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# Infrastructure & Curriculum Integration of Key Concepts of Cultural Humility, Inclusion, Social Justice & Equity to Address Diversity & Latino/Hispanic Nursing Student Success

Virtual Workshop  
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**At the end of this session the attendee will be able to:**

Discuss the principles for the integration of certain concepts that promote and support faculty and student diversity and Latino/Hispanic nursing student success.

Select and design inclusive activities that reflect diverse perspectives, students, and learner needs.

# Definition of Diversity

*Embodies inclusiveness, mutual respect, and multiple perspectives and serves as a catalyst for change resulting in health equity” and it encompasses “all aspects of human differences such as socioeconomic status, race, ethnicity, language, nationality, sex, gender identity, sexual orientation, religion, geography, disability and age.*

Source: [mededportal.org/diversity-inclusion-and-health-equity](https://mededportal.org/diversity-inclusion-and-health-equity)

## Definition of Inclusion

*A core element for successfully achieving diversity. Inclusion is achieved by nurturing the climate and culture of the institution through professional development, education, policy, and practice. The objective is creating a climate that fosters belonging, respect, and value for all and encourages engagement and connection throughout the institution and community.*

Source: [aamc.org/professionaldevelopment/affinity-groups/gdi](https://www.aamc.org/professionaldevelopment/affinity-groups/gdi)

# Definition of Social Justice

*The view that everyone deserves equal rights and opportunities—this includes the right to good health.*

Source: [apha.org/what-is-public-health/generation-public-health/our-work/socialjustice](https://www.apha.org/what-is-public-health/generation-public-health/our-work/socialjustice)

# Definition of Equity

*In the context of health, equity is the “attainment of the highest level of health for all people. Achieving health equity requires valuing everyone equally with focused and ongoing societal efforts to address avoidable inequalities, historical and contemporary injustices, and the elimination of health and health care disparities.*

Source: [healthypeople.gov/2020/about/foundation-healthmeasures/equity](https://healthypeople.gov/2020/about/foundation-healthmeasures/equity)

Nursing historic roots are implicitly founded in a social mission:

- The vision and action of nursing leadership were founded in addressing the social determinants of health.
- Recent national discussion of racism is known to be a “significant factor in health equity & adverse health outcomes” (Bailey et al., 2017)
- The NLN (2019) developed a vision statement for nursing education calling for educator to integrate the social determinants of health into curriculum as part of the “the profession’s commitment to advocacy, social justice, and health equity.” (NLN, 2019, p.6)

# Where/How to Start

**Although data drives decisions, integration of the school/program's social mission should be reflected into the framework of the nursing program.**

**A review (and revision as needed) of the mission statement:**

- What do you do?
- Whom do you serve?
- How do you serve them?

**A review/revision of the program's vision statement:**

- What are your hopes & dreams?
- What problem are you solving for the greater good?
- Who & what are you inspiring change?



# Health Equity and Social Determinants

Social determinants of health stand in direct opposition to the achievement of health equity in the U.S.

Nursing students are taught that skills such as empathy, perspective taking, emotional regulation & a partnership building with patients have a positive effect on patient experiences and outcomes.

Proposal for nursing programs: that skills noted should be practiced by faculty with students. Student should be assessed or screened for individual assets, risks, and experiences.

“Practice what we preach” – faculty practice in academia area is focused on students and their needs, etc.

Professional development is imperative.

To develop faculty practice expertise in alternative settings.

Faculty need support in order to meet national recommendations as they prepare graduates for future health care needs in community settings & primary care.

# Faculty are key to Diversity

A core value of the nursing program is to increase faculty diversity.

To promote culturally relevant care (IOM, 2011).

HR along with administration and nursing faculty should collaborate to identify strategies to increase faculty diversity and a safe work environment where all faculty can thrive.

Faculty review of program policies, procedures, and potentially with student input. This would help to identify areas of potential bias that may negatively impact select students.

Faculty's efforts to provide an inclusive environment for underrepresented populations will facilitate student success.

# Barriers to Proposed Changes

Lack of faculty buy-in.

Inadequate availability of preceptors.

Logistical challenges in coordinating clinical sites from acute to community settings.

Student fears of not learning skills required in the various settings.

## Per the previous module:

- Cultural humility is a lifelong process which is the foundation for developing the type of environment that promotes appreciation for understanding other cultures.
- Cultivating cultural humility is fundamental to the ethical foundation of the nursing profession. Respect for the dignity of every person regardless of any unique characteristics” is central to the profession’s Code of Ethics. (ANA, 2015)

# How to Gain Cultural Humility

Per Sandell & Tupy a robust notion for respect for self and others requires the following:

- Intentional development of self-awareness;
- capacity for empathy and perspective taking;
- active & mindful listening skills;
- skills of inquiry; and
- an ethical foundation that illuminates various dimensions of respect for similarities and differences.

# Best practices for teaching nursing students Cultural Humility

There are a variety of approaches to promote inclusion, equity and cultural humility among student population in academic curriculum or practitioner training:

- Threading throughout the curriculum in theory content, with application/practice opportunities. Examples include:
  - simulation/lab where assessment is executed
  - immersion in cultural opportunities, even for short periods. (e.g., 2 wks. for an 80-hour clinical practicum at an Indian Health Service facility.)
- Intense targeted training opportunities with such activities as structured classes, learning activities, & self-awareness journaling with a focus on interview skills.

Health professions learning environments:

“social interactions, organizational cultures and structures, and physical and virtual spaces that surround and shape participants’ experiences, perceptions, and learning”.

Source:

[macyfoundation.org/assets/reports/publications/june2018\\_summary\\_webfile\\_7.20.18.pdf](https://macyfoundation.org/assets/reports/publications/june2018_summary_webfile_7.20.18.pdf)).



# “How to” Suggestions

A structured approach to facilitate a continuous thread with the infrastructure and the curriculum is imperative.

Along with faculty development related to the key concepts, all the usual teaching strategies should be varied depending on the course, examples:



Discussions



Readings



Projects



Collaborative  
Learning



Written  
Assignments



Self-reflection

- Reflective journaling when used as a teaching strategy help students develop critical thinking skills and the ability to reflect on practice, has been shown to lead to the development of cultural humility (Shuessler, et al., 2014).
- By reflecting on one's own values, beliefs, and cultural heritage, nurses can develop an awareness of how these qualities influence and promote cultural humility in nursing care (Douglas et al., 2014).

# Ultimate Goal

It is critical that nursing advocate for a representative healthcare workforce, and provide students opportunities to learn from, with, and about each other in order to improve patient outcomes.

- implementing a holistic admissions practice
- establishing partnerships with educational system to develop pathway programs for students who identify as racial or ethnic minorities
- identify promising infrastructures that support academic & develop students toward a professional nursing career
- explore the impact of recruiting & hiring diverse faculty in higher education

# Refocus on the Latinx Students

Mentor:

<http://hispanicsinnursing.org/video/definition-mentor>

Student nurses talk about their school buddies:

<http://hispanicsinnursing.org/video/student-nurses-talk-about-their-school-buddies>

# Q&A