for help when they need it — traits that have as much to do with privilege as anything else. Students without those advantages, such as those from historically underrepresented backgrounds though, can flounder — not because they cannot do the work, but because no one has taught them how to navigate the system. This can result in a performance gap but belies</p>	<p>Active Learning through Flipped Courses Guided Note Taking; Timed quizzes online in between classes to check student understanding of course material.</p> <p>Teaching strategies that emphasize structured, active learning can create more equitable classrooms and improve learning for all students.</p> <p>These activities provide more explicit direction regarding expectations, and emphasize the habits of a successful student, focusing on the importance of practice. Instructors are encouraged to break activities that students could do before, during, and after class to give themselves the best chances of performing well. These process related tasks can be made and a factor in student’s grades. These activities increase structure and guidance and equalizes the readiness of students for class.</p>	<p><u>Article:</u> Beckie Suriano (May 6, 2018) Traditional Teaching May Deepen Inequality. Can a Different Approach Fix it? The Chronicle of Higher Education</p> <p><u>Advice Guide:</u> Viji Sathy & Kelly A. Hogan (July 22, 2019). Want to Reach All of Your Students: Here’s How to Make Your Teaching More Inclusive. https://ctle.test.utah.edu/inclusiveteaching/resources/landing_links/How%20to%20Make%20Your%20Teaching%20More%20Inclusive%20-%20The%20Chronicle%20of%20Higher%20Education.pdf</p> <p><u>Article:</u> Marsha R. Penner (2018) Building an Inclusive Classroom J. Undergrad Neurosci Education; 16(3): A268-A272 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6153021/</p> <p><u>Article:</u> Using a Guided Note-Taking Tool in a Prelicensure Pharmacology : Nurse Educator (lww.com)</p>

<p>structural inequalities related to the ways that classes are taught.</p>		
<p>Integrating the Historical Contributions of Nurses from Diverse Backgrounds</p> <p>Understanding nursing history is integral to comprehending current issues in nursing. When nursing students from diverse backgrounds see themselves reflected in Nursing’s history it provides an archetype through which diverse students and their peers see diversity reflected in the profession. By promoting an accurate and inclusive history of nursing we can better equip and prepare nursing students to work toward social justice and health equity.</p>		<p>Website: https://medium.com/nurses-you-should-know</p> <p>Julie S. Lowe, J. and Struthers, R. (2001), A Conceptual Framework of Nursing in Native American Culture. <i>Journal of Nursing Scholarship</i>, 33: 279-283. https://doi.org/10.1111/j.1547-5069.2001.00279.x</p> <p>Pollitt, P. A. (2016), <i>African American and Cherokee Nurses in Appalachia: A History, 1900-1965</i>, Macfarland & Company, Jefferson, North Carolina</p> <p>Marian Moser Jones and Matilda Saines, 2019: The Eighteen of 1918–1919: Black Nurses and the Great Flu Pandemic in the United States <i>American Journal of Public Health</i> 109, 877_884, https://doi.org/10.2105/AJPH.2019.305003</p> <p>Young, J. (2005). Revisiting the 1925 Johns Report on African American Nurses. <i>Nursing History Review</i>, 13, 77-99. Retrieved from https://proxy.library.upenn.edu/login?url=https://www.proquest.com/scholarly-journals/revisiting-1925-johns-report-on-african-american/docview/207245213/se-2?accountid=1470</p> <p>Clark Hine, D. (1989). <i>Black Women in White: Racial Conflict and Cooperation in the Nursing Profession, 1890-1950</i>. Indiana University Press.</p> <p>Brooks Carthon, J. M. <i>Minority Nurses in Diverse Communities: Mary Elizabeth Tyler and the Whitter Centre in Early 20th Century Philadelphia</i>, Chapter in, <i>Nursing History for Contemporary Role</i></p>

Development. Ed. Lewenson, S., McAllister A., Smith K., Springer Publishing

Mosley MO. Despite all odds: A three-part history of the professionalization of black nurses through two professional nursing organizations, 1908-1995. *Journal of National Black Nurses' Association : JNBNA*. 1994 Fall-Winter;7(2):10-20. PMID: 9128529.

Carnegie ME. Black nurses in the United States: 1879-1992. *Journal of National Black Nurses' Association : JNBNA*. 1992 Fall-Winter;6(1):13-18. PMID: 1291619.

Campinha-Bacote J. The black nurses' struggle toward equality: an historical account of the National Association of Colored Graduate Nurses. *Journal of National Black Nurses' Association: JNBNA*. 1988 Spring-Summer;2(2):15-25. PMID: 3060563.

Baptiste, D. (2021). Hidden figures of nursing: The historical contributions of Black nurses and a narrative for those who are unnamed, undocumented and underrepresented. *Journal of Advanced Nursing.*, 77(4), 1627–1632.
<https://doi.org/10.1111/jan.14791>

Capucio, Reynaldo, Filipino Nurses and the US Navy at Hampton Roads, Virginia: The Importance of Place, *Nursing History Review*, Vol 28, Issue 1, DOI: 10.1891/1062-8061.28.158

Choy, C. (2010) Nurses Across Borders: Foregrounding International Migration in Nursing History, *Nursing History Review*.

Choy, C.C. (2003). *Empire of Care: Nursing and Migration in Filipino American History*. Duke University Press.

<p>Identity, Stereotypes and Stereotype Threat</p> <p>Feelings of exclusion and alienation are reported by students of diverse backgrounds in many undergraduate science fields, including nursing. The drop-out rates among introductory students, and achievement gaps for underprepared and underrepresented student groups, have conspired to leave STEM fields (including nursing) suffering from a lack of diversity. Stereotype threat describes the apprehension individuals experience from the prospect of confirming negative self-relevant stereotypes associated with their social identity-their race, gender, ethnicity, social class, sexual orientation, etc. Due to their minority status, nursing students from underrepresented backgrounds are believed to be susceptible to stereotype threat effects in the field in learning and practice settings.</p>	<p>The approaches to reduce stereotype threat include value affirmation, fostering a growth mindset (this is particularly important when providing feedback on exams and test outs), normalizing struggle, and fostering intergroup discussions with a focus on ensuring that all voices are welcomed and included in discussions.</p> <p>Extensive research suggests that situations that increase the evaluative scrutiny of ability (e.g., presenting a task as diagnostic of intelligence) or the salience of social identity (e.g., asking test takers to indicate their race or gender on the test or seating students in mixed-gender or -race groups) can impair performance on tests among students who belong to groups suspected of inferiority.</p>	<p><u>Article:</u> Ackerman-Barger, K., Valderama-Wallace, C., Latimore, D. and Drake, C.. Stereotype Threat Susceptibility Among Minority Health Professions Students. Source: Journal of Best Practices in Health Professions Diversity, Vol. 9, No. 2 (Fall 2016), pp. 1232-1246</p> <p><u>Book:</u> Steele, C. M. (2010). <i>Whistling Vivaldi: How stereotypes affect us and what we can do.</i> W W Norton & Co. Dr. Steele defines some of the challenges that students from underrepresented backgrounds face in dealing with stereotypes (chapters 1-3) and chapters 8-9 (in which he offers some approaches for us to consider to reduce stereotype threat.</p> <p><u>Article:</u> Aronson J, Burgess D, Phelan SM, Juarez L. Unhealthy interactions: the role of stereotype threat in health disparities. <i>Am J Public Health.</i> 2013;103(1):50-56. doi:10.2105/AJPH.2012.300828</p> <p>Providing Affirming Feedback represents an example of how educators might reduce the negative consequences of evaluative scrutiny.</p> <p><u>Article:</u> Cohen, Claude Steele and Lee on what they call “wise feedback.” https://journals.sagepub.com/doi/pdf/10.1177/0146167299258011</p>
<p>Decolonizing the Syllabus and Addressing Racism in the Classroom and Profession</p> <p>Decolonising the curriculum means creating spaces and resources for a dialogue among all members of the university on how to imagine and</p>		<p><u>Video:</u> The Center for Nursing Philosophy and Nursology.net co-sponsored a virtual webinar panel presentation. UCI Sue & Bill Gross School of Nursing. Decolonizing Nursing: what? Why? How? 9/27/21 [1:47:03] https://www.youtube.com/watch?v=erq_FN1vINO</p>

envision all cultures and knowledge systems in the curriculum, and with respect to what is being taught and how it frames the world.

Blog/Website: [Organizing Team for “Overdue Reckoning on Racism in Nursing | NurseManifest](#)

Article: Michelle Zappas, Benita Walton-Moss, Cynthia Sanchez, Janett, Hildebrand, Tracie Kirkland (2020) The Deconoloization of Nursing Education. *Journal of Nurse Practitioners* 17 (2), 225-229

Article: Yvette Dechavez’s first-person account of how the contents of syllabi impacted her as a student and how she created her own syllabi as an instructor
<https://www.latimes.com/books/la-et-jc-decolonize-syllabus-20181008-story.html> offers another way to think about where students may encounter the values of a course.

Creating a Sense of Belonging

Nursing’s academic and professional culture may feel particularly disruptive to underrepresented students, whether first generation, highly aided, and/or students of color. It is important that Nursing Educators explore how we can help students better navigate this culture and mitigate the shock that some experience entering it. It is incumbent on Nursing Educators to explore the experiences of students and their encounters with culture shock in classrooms and collaborate with students to consider changes that can make an impact on student thriving.

Nicole Stephens and Sarah Townsend consider differences between independent and interdependent values and what those differences may mean for students from diverse backgrounds.
<https://www.politico.com/agenda/story/2019/01/16/first-generation-low-income-students-drop-out-000873>.

A student’s account, takes a look at Harvard student Laura Veira-Ramirez’s short piece on why she left STEM:
<https://www.thecrimson.com/article/2017/11/17/viera-why-i-left-stem/>.

Making Teaching Accessible & Inclusive for Students

Institutional policies and pedagogical practices help to shape and create an accessibility-conscious classroom. Educators must be cognizant of the challenges students with disabilities face and may continue to face in seeking equal access to the classroom; the language of accessibility and inclusion; and what kinds of services are available to support students seeking accommodations. By familiarizing ourselves with these tools and histories, we can work to combat stereotypes and misconceptions about students with disabilities and instead promote an environment where differences are recognized and welcomed.

Article: Carroll SM. Inclusion of people with physical disabilities in nursing education. J Nurs Educ. 2004 May;43(5):207-12. doi: 10.3928/01484834-20040501-07. PMID: 15152797.

Article: Dupler, A.E., Allen, C.B., Mahaedy, D., Fleming, S., & Allen, M.J. (2012, March). Leveling the playing field for nursing students with disabilities: Implications of the amendments to the Americans with Disabilities Act. Journal of Nursing Education, 51(3), 140-144.

Neal-Boylan, L., & Miller, M. (2020). How inclusive are we, really? *Teaching and learning in nursing: Official Journal of the National Organization for Associate Degree Nursing*, 15(4), 237–240. <https://doi.org/10.1016/j.teln.2020.04.006>

White Paper on Inclusion of Students with Disabilities in Nursing Educational Programs

Rush University

The Americans with Disabilities Act: Implications for Nursing Education Southern Regional Educational Board

National Organization of Nurses with Disabilities

NOND's website includes helpful resources and links for nurse educators.

ODEP/NOND Alliance

The Office of Disability Employment Policy (ODEP) and National Organization of Nurses with Disabilities (NOND) recognize the value of establishing a collaborative relationship to promote the employment of people with disabilities in the healthcare industry. The Alliance conducts outreach, education and technical assistance activities that promote the recruitment, hiring, retention and advancement of individuals with disabilities, including veterans with disabilities, in the healthcare sector.

Section: Integration of DEI into Clinical Settings

“Inclusive environments require intentionality and embrace differences, not merely tolerate them. Everyone works to ensure the perspectives and experiences of others are invited, welcomed, acknowledged, and respected in inclusive environments” (AACN, 2017).

Integration of DEI concepts into clinical settings not only serves to prepare future nurses to provide equitable and inclusive care for diverse populations, it is also essential to support learning environments that are inclusive to and equitable for diverse students.

Content/Context	Integrative Learning Strategies	Resources to Support Competencies & Assessment Strategies
<p>Eliciting discussion about race and racism</p> <ul style="list-style-type: none">• Discussion in this article surrounds raising consciousness about racism that exists within and is perpetuated by nursing.• The authors call for the integration of critical racial dialog skills that are integrally and longitudinally incorporated into health professions’ curriculum. The authors suggest the tasks for educators are to provide safe spaces for the confrontation of aversive racism through self-critique for ongoing individual development and imparting relational skills for dialog that is beyond the task of a clinical interview.		<ul style="list-style-type: none">• Hall, J. M., & Fields, B. (2013). Continuing the conversation in nursing on race and racism. <i>Nursing Outlook</i>, 61(3), 164–173. https://doi-org.wvu.idm.oclc.org/10.1016/j.outlook.2012.11.006• Murray-García, J. L., Harrell, S., García, J. A., Gizzi, E., & Simms-Mackey, P. (2014). Dialogue as skill: Training a health professions workforce that can talk about race and racism. <i>American Journal of Orthopsychiatry</i>, 84(5), 590–596. https://doi-org.wvu.idm.oclc.org/10.1037/ort0000026• Why skin disease is often misdiagnosed in darker skin tones

<ul style="list-style-type: none"> • TED Talks that might be utilized to start discussion in clinical groups about race and racism 		<p>https://www.ted.com/talks/jenna c lester why skin disease is often misdiagnosed in darker skin tones</p> <ul style="list-style-type: none"> • How to overcome our biases https://www.ted.com/talks/verna myers how to overcome our biases walk boldly toward them?referrer=playlist-talks to help you understand r • Color Blind or Color Brave https://www.ted.com/talks/mellody hobson color blind or color brave?referrer=playlist-talks to help you understand r • How racism makes us sick https://www.ted.com/talks/david r williams how racism makes us sick?referrer=playlist-talks to help you understand r
<p>This activity challenges students to reflect on unconscious biases that may unconsciously affect the care of a patient and contribute to health disparity.</p>	<p>Self-Reflective Assessment</p> <ul style="list-style-type: none"> • An activity for students to reflect on ethn racial diversity in a small group or large group setting prior to entering the clinical setting. <p>Not nursing focused but could apply to any healthcare major.</p>	<p>https://www.mededportal.org/doi/10.15766/medep 2374-8265.10840</p> <p>Appendices include a diversity orientation powerpoint, a diversity activity, and a guided reflection.</p>
<p>Culturally responsive teaching to promote inclusive learning environments</p> <ul style="list-style-type: none"> • Authors discuss foundation for culturally responsive teaching: 		<ul style="list-style-type: none"> • Day, L., & Beard, K. V. (2019). Meaningful inclusion of diverse voices: The case for

<ul style="list-style-type: none"> ○ Culturally mediated instruction: creation of opportunities that link lived experiences with scientific understanding of disease and treatment. ○ Teacher as facilitator: challenge the dominant view and accept others' ideas ○ Empowering environment: can broaden perspectives and affirm value of diversity; all voices are recognized <ul style="list-style-type: none"> ● The authors describe the need for faculty training and development to enhance faculty ability to promote an inclusive learning environment. The first strategy provided to promote an inclusive learning environment is faculty self-awareness; a list of questions to promote faculty self-reflection is supplied. Other strategies offered include establishing a class climate and sense of community, managing and diffusing conflict, and designing course elements with accessibility in mind. ● Evaluation of several inclusive teaching strategies (described in article) and the impact on belongingness, satisfaction and self-confidence in learning, and clinical self-efficacy. Inclusive clinical instructor/leaders role model, set the tone of the class (accountability), and intervene when breaches of inclusivity occur. 		<p>culturally responsive teaching in nursing education. <i>Journal of Professional Nursing : Official Journal of the American Association of Colleges of Nursing</i>, 35(4), 277–281. https://doi-org.wvu.idm.oclc.org/10.1016/j.profnurs.2019.01.002</p> <ul style="list-style-type: none"> ● Frazer, C., Reilly, C. A., & Squellati, R. E. (2021). Instructional strategies: Teaching nursing in today's diverse and inclusive landscape. <i>Teaching & Learning in Nursing</i>, 16(3), 276–280. https://doi-org.wvu.idm.oclc.org/10.1016/j.teln.2021.01.005 ● Metzger, M., & Taggart, J. (2020). A longitudinal mixed methods study describing 4th year baccalaureate nursing students' perceptions of inclusive pedagogical strategies. <i>Journal of Professional Nursing</i>, 36(4), 229–235. https://doi-org.wvu.idm.oclc.org/10.1016/j.profnurs.2019.12.006
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Innovative learning activities that integrate DEI concepts

- Innovative teaching strategy to increase the practice of culturally responsive care. Used in a large group but overall concept could be applied to smaller clinical groups. Evaluation of the strategy revealed students' feelings of belongingness, enriched classroom discussion, and students' increased attentiveness to providing culturally responsive care to patients.
- The authors describe the integration of DEI concepts into a simulation program. The integration was based on a needs assessment informed by students and faculty. Fundamental to the program was the adoption of a cultural humility framework and the inclusion of DEI training to ground faculty and instructors. In addition, the continued work of integrating DEI concepts is supported through ongoing DEI training for faculty and the identification of DEI mentors as a faculty resource. Other strategies described to build the program included partnerships with persons with DEI expertise, and organizational (diversity committee) and individual accountability (codes of conduct).

- Woodley, L. (2020). Stone Soup: A Metaphor to Create an Inclusive Learning Environment Within Nursing Education. *Journal of Nursing Education*, 59(11), 651–654. <https://doi-org.wvu.idm.oclc.org/10.3928/01484834-20201020-10>
- Buchanan, D. T., & O'Connor, M. R. (2020). Integrating Diversity, Equity, and Inclusion into a Simulation Program. *Clinical Simulation in Nursing*, 49, 58–65. <https://doi.org/10.1016/j.ecns.2020.05.007>

<p>Cultural competence and cultural humility modules for professional development</p>	<p>Self-Reflective Assessment</p>	<ul style="list-style-type: none"> • https://ready.web.unc.edu/section-1-foundations/module-8/ Module incorporates review of content, including mini videos, journaling, and a self-evaluation checklist. • Wisconsin Center for Public Health Education and Training https://wicphet.org/sites/default/files/courses/cultural-awareness/intro/story_html5.html
<p>Identifying the impact of microaggressions on student learning and mechanisms for disrupting microaggressions</p> <ul style="list-style-type: none"> • Empiric evidence about the impact of microaggressions on student learning. Offers student suggestions for promoting inclusion: increasing diversity of student cohort, revising curriculum with greater emphasis on social determinants of health as precursor to health issues, increasing classroom discourse of race, ethnicity, and racism, and the creation of safe spaces where student can connect with those of similar backgrounds. • Qualitative study framed by CRT to explore educational experience of student with diverse cultural backgrounds. The themes highlight the impact of implicit, explicit, and 		<ul style="list-style-type: none"> • Ackerman-Barger, K., Boatright, D., Gonzalez-Colaso, R., Orozco, R., & Latimore, D. (2020). Seeking Inclusion Excellence: Understanding Racial Microaggressions as Experienced by Underrepresented Medical and Nursing Students. <i>Academic Medicine: Journal of the Association of American Medical Colleges</i>, 95(5), 758–763. https://doi-org.wvu.idm.oclc.org/10.1097/ACM.0000000000003077 • Ackerman-Barger, K., & Hummel, F. (2015). Critical race Theory as a lens for Exploring inclusion and Equity in Nursing Education. <i>Journal of Theory Construction & Testing</i>, 19(2), 39–46.

structural racism on participants' nursing education. "Bridging faculty" are described as faculty who are "...committed to preserving the cultural or ethnic identity of students and providing a safe learning environment that honors differences" (p. 45). The authors also describe the difficulty of "dismantling" inequities in nursing education secondary to the requirement of a necessary transformation that may be difficult.

- Qualitative study of pharmacy students' experiences of microaggressions and the consequences. Several recommendations from students to faculty related to promoting inclusivity, including: uncovering and mitigating bias, building knowledge to contextualize inequities, specific actions for educators, and supporting students with marginalized identities.
- Authors define targets, allies, and bystanders. Descriptions of micro interventions (goals and tactics) for combatting microaggressions:
 - Make the invisible visible
 - Disarm the aggression
 - Educate the offender
 - Seek external reinforcement and supportThese strategies could be used by clinical instructors, and students, to address

- Avant, N. D., Penm, J., Hincapie, A. L., Huynh, V. W., & Gillespie, G. L. (2020). "Not to exclude you, but...": Characterization of pharmacy student microaggressions and recommendations for academic pharmacy. *Currents in Pharmacy Teaching & Learning*, 12(10), 1171–1179. <https://doi-org.wvu.idm.oclc.org/10.1016/j.cptl.2020.05.007>
- Sue, D. W., Alsaidi, S., Awad, M. N., Glaeser, E., Calle, C. Z., & Mendez, N. (2019). Disarming racial microaggressions: Microintervention strategies for targets, White allies, and bystanders. *American Psychologist*, 74(1), 128–142. <https://doi-org.wvu.idm.oclc.org/10.1037/amp0000296>

<p>microaggressions encountered in the clinical setting or classroom.</p>		
<p>Promoting inclusivity within the clinical setting</p> <ul style="list-style-type: none"> • Article challenging the normative standard and the long held, narrow perspective of “essential job function” as it relates to excluding persons with disabilities. Presents case for ensuring that technical standards do not match “essential job function” because nurses work in a variety of settings. Authors assert that technical standards should only be related to academic success (ability to meet the intellectual demands of the program). Highlights option to perform duties in a variety of ways. <ul style="list-style-type: none"> ○ Accommodating students with disabilities ○ Redefining technical standards 		<ul style="list-style-type: none"> • Neal-Boylan, L., & Miller, M. (2020). How inclusive are we, really? <i>Teaching & Learning in Nursing</i>, 15(4), 237–240. https://doi-org.wvu.idm.oclc.org/10.1016/j.teln.2020.04.006 ○ Horkey, E. (2019). Reasonable Academic Accommodation Implementation in Clinical Nursing Education: A Scoping Review. <i>Nursing Education Perspectives</i>, 40(4), 205–209. https://doi-org.wvu.idm.oclc.org/10.1097/01.NEP.0000000000000469 ○ Ailey, S. H., & Marks, B. (2020). Technical Standards for Nursing Education Programs in the 21st Century. <i>Rehabilitation Nursing</i>, 45(6), 311–320. https://doi-org.wvu.idm.oclc.org/10.1097/rnj.0000000000000297 • Chicca, J., & Shellenbarger, T. (2020). Fostering Inclusive Clinical Learning Environments Using a Psychological Safety

<ul style="list-style-type: none"> • Within this article strategies for clinical nursing instructors to create an inclusive clinical environment for students are provided. The strategies are based on the defining attributes of the concept psychological safety. For each strategy, tasks and accompanying examples of how to implement the tasks are described. Additional considerations for students from underrepresented minority groups are offered. 		<p>Lens. <i>Teaching & Learning in Nursing</i>, 15(4), 226–232. https://doi-org.wvu.idm.oclc.org/10.1016/j.teln.2020.03.002</p>
<p>Resources for case studies available for use</p>	<p>Does not have specific teaching methodologies but cases address socioeconomic inequities</p>	<ul style="list-style-type: none"> • Berkeley Center for Social Medicine: Case Studies in Social Medicine <ul style="list-style-type: none"> o Structural Racism-A 60-year-old Black Woman with Breast Cancer • Harvard University Case-Based Teaching and Learning Initiative Library that includes a collection of public health teaching cases, links to other case collections, and compilations, and teaching activities, scenarios, and examples <ul style="list-style-type: none"> o Vicodin as a Treatment for Structural Violence 2019 Case- woman’s stress related pain treated with Vicodin but is due to stress related to socioeconomic status o Anchoring Health Beyond Clinical Care: UMass Memorial Health Care’s Anchor Mission 2019 – idea to address social inequality in community through education, local hiring, local sourcing, and community investment projects

		<ul style="list-style-type: none"> o Seeking Health Equity: Examining Racism as a Social Determinant of Health, 2017 o The Formerly Incarcerated Transitions (FIT) Clinic: Interfacing with the Social Determinants of Health, 2019 Case Clinic, medical students as case managers
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Section: Implicit Bias

To fully prepare graduates to meet the healthcare needs of the growing diverse U.S. population across all four spheres of care, it is important that they examine, understand, and address their conscious and unconscious biases. This introspective self-evaluation is a continuous developmental process to enhance capacity to fulfill their professional responsibility in advancing efforts to eliminate structural and systemic racism, any form of discrimination, and promote social justice (AACN, 2021).

Types of Biases (AACN,2021)

Implicit, explicit, and unconscious biases: The tendency to process information based on unconscious associations and feelings, even when these are contrary to one’s conscious or declared beliefs (Metzl, et al. 2018, 2020).

Explicit biases: Conscious positive or negative feelings and/or thoughts about groups or identity characteristics. Because these attitudes are explicit in nature, they are espoused openly, through overt and deliberate thoughts and actions (Harrison et al., 2019; Wilson et al., 2000)

Content/Context	Integrative Learning Strategies Exemplars	Resources to Support Competencies & Assessment Strategies
<p>Raising Awareness of Implicit Bias</p> <p>Learn about the Implicit Association Test (IAT) that measures attitudes and beliefs that people may be unwilling or unable to report. The IAT may be especially interesting if it shows that a person has an implicit attitude that they did not know about (Project Implicit, 2011).</p>	<p>Self-Reflective Assessment Journaling Personal Hidden Biases</p>	<p>Harvard Project Implicit (Assessment) https://implicit.harvard.edu/implicit/aboutus.html</p>

<p>The IAT may be taken several times to examine implicit associations about race, gender, sexual orientation, and other topics.</p>		
<p>Types of Biases</p> <p>Differentiate among the different types of biases that may impede optimal delivery of care.</p>	<p>Unfolding Case Studies Story Telling Simulated -Based Experiences Pre-briefing Structured Debriefing</p>	<p>Master Class (2021) How to Identify: 14 Types of Bias Diversity Resource Types of Unconscious Bias</p>
<p>Impact of Implicit Bias & Patient Safety</p> <p>Examine the evidence to support an association between bias and patient health outcomes and health care disparities. Bias may impact provider decision-making in healthcare, and this is an important safety concern. Oftentimes, health care providers are unaware of their biases and “unthinking discrimination” (Joint commission, 2016).</p>	<p>Unfolding Case Studies Simulated -Based Experiences Pre-briefing Structured Debriefing</p>	<p>AHRQ Web M&M Implicit Biases, Interprofessional Communication, and Power Dynamics https://psnet.ahrq.gov/sites/default/files/2020-04/final_april-spotlight-implicit_biases_04.02.2020.pdf</p> <p>The Joint Commission Division of Health Care Improvement. 2016/ “Implicit Bias in Health Care.” <i>Quick Safety</i>. https://www.jointcommission.org/assets/1/23/Quick_Safety_Issue_23_Apr_2016.pdf</p> <p>AHRQ Cosmopolitan Magazine Article Doctors turned my sister away; less than two years later she died of cervical cancer https://psnet.ahrq.gov/issue/doctors-turned-my-sister-away-less-two-years-later-she-died-cervical-cancer</p>

		<p>AHRQ Diagnostic Safety Topics The Contributions of Diagnostic Errors to Maternal Morbidity and Mortality During and Immediately After Childbirth: State of the Science https://www.ahrq.gov/patient-safety/reports/issue-briefs/maternal-mortality-3.html</p> <p>AHRQ Commentary What COVID-19 Teaches Us About Implicit Bias in Pediatric Health Care https://psnet.ahrq.gov/issue/what-covid-19-teaches-us-about-implicit-bias-pediatric-health-care</p> <p>Article Addressing Medicine’s Bias against patients who are overweight – Accessed AHRQ https://psnet.ahrq.gov/issue/addressing-medicines-bias-against-patients-who-are-overweight</p> <p>Article How implicit bias harms patient care – Accessed AHRQ https://psnet.ahrq.gov/issue/how-implicit-bias-harm-patient-care</p> <p>Article: Your diagnosis was wrong. Could doctor bias have been a factor? https://psnet.ahrq.gov/issue/your-diagnosis-was-wrong-could-doctor-bias-have-been-factor</p>
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		<p>Article: Comparison of methods to reduce bias from clinical prediction models of postpartum depression. https://psnet.ahrq.gov/issue/comparison-methods-reduce-bias-clinical-prediction-models-postpartum-depression</p> <p>Magazine Article/Video: COVID-19, racial discrimination in health care festers https://psnet.ahrq.gov/issue/medical-bias-pain-pills-covid-19-racial-discrimination-health-care-festers</p> <p>Video – QSEN Friday Night at the ER -System Thinking through Gaming to examine Implicit Biases https://qsen.org/2021-lunch-session-group-c/</p>
<p>Implicit Bias and Populations</p> <p>Discover how biased attitudes and behaviors may prejudice in favor of or against individuals or groups. Biases may not only impact learning situations but also recruiting and retaining a diverse workforce (NIH, 2017).</p>	<p>Unfolding Case Studies Story Telling Simulated -Based Experiences Pre-briefing Structured Debriefing</p>	<p>NONPF Patient-Centered Transgender Health Toolkit for Nurse Practitioner Faculty and Clinicians https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/files/transgender_toolkit_final.pdf</p> <p><u>Macy Foundation Addressing Harmful Bias and Eliminating Discrimination in Health Professions Learning Environments</u></p> <p><u>NIH The Science of Diversity and the Impact of Implicit Bias (pdf)</u></p>

		<p>NIH Sociocultural Factors -Implicit Bias</p> <p>RWJF- How-do-we-advance-health-equity-for-asian-americans.html</p>
<p>Health Equity, Racism, and Unconscious Bias</p> <p>Critical to educating nurses is the understanding of the intersectionality of bias, structural racism, social determinants, and health inequities (AACN, 2021).</p>	<p>Self-Reflective writing Unfolding Case Studies Story Telling Simulated -Based Experiences Pre-briefing Structured Debriefing</p>	<p>Institute for Healthcare Improvement</p> <p>IHI What is Health Equity and Why Does it Matter?</p> <p>IHI: Does Racism Play a Role in Health Inequities?</p> <p>IHI: What is Bias, and What Can Medical Professionals Do to Address It?</p> <p>IHI How Does Implicit Bias Affect Health Care</p> <p>IHI How Can Providers Reduce Unconscious Bias?</p> <p>Robert Wood Johnson Foundation 2017 - Discrimination-pervades-daily-life--affects-health-across-groups.html</p>
<p>Understanding Bias & Strategies to Reduce Biases</p> <p>Learn how biases can be reduced with awareness and bias reduction strategies. An integrated approach inclusive of accountability, habit-breaking interventions, and intentional</p>	<p>Self-Reflective writing Unfolding Case Studies Simulated -Based Experiences Pre-briefing Group Discussion Structured Debriefing</p>	<p>U.S. Department of Justice Community Relations Services: Understanding Bias: A Resource Guide https://www.justice.gov/crs/file/836431/download</p> <p>PBS Video – Accessed QSEN</p>

<p>education programs have shown to be effective (NIH, 2017)</p>		<p>Implicit Bias: Make Friends to Tackle Bias https://www.pbs.org/video/pov-implicit-bias-make-friends-tackle-bias/?continuousplayautoplay=true</p> <p>PBS Video – Accessed QSEN Implicit Bias: Check Our Bias to Wreck Our Bias https://www.pbs.org/video/pov-implicit-bias-check-our-bias-wreck-our-bias/?continuousplayautoplay=true</p> <p>Article Accessed via QSEN Avoiding unintended Bias https://qsen.org/healthcare-equity/</p> <p><u>NIH Sociocultural Factors -Implicit Bias</u></p>
<p>Microaggressions</p> <p>Examine the intentional or unintentional expressions of microaggression upon marginalized groups that goes beyond race and must be understood when working with diverse groups. The three forms of microaggression includes microinsults, microassaults, and microinvalidation (NIH, 2017).</p>	<p>Self-Reflective writing Unfolding Case Studies Simulated -Based Experiences Pre-briefing Group Discussion Structured Debriefing</p>	<p><u>Derald Wing Sue: Microaggression more than just race</u></p> <p><u>Harvard Business Review: You have been called out for a microaggression - What do you do?</u></p> <p><u>Wiley - Derald Wing Sue: What are Microaggressions - Video</u></p> <p><u>NIH Sociocultural Factors -Microaggression</u></p> <p><u>UCLA Diversity in the Classroom Faculty Development - Accessed through NIH Website</u></p> <p><u>NIH Deconstructing Bias - Microaggression</u></p> <p><u>Articles: Ackerman-Barger</u></p>

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