Increasing Cultural Competence for Nurse Educators in Ontario Canada

YORK UNIVERSITÉ UNIVERSITY

redefine THE POSSIBLE.

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Collaborative Grant

- Algonquin College
- Centennial College
- Fanshawe College
- George Brown College
- Mohawk College
- York University

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Cultural competence of teachers to work with ethnically diverse learners is understudied for contemporary Canada (Clifford et al. 2015, Lor et al. 2016)

DIGITAL STORYTELLING

Through stories we learn

- nature of issues
- community,
- cultural contexts
- awareness of differences

(Billings, 2016; Clausen et al., 2014)

Why Storytelling?

- Reflection by teachers and learners provides a narrative framework to explore, analyze, and change the practice of teaching and learning (Diekelmann, 2001)

- Storytelling is a reflective teaching strategy where stories serve to educate others, record historical facts, teach cultural values, bridge generations, set standards and values, and share common experiences (Hunter, 2008)
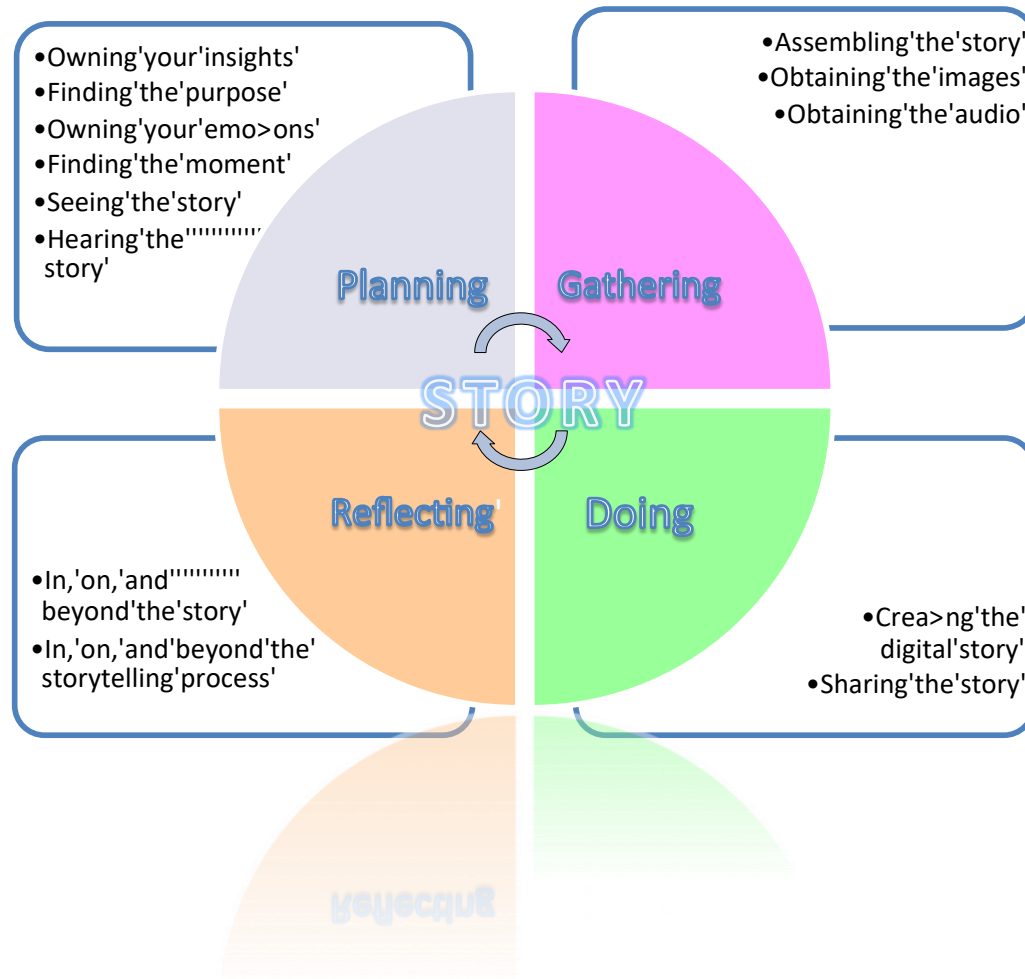
Digital Storytelling

"The modern expression of the ancient art of storytelling"

The Study

Digital'Storytelling'Journey'Model' (Bradley'&'Pedernal,'2014)'

Deep Learning

Deep Learning

Planning
- Owning'your'insights'
- Finding'the'purpose'
- Owning'your'emo>ons'
- Finding'the'moment'
- Seeing'the'story'
- Hearing'the''''''''''' story'

Gathering
- Assembling'the'story'
- Obtaining'the'images'
- Obtaining'the'audio'

STORY

Reflecting
- In,'on,'and'''''''''' beyond'the'story'
- In,'on,'and'beyond'the' storytelling'process'

Doing
- Crea>ng'the'''''''''' digital'story'
- Sharing'the'story'

Student Digital Stories

- Students share their story of what it is like to be a registered nurse learning to be a registered nurse in Ontario

- An opportunity for students to share their memorable moments (positive or negative) in their journey to become a RN in Canada

- Students were encouraged to explore what they realized from this experience/moment

- DST making is a meaningful learning experience to students
    - Writing about their life story
    - Talking about their feelings
    - Facing their own fear and pain
    - Building their own resilience and pride

- DST making process was empowering to students when their voice was heard, they felt respected and supported

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- Faculty reviewed stories

- Faculty chose to be interviewed via phone / in person or write up their responses for the 3 guided questions

Faculty Lessons Learned

- Lack of awareness of the complexity and difficulty IENs are facing

- Lack of awareness of IENs and faculty cultural competency in working with diverse learners and IENs

- Recognition that IENs need respect and empathy

- Teachers needs to be not only a teacher but also a learner & collaborator at the same time

- **Lack of respect**
  - Feeling small, devalued, disrespected in learning and clinical/ working environment
- **Mental distress**
  - Post-traumatic response, fear of facing faculty, withdrawn, lack of confidence
- **Confusing (opposed to reasoning)**
  - Confusing values and beliefs, hard to know what to do, how to be accepted
  - Forced to live a difficult life to pursue an RN position

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- **Insecurity**
  - Being bullied, Feeling unsafe/silenced
- **Isolation**
  - No sense of belonging /welcoming, no support
- **Lack of self-determination**
  - Forced to live a difficult life to pursue an RN position

- Reflect on "what and how" to say things when interacting with IEN/diverse learners

- Acknowledge student strengths

- Not to make assumptions

- Diverse ways to show care and support

- Learn to be a learner while teaching

- Continuous updates and sharing among faculty for inclusive teaching

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Theoretical implications

- IEN stories reflected unsafe learning and working environments that negatively influenced nursing education and IEN well-being, which is defined as UNJUST according to Social Justice Model

- Social justice – fundamental professional value in nursing

- Social justice is the ability to achieve well-being. Anything that interferes with this goal is an injustice (Moffa et al 2016)

Dimensions of well-being

(Power & Faden 2006)

Health

Personal Security

Reasoning

Social Justice

Respect

Attachment

Self-determination

Social Justice

&

Safe Learning

LET'S CONTINUE

Questions?
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