

# Committing to a culture of equity, diversity and inclusion: Building a pathway towards the development of culturally competent nurses.

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## Background

Educational institutions are increasingly called upon to acknowledge their role in colonization. Despite professional obligations, most health professional programs are criticized for their inattention to issues of racism and equity. The UBC Okanagan BSN program focuses largely on western biomedical healthcare models and theories, with minimal content on decolonizing, anti-racism practices, understanding their role of social position and power as nurses, and delivering culturally safe nursing care to Indigenous, Black, People of Colour, or those who identify as 2SLGBTQIA+.

*"Because of the lack of diversity, I've gone through the program experiencing ignorance and microaggressions every single day."  
BSN graduate student 2020*

## Project Goals

Facilitate the development of culturally competent BSN graduates by:

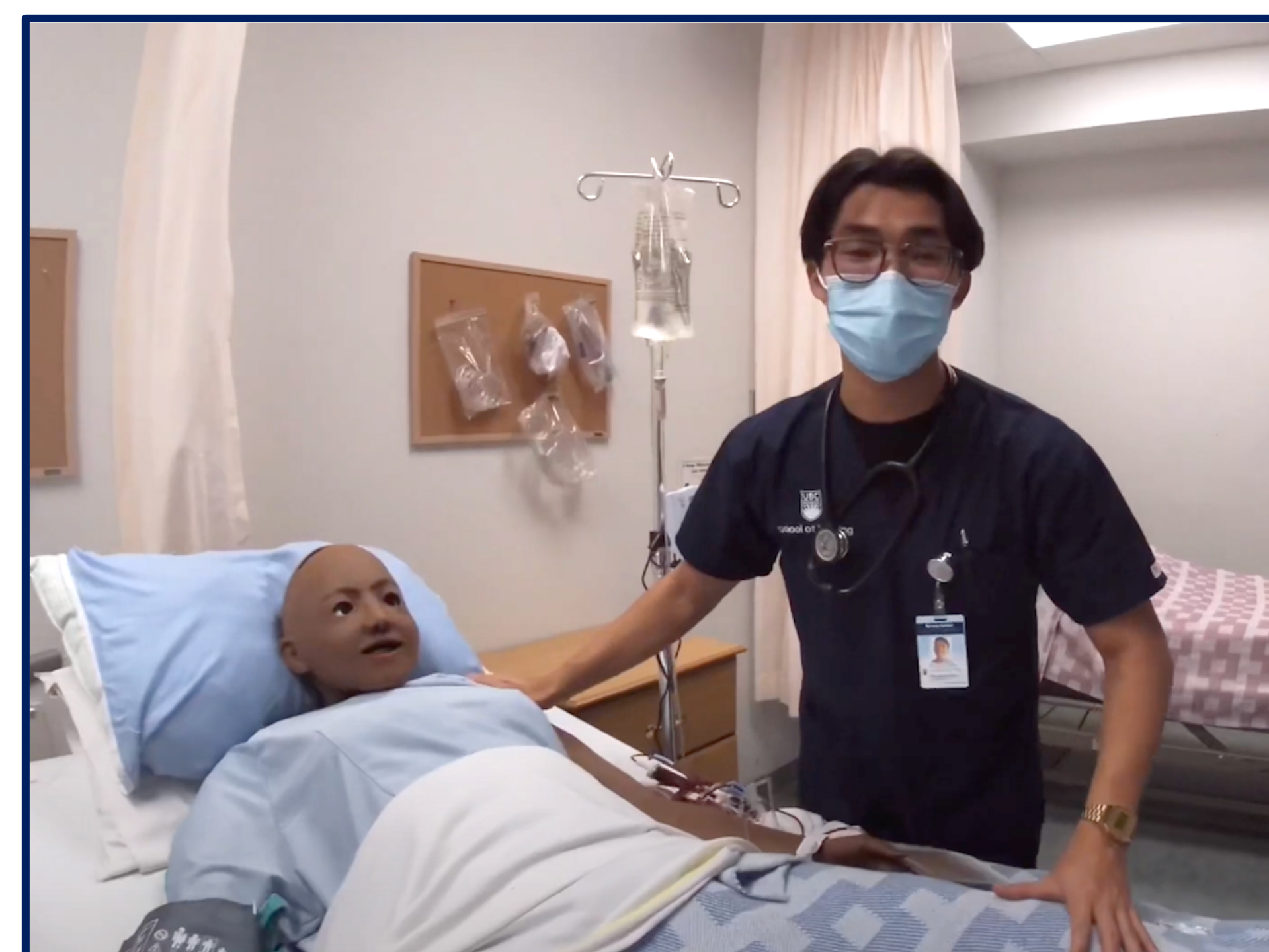
- 1) Undergoing a critical analysis of the curriculum to incorporate foundational learning outcomes that explicitly address equity, diversity and inclusion (EDI).
- 2) Providing equity and inclusion training for teachers.
- 3) Ensuring that the School of Nursing (SoN) has the educational resources available to support a truly inclusive, diverse and equitable curriculum.

## Project Deliverables

### 1. Curriculum

- In consultation with SoN Health Equity and Indigenous scholars, as well as the Undergraduate Curriculum Committee, a Year I curriculum review and redesign were completed.
- Added a minimum of one explicit learning outcome to each course that explicitly and intentionally addresses equity, anti-racism and/or anti-oppression.

*"I'm genuinely happy and proud to be part of a school that strives to educate its students on racial injustices and offer perspectives from non-white significant figures within the history of Nursing. As someone who is part of the BIPOC community, thank you for seeing me. Thank you for hearing my voice."  
Year I student 2021/22*



### 2. Community of Practice

The creation of a canvas shell to house resources for instructors.

Facilitation of three workshops to provide opportunities for instructors to consider their own assumptions on EDI and how these assumptions might affect the ways in which they engage in teaching.

- Workshop 1 "Systems transformation: Accepting the role we carry as educators".
- Workshop 2 "Creating a safe space: Integrating EDI principles into teaching and learning" part 1.
- Workshop 3 "Creating a safe space: Integrating EDI principles into teaching and learning" part 2.

The knowledge gained from these critical reflective dialogue workshops helped to begin working towards decolonizing the curriculum and ensuring cultural competencies are threaded through the BSN program.

#### Exemplars of Reflective Dialogue Workshop Questions

- What are your beginning thoughts about equity in the curriculum and in your teaching philosophy?
- How do you integrate equity in your teaching?
- How do you create a safe space and welcoming environment for your students?

### 3. Resources

- Conducted a scoping review to determine the availability of educational collections related to providing care to IBPOC and 2SLGBTQIA+ communities.
- Developed or procured educational resources that could support student learning of core clinical competencies in ways that honor and respect EDI, including identification of resources that present diversity in content (example presentation of non-white dominant clinical assessment information).
- Co-developed educational modules on inclusive leadership that will be embedded in NRS 422 Leadership.



Figure 1. Simulated wounds

## Acknowledgements

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We respectfully acknowledge that the UBC Okanagan campus is located on the traditional, ancestral and unceded territory of the Sylix Okanagan Nation. We are grateful to live, work, and play on this land.