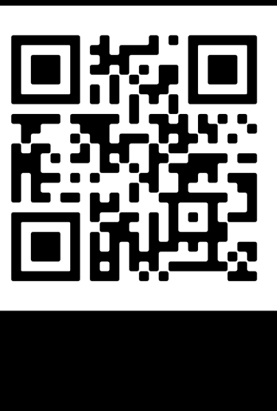


# A Program for Managing Microaggressions in Nursing Education

*Michele Crespo-Fierro, PhD, MPH, RN, AACRN*



## Introduction/Purpose

Students, Faculty, Staff and Administrators experience microaggressions as shared through anecdotal evidence. *Formal assessment* is needed. The **purpose** of this capstone project is to create programming to reduce microaggressions and present strategies to reduce their effect on students, faculty, staff, and administrators.

## Background

- ❖ Microaggressions are comprised of microassaults, microinsults, and microinvalidations (Sue, et al, 2007).
- ❖ Their effects instill anxiety, a lack of belonging, experiences of depression, decreased satisfaction in their role or educational experiences, and decreased wellness (Ackerman-Barger, et al, 2020; Jacobs, 2021; Ro, et al, 2021). This is seen in students, faculty, staff, and administrators of color.
- ❖ The societal impacts are continued discrepancy in the diversity of the nursing profession (students and faculty leaving the school and profession) and continued health disparities in diverse populations.

## Rationale

There is no plan to manage microaggressions. The size and diversity of the student body and staff and the limited diversity of faculty at the school requires a formal program to benefit all school community members.

## Outcomes

- ❖ Members of the NYU Meyers community will be able to identify
  - Acts of microaggression against themselves and other members of the community
  - Effects of microaggressions on members of the community
- ❖ Members of the NYU Meyers community will be able to respond to microaggressions in various forms as a bystander, recipient, or the source of a microaggression
- ❖ Members of the NYU Meyers community will be able to hold a healing space to recover from microaggressions

## Plan



## Content for Infographics & Trainings

- ❖ Definition & Types of Microaggressions
- ❖ Effects of Microaggressions
- ❖ Recognizing Microaggressions
- ❖ Rewriting the Narrative (Carter, et al, 2020)
- ❖ Bystander Training
- ❖ Mindfulness Self-care Strategies

## Curricular Updates

- ❖ Textbooks
- ❖ Algorithms & Standards
- ❖ Case Studies – Exemplars
- ❖ Lecture Presentations
  - Graphics
  - Topics
  - Presenters
- ❖ Simulation Scenarios

## Safe Advising & Brave Spaces

- ❖ Advisor Training
  - Social Determinants of Education
  - Trauma-Informed Caring Practices
- ❖ Affinity Student Groups (Faculty & Staff, too)
- ❖ Memberships in Affinity Nursing Associations
- ❖ Mentorships
- ❖ School-wide programming (Diversity Matters Series)

## Assessment/Evaluation

- ❖ Evaluations of individual activities/programs.
- ❖ Using the same initial assessment tool conduct annual climate surveys of the community groups.



# CAPSTONE PRESENTATION & GRADUATION

## Managing Microaggressions in Nursing Education

Michele Crespo-Fierro, PhD, MPH, RN, AACRN

### Biography

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Dr. Michele Crespo-Fierro, PhD, MPH, RN, AACRN is a clinical assistant professor and the director of the LEAD Honors Program at NYU Meyers College of Nursing. She is a Fellow of the New York Academy of Medicine. She graduated from NYU Meyers' traditional baccalaureate program and received a Master of Science in Community Health Nursing and a Master of Public Health in Community Health Education with a subspecialty in HIV/AIDS Nursing from the Hunter-Bellevue School of Nursing at Hunter College, City University of New York. She completed a doctorate at the Graduate Center, City University of New York. Her dissertation explored the culture care needs of Puerto Rican women receiving HIV care from Nurse Practitioners in New York City with the intention of bridging culturally-congruent caring and patient engagement practices. At NYU Meyers, she is a faculty advisor for the LATINOs student groups and serves on the Steering Committee for the Inclusion, Diversity, Belonging, and Equity Group. She teaches health classes for NYC independent schools. Her areas of interest are HIV care, the social determinants of health, culturally congruent care and linguistically appropriate services, LGBTQ and adolescent health needs, nursing workforce diversity, diverse student support, addressing the STEM pipeline issues for students of color, and anti-racism health professional education. She is an alum of the NLN LEAD Leadership Institute and is a fellow of the AACN Diversity Leadership Institute. She serves on the Executive Board of the Catskill Hudson Area Health Education Center, the Board of the Greater New York chapter of the Association of Nurses in AIDS Care and as the President of the New York chapter of the National Association of Hispanic Nurses.

### Contact Information

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