



# How to Teach in an Anti-Racist Society

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## OBJECTIVES

**At the end of this presentation, participants will be able to:**

- ▶ Describe professional drivers for teaching in an anti-racist society.
- ▶ Identify the components of a Nurse Faculty Fellowship program grounded in Critical Multicultural Education.

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SCAN THIS QR CODE TO  
ANSWER THE QUESTION



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What does teaching in an anti-racist society mean to you?

Review audience responses as ice breaker.

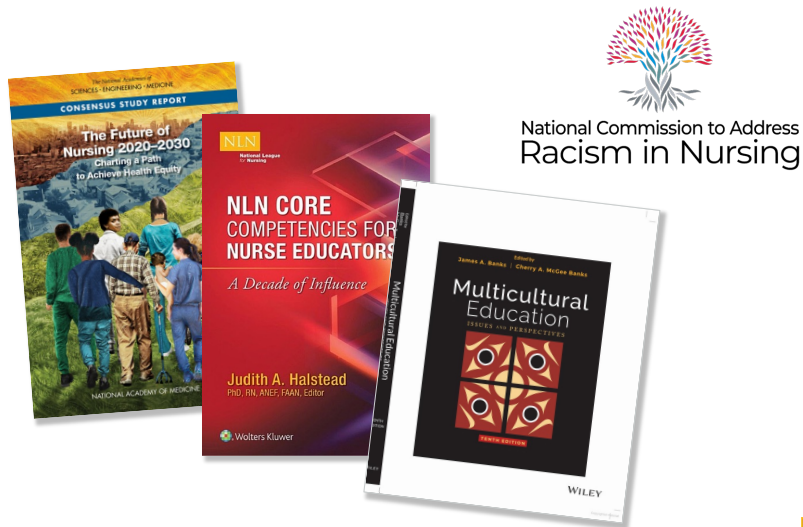
# WHY ANTI-RACISM IN THE CLASSROOM? WHY NOW?

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## NURSE FACULTY FELLOWSHIP PROGRAM



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We created the Nurse Faculty Fellowship Program using a Backward Design. As Dr. Beard explained, healthcare disparities, recent focus on social determinants of health and the positions statements from the Future of Nursing and Racism in Nursing reports ignited our work to design a curriculum that prepares nursing faculty to teach in an anti-racist society.

## NURSE FACULTY FELLOWSHIP PROGRAM

### **Vision**

All nursing students have access to educators skilled in the art and science of nursing education.

### **Mission**

To facilitate the transition of nurses to the nurse educator role and empower educators to teach and evaluate learning using a multicultural lens that bridges learning to the health care needs of society.

### **Purpose**

To strengthen the preparedness of nurse educators in creating learning environments that promote academic excellence and position students to advance health equity.

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The Nurse Faculty Fellowship (NFF) program was created to address the gaps in preparing academic nurse educators for the faculty role and responsibilities. The NFF is a 12-month hybrid program that uses multiple modalities to engage fellows by modeling best practices in culturally responsive teaching (CRT) and learning. An advisory council of 20 higher education leaders and educators in the healthcare professions developed a shared agenda and defined the vision and mission of the NFF program. Advisory council members hail from private and public institutions with demonstrated expertise in curriculum, anti-racism, accreditation, social determinants of health, and pedagogy. The council ensured the NFF program curriculum aligned with AACN Essentials and provided novice nursing faculty support and guidance. The council reviewed all program and seminar outcomes, content, resources, and assessments for alignment with the goals of the NFF. In addition to input from the advisory council, stakeholder feedback continues to inform program development and improvement. Stakeholders include faculty, students, nursing education, and the healthcare system.

The curriculum progresses learners through the NLN core competencies for nurse educators. In addition, the AACN essentials encourages nursing education “to ensure an understanding of the intersection of bias, structural racism and social determinants with healthcare inequities and promote a call to action” (2021, p. 9). Therefore, the curriculum strengthens the preparedness of educators to address anti-racism, bias mitigation, and health equity. The content progresses from an introduction to educational theory to best practices in teaching, assessment, technology, curriculum design, leadership, and scholarship, all through a health and educational equity lens.

The NFF curriculum design is grounded on the NLN Core Competencies for Nurse Educators (2021) and Banks’ Multicultural Education theory (2019). Using backward design, constructs emerged from anecdotal and survey data from faculty needs assessment with influence from the Future of Nursing 2020-2030, the National Advisory Council on Nurse Education and Practice and the AACN Essentials. The overarching goals of the NFF are to strengthen the preparedness of faculty to create valid assessments, adopt effective pedagogical strategies, create learning environments that promote academic excellence and position nursing students to advance health equity. Program outcomes should demonstrate an increase in faculty retention and strong peer and student evaluations. faculty prepared to

## NURSE FACULTY FELLOWSHIP PROGRAM

NLN CORE NURSE EDUCATOR COMPETENCIES	PROGRAM OUTCOMES
<ol style="list-style-type: none"> <li>1. Facilitate Learning</li> <li>2. Facilitate Learner Development and Socialization</li> <li>3. Use assessment and evaluation strategies</li> <li>4. Participate in curriculum design and evaluation of program outcomes</li> <li>5. Function as a change agent and leader</li> <li>6. Pursue continuous quality improvement in the nurse educator role</li> <li>7. Engage in scholarship</li> <li>8. Function within the educational environment</li> </ol>	<ol style="list-style-type: none"> <li>1. Integrate multicultural teaching and learning strategies that cultivate cultural intelligence and inclusive excellence. (NLN 1, 2)</li> <li>2. Assess student learning and teaching effectiveness by utilizing culturally responsive assessment and evaluation strategies in varied settings. (NLN 3)</li> <li>3. Differentiate methods for curriculum design and evaluation of program outcomes. (4, 5)</li> <li>4. Create empowering learning environments that align with the principles of equity pedagogy and invite multiple learner perspectives. (NLN 1, 2)</li> <li>5. Demonstrate self-care to achieve teaching, service, and research commitments. (5, 6, 7, 8)</li> <li>6. Facilitate conversations that challenge teachers, learners, and staff to dismantle structural racism, mitigate unconscious bias, and advance health equity. (1, 2, 5, 7, 8)</li> </ol>



## NURSE FACULTY FELLOWSHIP PROGRAM

NLN CORE NURSE EDUCATOR COMPETENCIES	PROGRAM OUTCOMES
6. Pursue continuous quality improvement in the nurse educator role	4. Create empowering learning environments that align with the principles of equity pedagogy and invite multiple learner perspectives. (NLN 1, 2)
7. Engage in scholarship	5. Demonstrate self-care to achieve teaching, service, and research commitments. (5, 6, 7, 8)
8. Function within the educational environment	6. Facilitate conversations that challenge teachers, learners, and staff to dismantle structural racism, mitigate unconscious bias, and advance health equity. (1, 2, 5, 7, 8)



## PADLET ACTIVITY



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Review responses and proceed to the next slide.

## IT STARTS DAY ONE

- ▶ Equity Pedagogy
- ▶ Implicit Bias
- ▶ Collaborating On Expectations
- ▶ Role Modeling



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## SEMINAR STRUCTURE

- ▶ Preparatory Readings
- ▶ Monthly Four-hour Virtual Live Event
- ▶ Reflection
- ▶ Discussion
- ▶ Assignment

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## THREADING MULTI-CULTURAL EDUCATION COMPONENTS

- ▶ Assessing Bias
- ▶ Pedagogy
- ▶ Assessment
- ▶ Evaluation
- ▶ Scholarship
- ▶ Collaboration
- ▶ Leadership

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## PILOT COHORT TESTIMONIALS

"I see how cultural bias is prevalent in Global Health Care. I want to change how students are taught cultural diversity. I would like to educate students to provide and implement culturally competent and impartial health care in their practice, to permanently remove barriers and advance equity in global health."

"I am dedicated to creating a safe and supportive classroom environment that eliminates implicit bias through inclusive discussions focusing on mindfulness. My goal as an educator is to encourage students to embrace the curiosity and courageousness that comes with transitioning into the roles of future healthcare providers and next-generation leaders."



## PILOT COHORT TESTIMONIALS

“Providers and next-generation leaders. Research has provided evidence that implicit bias creates barriers to care by impaired communication, reduction in empathy, and care that is less than optimal. Patients have a reduction in learning and are less likely to be engaged in a plan of care that improves their condition. The result is less than optimal health outcomes, patient return to providers with worsening conditions, increased costs in healthcare, inefficient management of time, and potential patient deaths. I propose to improve frank discussions in the classroom with exploration of feelings and biases that result in negative impact on health outcomes.”



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