

Title: Utilization of DEI Teaching Strategies in a Diverse, Urban University for Pre-Licensure Nursing Students

Author: Francine Laterza EdD, RN, PNP, CNE

Introduction: St. John's University (Queens, NY) B.S. Nursing Program is located in the most ethnically diverse urban area in the world with over 160 languages spoken. Our students very much represent the diversity of Queens, NY. In acknowledgment of this, the curriculum incorporates The Theory of Transcultural Nursing by Dr. Madeline Leininger.

Purpose and Significance: The purpose is to educate and prepare nursing students in the concepts of DEI to best care for all patient populations with a critical understanding of how Social Determinants of Health effect the overall health and wellness of our community, both locally and globally. We acknowledge, celebrate, and learn from each other through incorporating DEI discussions, activities, and reflections in all courses and promoting a sense of belonging within the program and the College.

Processes/Procedures and Recommendations for Practice, Research, Service, or Teaching: St. John's University is in its second year of admissions of undergraduate nursing students and will be welcoming a new diverse cohort in fall 2024. We currently have 162 traditional undergraduate pre-licensure nursing students from various diverse ethnic backgrounds, first generation college, with disabilities, and who represent the LGBTQIA+ community. Being a new program in a remarkably diverse community with an equally represented student population, we not only incorporate DEI into our curriculum, but also leave room to adjust as we learn more about this student and community population.

My poster presentation will include the current strategies that are utilized to incorporate DEI strategies and scaffold these initiatives throughout the nursing program:

- **Curriculum Integration:** The nursing curriculum includes courses which are focused on DEI concepts and threaded through each nursing course in the program. Resources that are required in these courses focus on the concepts of person-centered care and it's connection to the health outcomes of DEI communities. Underrepresented and vulnerable populations, such as the LGBTQIA+ population are also addressed.
- **Diverse Integration of Faculty and Staff:** Active recruitment and retainment of diverse faculty and staff to serve as role models for nursing students.
- **Cultural Competence Training:** The College offers the Institute of Critical Race Relations for collaboration and educational workshops for faculty and staff.
- **Clinical Rotations:** Selected clinical rotations reflect the diverse communities and offer nursing students opportunities to provide optimal person-centered care.

- **Community Engagement:** Collaboration with diverse local high schools to attract and recruit a diverse student population. Participation in ethnic and cultural events on campus offers students opportunities for learning and cultural sensitization.
- **Simulation and Role Play:** Our Simulation Center will have diverse mannikins and offer students opportunities for participation in DEI related issues.
- **Assessment and Evaluation:** Include DEI related questions in assessments and exams to encourage and evaluate student understanding of DEI concepts.
- **Reflective Practice:** Require students to document and analyze their experiences and DEI related challenges as a nursing student.
- **Student Organizations and Events:** Creation of Nursing Student Organization, Peer Mentoring and Nursing Pledge Ceremony which offer opportunities for study collaboration, support and sense of belonging.
- **Media Campaigns:** The nursing social media campaign reflects the DEI initiatives and demonstrates the diverse student body.

References

American Association of Colleges of Nursing. (2021). The Essentials: Core competencies for professional nursing education. Accessible online at <https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials-2021.pdf>

American Association of Colleges of Nursing. (2017). *Position statement: Diversity, equity, and inclusion in academic nursing*. <https://www.aacnnursing.org/Portals/0/PDFs/Position-Statements/Diversity-Inclusion.pdf>

Ahtisham, Younas, Abubaker M. Hamed, Esther N. Monari, (2024). Promoting diversity through exploring and addressing “achievement/opportunity gap” in nursing education: A call to action, *Nurse Education Today*, 137.

Cary Jr, M. P., Randolph, S. D., Broome, M. E., & Carter, B. M. (2020, November). Creating a culture that values diversity and inclusion: An action-oriented framework for schools of nursing. In *Nursing Forum* 55 (4), pp. 687-694.

Charania, N. A. M. A., & Patel, R. (2022). Diversity, equity, and inclusion in nursing education: strategies and processes to support inclusive teaching. *Journal of Professional Nursing*, 42, 67-72.

Murray, T.A. & Noone, J. (2022). Advancing Diversity in Nursing Education: A Groundwater Approach. *Journal of Professional Nursing* 41, 140-148.

National League for Nursing (2024). *Diversity in Nursing: An NLN Vision Statement*. Retrieved from <https://www.nln.org/detail-pages/news/2016/02/16/Diversity-in-Nursing-An-NLN-Vision-Statement>

Noone, J., & Murray, T. A. (2024). Addressing diversity, equity, and inclusivity contributions in academic review. *Nurse Educator*, 49(1), 25-30.