



# Promoting Respect for and Inclusion of Diversity among Clinical Faculty

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By the end of this session, learners will be able to:

1. Describe why self-assessment is an important aspect of diversity inclusion.
2. Recognize the range of comments/actions that may be considered offensive.
3. Describe at least 2 strategies to promote a learning environment that fosters and respects diversity

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All faculty have the obligation to foster a learning environment that:

- promotes the inclusion of diversity,
- accommodates changing trends in patient demographics.

Diversity as key value at Johns Hopkins School of Nursing

Lack of institution-specific tools to use

***Clinical faculty*** play a critical role for students.

Diversity as key value at Johns Hopkins School of Nursing

Lack of institution-specific tools to use

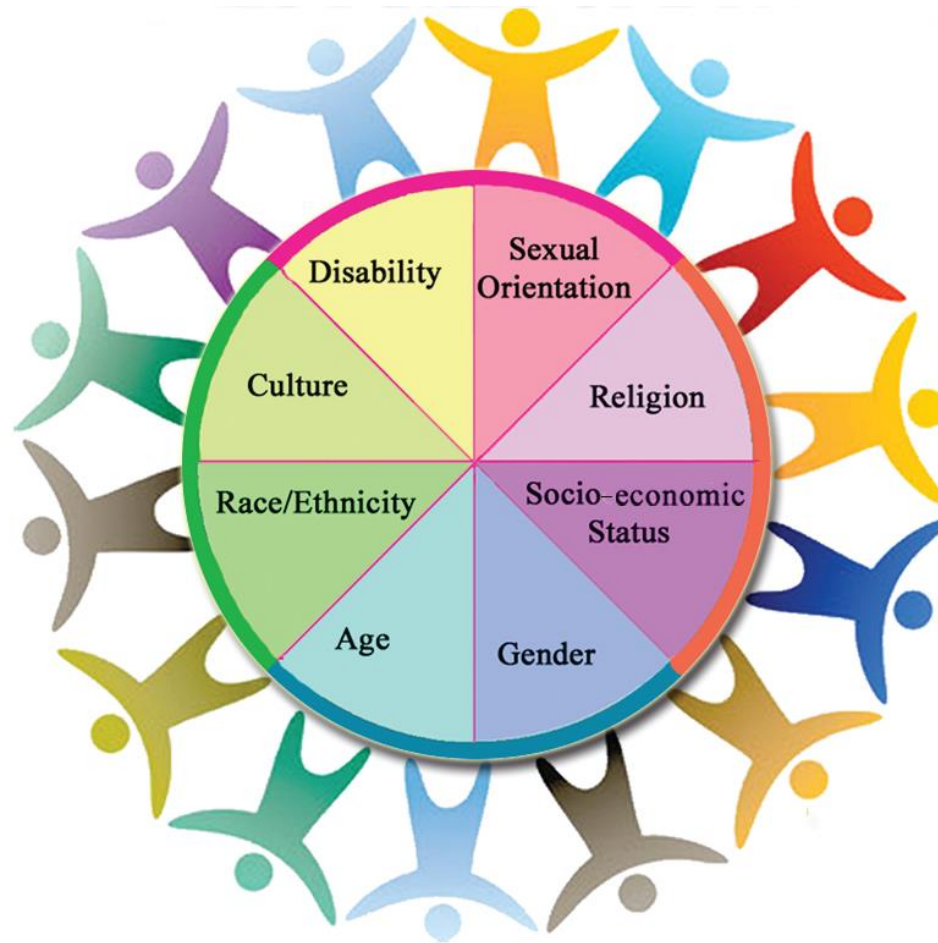
***Clinical faculty*** play a critical role for students.

If we can ensure clinical faculty promote and respect diversity, students will have appropriate modeling where it matters most.



The specific aims of this study were to:

1. evaluate how clinical instructors perceived a video of this nature;
2. evaluate the impact of an instructional video on instructors' knowledge, skills and confidence of inclusion of diversity in clinical teaching.



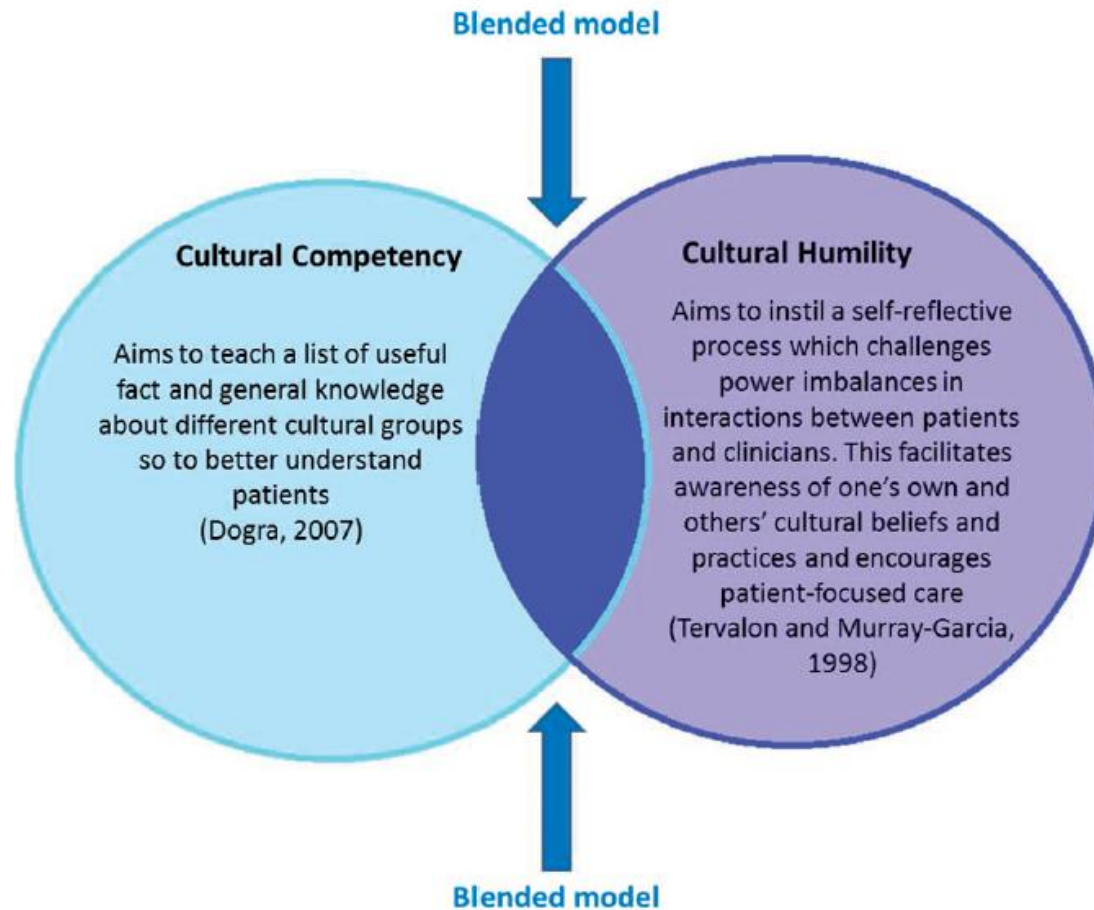


- Respect for and inclusion of diversity in academic environments, including nursing educational settings, is a priority (McCabe, 2009; Hughes & Hood, 2007; Pacquiao, 2007; Solorzano et al., 2000).
- Diversity has been identified as one of the key values of nursing practice (National League for Nursing, 2009; National League for Nursing, 2013).
- Lack of diversity in nursing, while improving, creates an imperative to be attentive to these issues.





# Theoretical Framework



(Nazar, M., Kendall, K., Day, L., Nazar, H. 2014).



- Quasi-experimental design
- Pre- and post-test to evaluate impact of video on clinical instructors
- Sampling



- 26-minute instructional video
- Includes 1-2 minute testimonials from students and faculty
- Discusses both negative and positive experiences
- Provides evidence-based strategies for promoting diversity



1. Describe why self-assessment is an important aspect of diversity inclusion.
2. Recognize the range of comments/actions that may be considered offensive.
3. Describe at least 2 strategies to promote a learning environment that fosters and respects diversity



Dr. Nicole Warren, video Creator and Narrator.

A video player interface with a dark blue background. On the left, a list of three points is displayed in white text: "1. Know what you don't know.", "2. Be willing to learn from others.", and "3. Acknowledge missteps." On the right, a woman with blonde hair, wearing a light blue button-down shirt, is speaking. Below the video frame, there is a black bar containing a pause button, a progress bar, a timestamp "21:22:28", and a full screen button. At the bottom of the player, the text "Clinical Instructors and Diversity at the SON" is visible on the left, and the Johns Hopkins School of Nursing logo is on the right.

1. Know what you don't know.

2. Be willing to learn from others.

3. Acknowledge missteps.

21:22:28

HD

Clinical Instructors and Diversity at the SON

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## Student Alexandra Maher



**Clinical Instructors and Diversity at the SON**

Pre-test	Post-test
Demographic Survey	
11-item Likert scale questionnaire testing: <ul style="list-style-type: none"><li>➤ Knowledge (5 items)</li><li>➤ Skills (3 items)</li><li>➤ Confidence (3 items)</li></ul>	

Pre-test	Post-test
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	10-item Likert scale questionnaire re: <ul style="list-style-type: none"><li>➤ Usefulness</li><li>➤ Redundancy</li><li>➤ Relevance</li><li>➤ Practicality</li></ul>



- A Wilcoxon signed-rank test was performed to determine differences between pre-test and post-test responses.
- Statistical significance was considered as a  $p$  value of  $\leq 0.05$ .
- Evaluated Pre and Post-test median scores.

	n	%
Gender		
Male	1	5%
Female	19	95%
Age (years)		
20-30	4	20%
31-40	2	10%
41-50	6	30%
51-60	3	15%
>60	5	25%
Race		
White/Caucasian,	15	75%
Black or African American,	4	20%
Asian, Native Hawaiian or Other Pacific Islander	1	5%
Level of Education		
Bachelor's	3	15%
Master's	13	65%
Doctorate	4	20%
RN Experience		
5-10 years	5	25%
>10 years	15	75%
Clinical Teaching Experience		
None, 1 <sup>st</sup> Semester teaching	2	10%
1-2 years	4	20%
2-5 years	5	25%
5-10 years	2	10%
>10 years	7	35%
Level of Education Primarily Teaching		
Baccalaureate,	5	25%
2 <sup>nd</sup> degree Baccalaureate	13	65%
Master's	1	5%
Other	1	5%



Female, white, 41-50 years of age, with a Master's degree, greater than 10 years experience nursing and wide variety of years of teaching experience. Most taught most frequently in a 2<sup>nd</sup> degree baccalaureate program.



Question	Pre-test Median/ IQR ( $Q_3$ - $Q_1$ )	Post-test Median/ IQR ( $Q_3$ - $Q_1$ )	P value
Create an learning environment that promotes and respects diversity.			
Awareness of own biases			
Identify benefit of a self-assessment of biases			
Offensive comments are limited to those about race, ethnicity, and religion			
It is inappropriate for students to tell instructors when they have been offended.			

Question	Pre-test Median/ IQR (Q <sub>3</sub> -Q <sub>1</sub> )	Post-test Median/ IQR (Q <sub>3</sub> -Q <sub>1</sub> )	P value
Create an learning environment that promotes and respects diversity.	4.00 (5.00-4.00)	5.00 (5.00-4.00)	.157
Awareness of own biases	4.00 (5.00-4.00)	5.00(5.00-4.00)	.257
Identify benefit of a self-assessment of biases	4.00(4.75—3.2.5)	4.00(5.00-4.00)	.180
Offensive comments are limited to those about race, ethnicity, and religion	4.00(5.00-4.00)	5.00(5.00-4.00)	.004
It is inappropriate for students to tell instructors when they have been offended.	4.00(5.00-4.00)	5.00(5.00-4.00)	.157



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Create a learning environment that promotes and respects diversity			
Speaking up when hearing offensive comments among professional colleagues			
Speaking up when hearing offensive comments among students			



Question	Pre-test Median/ IQR (Q <sub>3</sub> -Q <sub>1</sub> )	Post-test Median/ IQR (Q <sub>3</sub> -Q <sub>1</sub> )	P value
Create a learning environment that promotes and respects diversity	4.50 (5.00-4.00)	5.00(5.00-4.00)	.025
Speaking up when hearing offensive comments among professional colleagues	4.00(5.00-4.00)	5.00(5.00-4.00)	.180
Speaking up when hearing offensive comments among students	5.00(5.00-4.00)	5.00(5.00-4.00)	0.25

Question	Pre-test Median/ IQR (Q <sub>3</sub> -Q <sub>1</sub> )	Post-test Median/ IQR (Q <sub>3</sub> -Q <sub>1</sub> )	P value
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Speaking up when hearing offensive comments among students	5.00(5.00-4.00)	5.00(5.00-4.00)	0.25



Question	Pre-test Median/ IQR ( $Q_3$ - $Q_1$ )	Post-test Median/ IQR ( $Q_3$ - $Q_1$ )	P value
Create a learning environment that promotes and respects diversity			
Ability to find diversity-related resources			



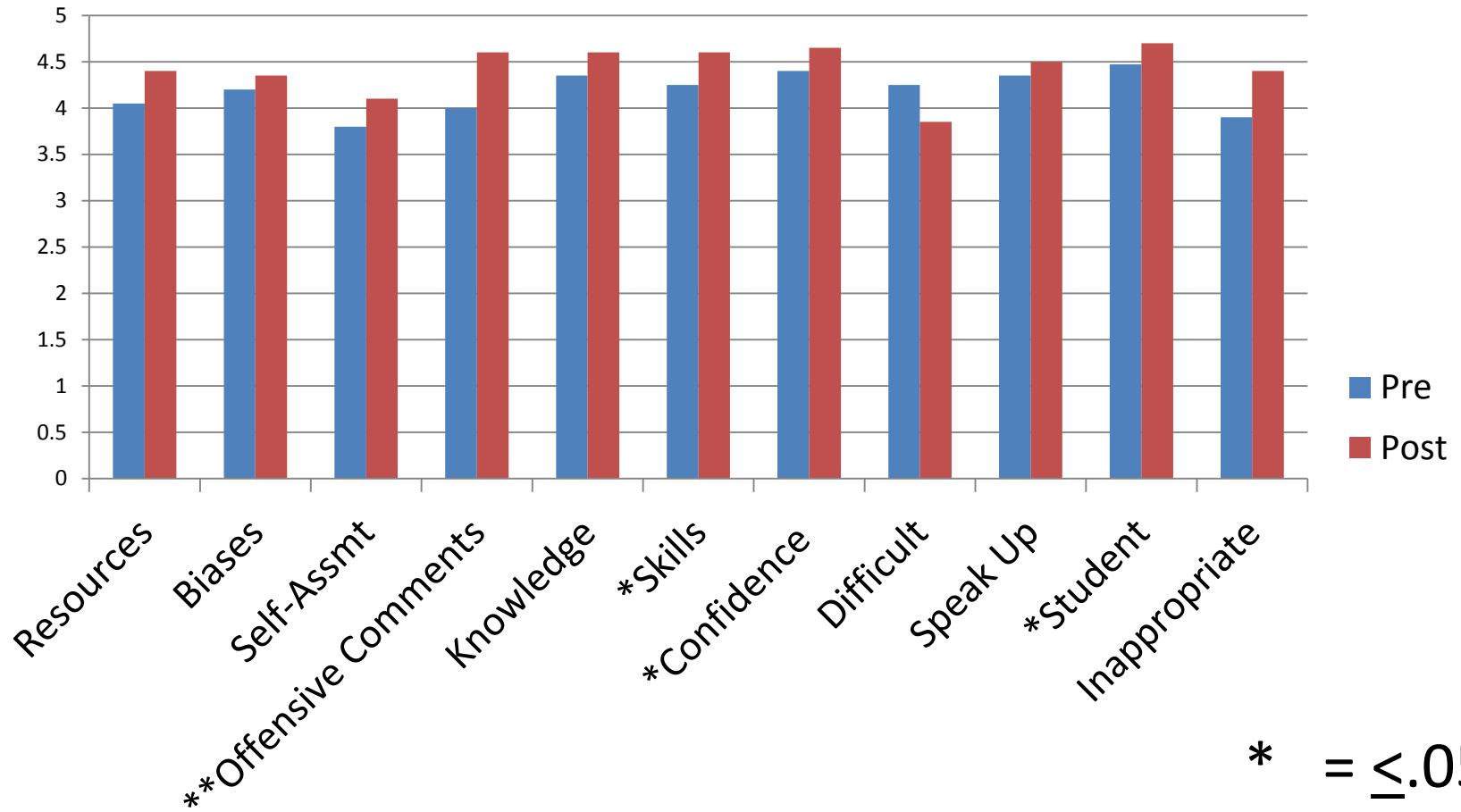
Question	Pre-test Median/ IQR ( $Q_3$ - $Q_1$ )	Post-test Median/ IQR ( $Q_3$ - $Q_1$ )	P value
Create a learning environment that promotes and respects diversity	4.00(5.00-4.00)	5.00(5.00-4.00)	.020
Ability to find diversity-related resources	4.00 (5.00-4.00)	4.00 (5.00-4.00)	.096



Question	Pre-test Median/ IQR ( $Q_3$ - $Q_1$ )	Post-test Median/ IQR ( $Q_3$ - $Q_1$ )	P value
Create a learning environment that promotes and respects diversity	4.00(5.00-4.00)	5.00(5.00-4.00)	.020
Ability to find diversity-related resources	4.00 (5.00-4.00)	4.00 (5.00-4.00)	.096

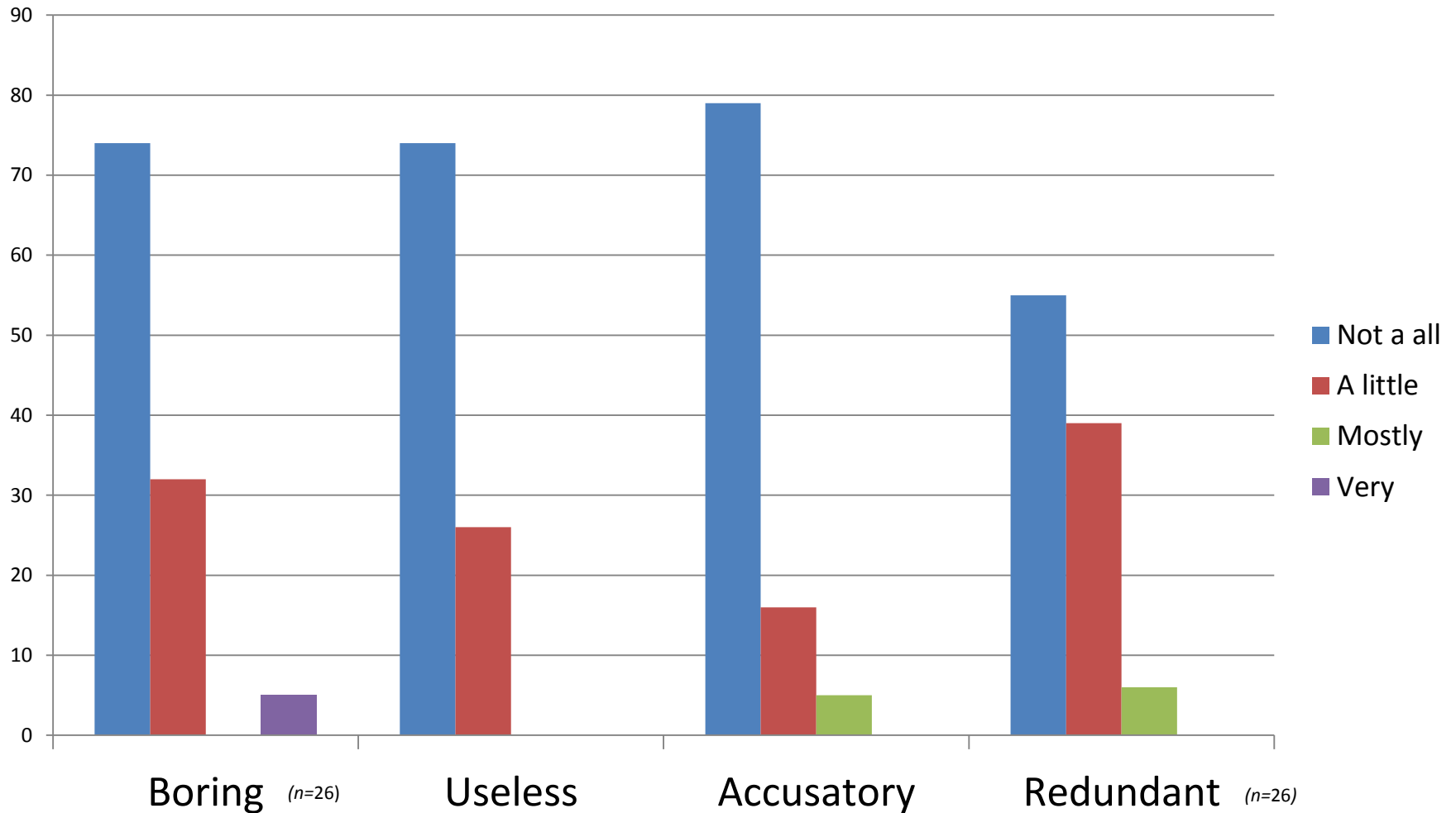


# Pre and Post-test scores



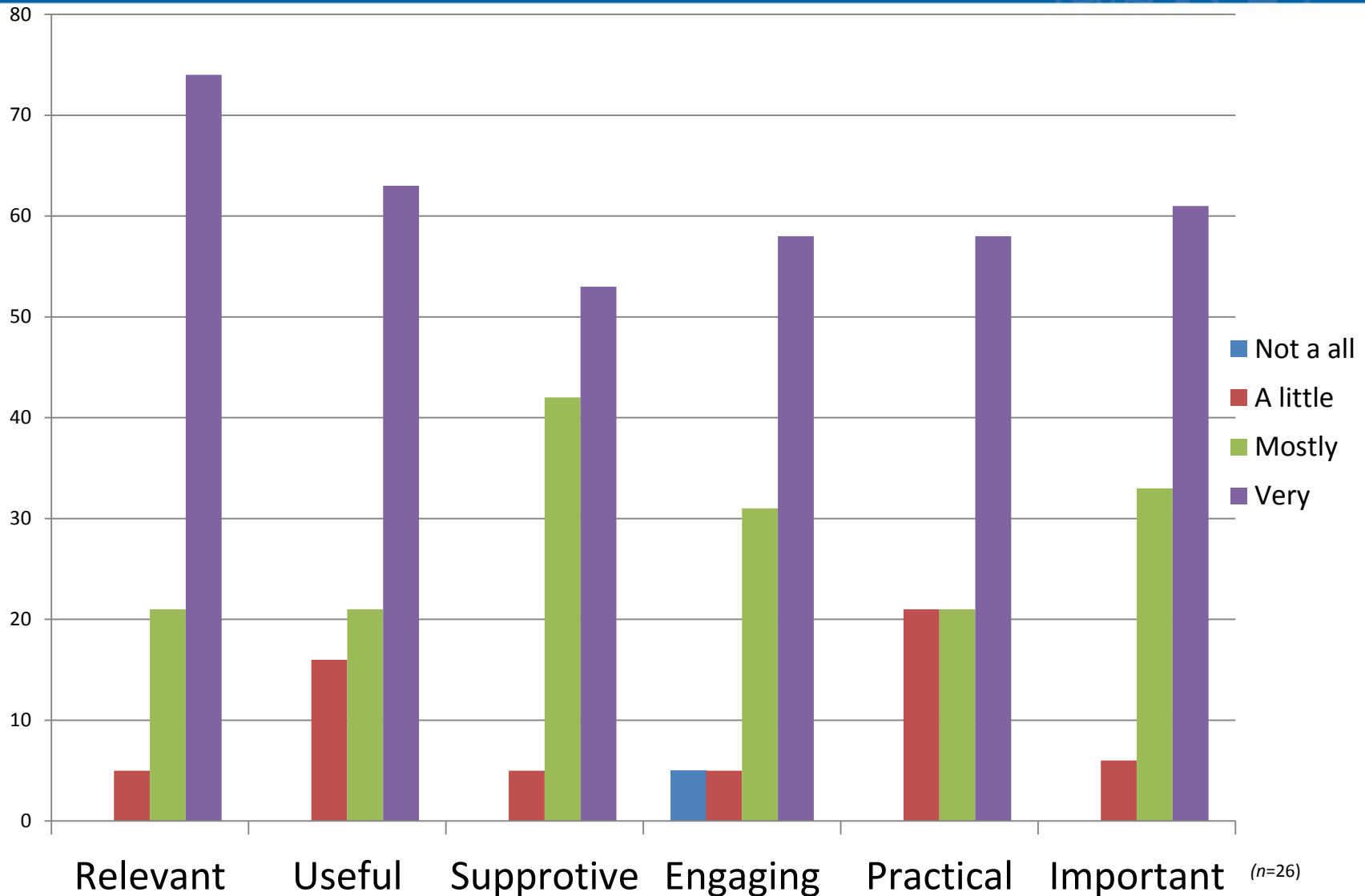
\* =  $\leq .05$

\*\* =  $\leq .01$





# Perception of Video (n=27)







- Positive impact on knowledge, skills and confidence
- Instructors did not feel offended by video
- Video characterized as relevant supportive, practical and important
- Areas of concern:
  - Self assessment not considered important
  - Discomfort talking to peers



- Small convenience sample
- Attrition (35%)
- Data collected in a single setting
- Untested measurement tool



- Findings can be used to develop a formalized approach for inclusion of diversity
- A small but significant step forward
- Other schools of nursing who face similar challenges may benefit from adapting the process
- Low-cost, fast approach to addressing diversity-related issues
- Further research is necessary to develop valid and reliable tools for measuring inclusion of diversity in nursing education

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Thank you!





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