

CREATIVE: ID# 99087

Title:

Connecting in a Sea of Diversity, Equity, and Inclusion

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ACCEPTED

Session Title:

Creative Arts in Nursing Posters (Saturday/Sunday, 16 & 17 November)

Slot:

CA PST1: Sunday, 17 November 2019: 11:45 AM-12:15 PM

Applicable Category:

Academic, Students, Leaders

Keywords:

Cultural Proficiency, Diversity Inclusive Program Model and Diversity, Equity and Inclusion

References:

References

AACN (2017). AACN position statement on diversity, inclusion, & equity in academic nursing. *Journal of Professional Nursing*, 33,173-174.

Breslin, E.T., Nuri-Robbins, K., Ash, J., & Kirschling, J.M. (2018). The changing face of academic nursing: Nurturing, diversity, inclusivity, and equity. *Journal of Professional Nursing*, 34, 103-109.

LaVergne, D.D. (2008). *Perceptions of Texas agricultural education teachers regarding diversity inclusion in secondary agricultural education programs* (Unpublished doctoral dissertation). Texas A&M University, College Station, TX.

Marion, L., Douglas, M., Lavin, M.A., Barr, N., Gazaway, S., Thomas, E., & Bickford, C. (2016). Implementing the new ANA standard 8: Culturally congruent practice. *The Online Journal of Issues in Nursing*, 22(1).

National League for Nursing (2016b). *Achieving diversity and meaningful inclusion in Nursing education*. Retrieved from <http://www.nln.org/docs/default-source/about/vision-statement-achieving-diversity.pdf?sfvrsn=2>

Nuri-Robins, K., & Bundy, L. (2016). *Fish out of water: Mentoring, monitoring and self-managing people who don't fit in*. Thousand Oaks: Corwin.

Abstract Summary:

The Diversity Inclusive Program Model (LaVergne, 2008) inspired our artistic expression of a hand-made quilt that represents diversity, equity and inclusion initiatives within our college community.

Content Outline:

I. Introduction

- National Nursing Accreditation Groups (AACN, ANA & NLN) emphasize the need for academic programs that prepare culturally proficient nurses
- Culturally proficient nurses work within diverse environments using cultural differences in a positive way to promote healthy communities

II. Body

- Diversity Inclusive Program Model (LaVergne, 2008)
 - inspired the artistic expression of our vision for diversity, equity and inclusion
 - fits well with our vision as it represents a reciprocal interaction between individuals and the cultural environment
- Symbolism of the Quilt
 - represents warmth and comfort
 - blue was chosen as the background color as it represents the sea of diversity
 - the dolls were chosen to represent students, faculty and staff as we are in the infancy stage of achieving cultural proficiency
 - the dolls surround the college logo as "we all have a place at the table"

III. Conclusion

- The quilt is a visual representation of our theoretical approach to promote diversity, equity and inclusion within our college community
- The quilt will be shared with students, faculty and staff within the School of Nursing and at college-wide events

- Our belief is that as students and faculty develop cultural proficiency, they will be able to apply culturally competent skills in the provision of health care and will have a positive impact on global health

Topic Selection:

Creative Arts in Nursing Posters (Saturday/Sunday, 16 & 17 November) (25747)

Abstract:

National Nursing Accreditation Groups (AACN, ANA & NLN) emphasize the need for academic programs that prepare culturally proficient nurses. “The American Association of Colleges of Nursing (AACN) recognizes diversity, inclusion and equity as critical to nursing education and fundamental to developing a nursing workforce able to provide high quality, culturally appropriate, and congruent health care in partnership with individuals, families, communities, and populations” (AACN Position Statement). Cultural proficiency demonstrates “a commitment to examine policies and practices of the organization as well as the values and behaviors of the individual” (Breslin, Nuri-Robbins, Ash & Kirschling, p. 104). Culturally proficient nurses work within the diverse organizational environment using cultural differences in a positive way to promote healthy communities.

In evaluating cultural proficiency in our nursing program, the Diversity Inclusive Program Model (LaVergne, 2008) inspired the artistic expression of our vision. The fundamental principle of the Diversity Inclusive Program Model is diversity-inclusion. This core interfaces with Inclusion, Multicultural Education, and Culturally Responsive Teaching. The core principles are surrounded by Inclusive Classroom Culture, Inclusive Educational Culture, and all students within the program. The conceptual model fits well with our vision because it represents a reciprocal interaction between the individuals and the cultural environment.

This quilt has been created through our collaborative efforts to represent an expression of the diversity, equity and inclusion initiatives within our college community. Through the development and implementation of these initiatives, we believe that we can be a catalyst for change in creating a rich environment where students, faculty and staff feel included, welcome and can thrive. We are proud to be a part of our college’s Diversity, Equity and Inclusion Council and connect with other members of the college as well as community leaders in developing a strategic plan.

Although we have professionally similar backgrounds, our artistic abilities are unique and represent a blend of knitting and crocheting. This quilt is a symbolic expression of our efforts to promote a positive atmosphere where all are nurtured to reach their optimal potential. This form of art was chosen because a quilt represents warmth and comfort. The background color is blue as it symbolizes the sea of diversity within our college community. At times, the sea has been stormy and at other times it has been serene. Our goal is to create an environment that is calm and peaceful. Students, faculty and staff are portrayed as the same size around our college logo as we are all created equal. Dolls were chosen because developmentally we are in the infancy stage of achieving cultural proficiency. The dolls surround the college logo as “we all have a place at the table”. As we pursue our ongoing initiatives for diversity, equity and inclusion in our academic setting, the quilt is a visual representation of our theoretical approach that will be shared with students, faculty and staff in the nursing program and at college-wide events. It is our belief that as students and faculty develop cultural proficiency, they will be

able to apply culturally competent skills in the provision of health care which will have a positive impact on global health.