THE DEVELOPMENT OF AN E-LEARNING PLATFORM TO PROMOTE CIVILITY AND CULTURAL HUMILITY IN THE LEARNING ENVIRONMENT

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ABSTRACT

College campuses often present as microcosms of our larger society. Political, economic, and social climates are reflected in student life and peer interactions. The year 2020, was marked with a polarizing Presidential campaign, global pandemic, and civil unrest secondary to social and racial injustices. These societal upheavals manifested in many communities across our nation, including the learning environments on college campuses. In wake of these events, nursing students from Vanderbilt University School of Nursing (VUSN) reported increased incivility and a lack of cultural awareness amongst their peers.

Civility, inclusivity, and psychological safety are foundational requirements for the learning environment. A lack of these attributes can impair clinical judgement and learning while increasing cognitive load. Similarly, a lack of foundational knowledge and appreciation for diversity, inclusion, and equity can create an unsupportive and hostile learning environment for members of underrepresented populations. The onset of the novel COVID-19 virus required rapid implementation of technology for sustainability of academic programming. As students begin to return to campus, educators and administrators must continue to think strategically of ways to engage students in meaningful content. An interactive e-learning platform is an effective vehicle to establish cultural norms and expectations for the learning environment. VUSN's Office for Student Affairs plans to integrate this educational modality in the form of a course model, to be required as a component of new student orientation. The objective is to promote civility and cultural humility through education and practical application. The asynchronous course will also explore strategies for conflict resolution, peer to peer restorative practices, and inclusive mediation. The impetus for the timing of course delivery is to communicate this institutional imperative prior to active engagement in academic programing.
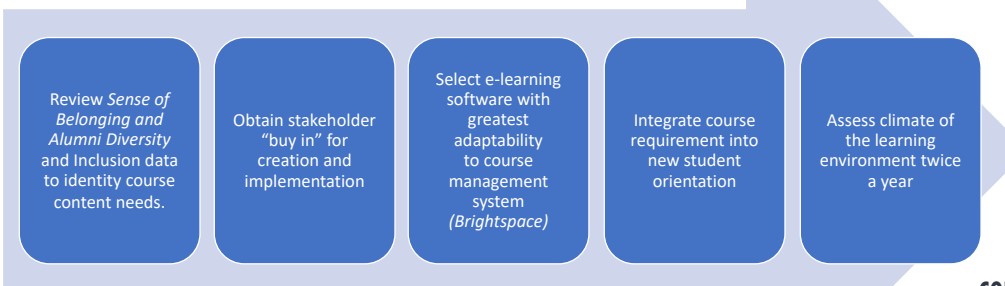
Expected outcomes include decreased incivility, increased self and cultural awareness, and strategies to mitigate and address conflict in the learning environment.
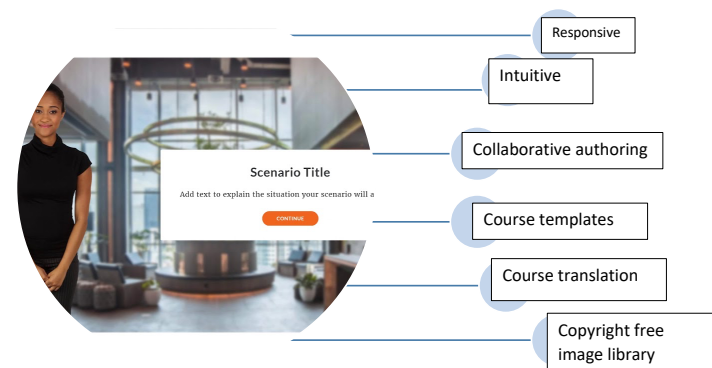
OBJECTIVES

▶ Investigate how student life and peer interactions are influenced by political, economic, and social climates.

▶ Explore the onset of increased student incivility and lack of cultural awareness.

▶ Describe the implementation process for an e-learning platform to support civility and cultural awareness for approximately 500 new graduate nursing students per academic year.

▶ Discuss strategies for evaluation of outcomes for student participation of the educational modality.

METHODS

IMPLEMENTATION PROCESS

Review *Sense of Belonging and Alumni Diversity* and Inclusion data to identify course content needs.

Obtain stakeholder "buy in" for creation and implementation

Select e-learning software with greatest adaptability to course management system *(Brightspace)*

Integrate course requirement into new student orientation

Assess climate of the learning environment twice a year

E-LEARNING PLATFORM

- Responsive
- Intuitive
- Collaborative authoring
- Course templates
- Course translation
- Copyright free image library

Scenario Title

Add text to explain the situation your scenario will a

CONTINUE

COURSE MODULES

- Land and Labor Acknowledgement.
- Diversity, Inclusivity, and Anti-Racist Statement.
- What is Civility?
- What is Diversity, Inclusion, and Equity?
- What is Cultural Humility? (Competence vs Humility)
- Emotional Intelligence.
- Self-Work and Accountability.
- The Role of Ally, Accomplice, and Co-Conspirator.
- What Constitutes an Inclusive Classroom?
- Conflict Resolution, Restorative Practices, and Inclusive Mediation.

RESULTS

The course can serve as a catalyst for the demonstration of attributes of cultural humility, which include, (a) openness, (b) self-awareness, (c) absence of ego, and (d) self-reflection and critique. Expected

CONCLUSION

▶ Societal concerns are reflected in the learning environment.

▶ Technology can be a useful tool to establish ground rules and cultural norms for academic programs.

▶ Stakeholder buy-in should be obtained for successful implementation.

▶ Periodic assessments of the learning environment climate are integral in determining the effectiveness of the learning module.

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Biography

Dr. Tamika Hudson is the Assistant Dean for Student Affairs and an Assistant Professor in Nursing at Vanderbilt University School of Nursing. In her administrative role, she assists students with student life and non-academic needs, and is the primary liaison for campus resources at the School of Nursing. As a faculty member, she teaches community health and serves as a Course Director in the Vanderbilt Program for Interprofessional Learning. Dr. Hudson is a leader in diversity, equity, and inclusion. She is passionate about lessening health disparities and increasing health equity within underrepresented communities.

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