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Analyzing DEI Efforts and Curricula in Collegiate Nursing Programs

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Analyzing DEI Efforts and Curricula in Comparative Collegiate Nursing Programs

By Ava Biafore, Victoria Hanlon, Samuel Lewis



"Nursing approaches need to be flexible given the complex, multiple, intersecting characteristics of individuals and families and the opportunities and demands of diverse populations and settings, as well as the many evolving trends that affect the nature of their work."

- *The Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity (2021)*



Background



**NURSING AND
HEALTH SCIENCES**

PROVIDENCE COLLEGE

- As Providence College creates a new School of Nursing and Health Sciences, we believe it is imperative that the programs are built on the foundation of health equity. From initial research on comparative institution's nursing programs, we determined that we wanted to acquire more data that will provide us with information that will help develop and inspire the Nursing and Health Sciences curriculum. We want to ensure each PC nursing student:
 - Is qualified to provide culturally competent and inclusive care
 - Is qualified to adequately care for patients in ways that take into account their race, gender, ethnicity, sexual orientation, etc.
 - Learns from an institution that addresses the harms of implicit bias and prejudiced standards of care
 - Learns from an anti-racist curriculum



Research Question

- When analyzing comparative nursing programs' DEI efforts and curriculum through interviewing current nursing students and program faculty, what can we learn about their experiences that will help develop and inspire the new Providence College school of Nursing and Health Sciences?
- We will analyze this data to identify:
- A) challenges to providing culturally competent and inclusive education
- B) characteristics and practices employed by nursing programs that successfully prepare students to deliver equitable care.



IRB Application Process

- Needed CITI certification – human subjects research
- First Submission:
 - Consent form (include recording, send prior to interview)
- Second Submission:
 - Got the okay to begin data collection
- Filed for exempt review... no vulnerable population
- IRB approval: **IRB-FY23-34**

Research Methods: Interviews



DR. SUSAN L. DAVIS, R.N.,
& RICHARD J. HENLEY
COLLEGE OF NURSING

Sacred Heart University



BOSTON COLLEGE
Connell School of Nursing



MERRIMACK COLLEGE
SCHOOL OF NURSING & HEALTH SCIENCES



Northeastern
Bouvé College of Health Sciences

- **Recruitment Tactic:**

- Convenience and Snowball Sampling
- Acquiring contact information for DEI administrators from school websites
- Searched for nursing students from Boston College, Northeastern University, Sacred Heart, and Endicott College through LinkedIn

- **Why these institutions?**

- Similar in number of undergraduate students
- Located within the New England region
- We each had a personal connection to a nursing student at each institution

Research Methods: Interview Questions

What made you want to become a nurse?

What made you choose your nursing program?

Are your classmates majority women? Are your classmates majority white? What about professors and faculty?

Do you encounter professors or faculty that look like you in that department?

Could you describe the required courses you have to take? Are there any courses that stand out to you in terms of diversity and inclusivity?

How is race and ethnicity being talked about and defined in your courses, if at all?

Do your courses talk about bias, implicit bias, or cultural sensitivity within the healthcare system?

Do you feel that your race and ethnicity are honored in your curriculum or on campus?

Does your program have a DEI department? Do you feel like they are an accessible resource?

Do you feel like you have tools to deliver care in a culturally competent and respectful way?

Preliminary Interview Demographics

	Boston College	Northeastern	Sacred Heart	Sacred Heart	Sacred Heart
Gender	Female	Female	Female	Female	Female
Race/ Ethnicity	White	White	White	White	White
Age	22	24	22	22	21

Preliminary Research Findings: Interviews



Sacred Heart
UNIVERSITY



BOSTON
COLLEGE



Northeastern
University

What made you choose your program?

New simulation labs, technology and career opportunities

Clinicals are in Boston hospitals and career opportunities

Name recognition, accelerated program and career opportunities

Does your program have a DEI department? Do you feel it is an accessible resource?

SHU DEI department is assessable but unclear if nursing program has one

Unsure whether BC had a specific nursing DEI department, but the BC DEI department is assessable

NU has a DEI department and seems assessable but unclear if there is a nursing DEI department

Do your courses talk about bias, implicit bias and cultural sensitivity?

They are touched upon in class, but more in-depth discussions need to be had

The classes focus on the definitions and terminology but not situational scenarios

Classes talk about situational scenarios and discuss bias and cultural sensitivity

Do you feel your program has allowed you to treat patients from diverse backgrounds?



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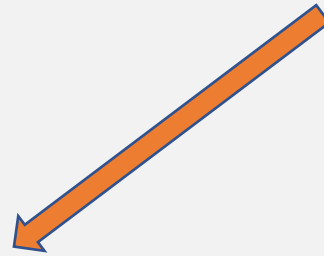
"Yes, my classes have definitely talked about specific instances, but I like that my clinical reinforces it more and you learn by doing it in the clinical setting... they have done a good job at cultural competency"

"Our curriculum has taught us how to take a test on patients with a diverse background but not necessarily understanding them as people and their culture... there's certain interactions that are customary to certain things but it's not something that I feel comfortable addressing in a patient care setting yet... The diversity and inclusion factors are lacking"

"BC Nursing does not do a good job of what to do in certain situations they just give you definitions and that is that"

Preliminary Research Findings: Website Data

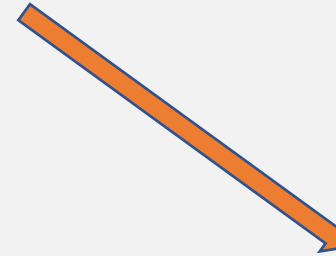
DEI Department?



Specificity to Nursing Program



Mission's
Keywords &
Phrases



Ease of Locating Information

Preliminary Research Findings: Website Data



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"Office of Inclusive Excellence"

- Not specific to nursing school (entire institution)
- Difficult to find
- Keywords: "anti-racism", "celebrating DEIB"

"Diversity, Equity, & Inclusion"

- Specific to nursing school
- Easiest to find
 - Quick-link on home page
- Keywords: "sustaining welcome & respectful community"

"Diversity, Equity, & Inclusion Initiative"

- Not specific to nursing school
- Difficult to find
- Keywords: "intersectional justice", "respect for all identities & differences"

"Diversity, Equity, Inclusion, & Anti-Racism"

- Specific to nursing school
- Easier to find
- Keywords: "values & respects... diverse identities", "anti-racism", "marginalized"

Findings/Conclusions

Of programs that had nursing specific DEI departments/ initiatives, none discussed preparing their students to provide culturally competent and inclusive care

Interviewees from all institutions were unaware of specific nursing DEI administration

Interviewees from all institutions felt their education alone did not prepare them for caring for patients in marginalized communities

Some interviewees stated many of their required nursing courses "scratched the surface" about diversity and inclusivity

Future Research

Interviews:

- Plans to interview Merrimack College nursing students
- Institutions' DEI administrators/ faculty

Website Data:

- Depth of DEI-related resources
- Student affinity groups
- DEI-related events
- Class/ faculty demographic stats



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