

# The Urgent Need for Diversity, Equity and Inclusion (DEI) in Nursing Resources: Students' Perspectives

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## Background

- Creation of a nursing communication course
- Team members immersed in DEI literature
- Nursing educational resources promote a hidden curriculum:
  - Reinforce colonial ideologies and norms (Bell, 2021; Dillard-Wright & Gazaway, 2021)
  - Perpetuate inequities (Dillard-Wright & Gazaway, 2021; Smith, 2020)
  - Overrepresent whiteness (Bell, 2021; Smith, 2020)

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## Open Educational Resources

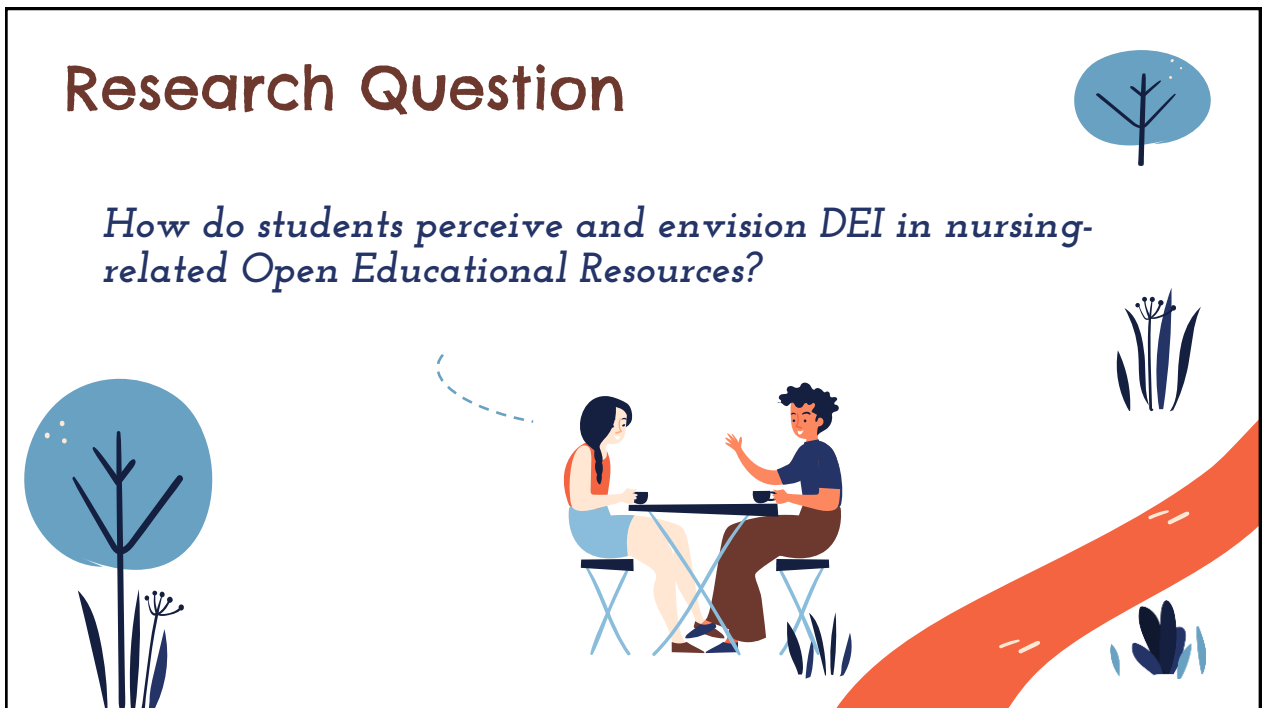
Open Educational Resources - an opportunity:

- Shift discourse
- DEI - beyond content
- Engage students
- De-commodify knowledge (free!)
- Live document

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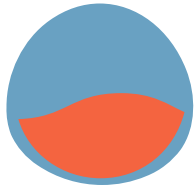
## Research Question

*How do students perceive and envision DEI in nursing-related Open Educational Resources?*

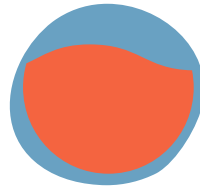


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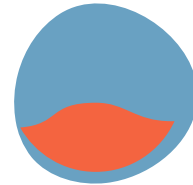
## Methodological Approach



Critical Social  
Justice  
Paradigm



Interpretive  
description



Participatory  
Action Research  
(PAR) values

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## Methods: Focus Groups & Surveys

### Questions

How was diversity sufficiently or insufficiently incorporated into the resources?

How did you feel included or excluded in the resources?

How did the nature of diversity and inclusion affect your engagement with the resources?

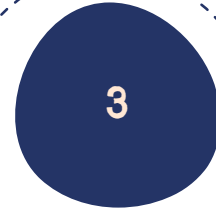
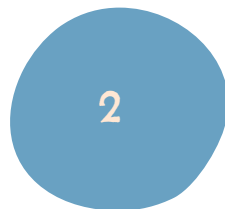
How can diversity and inclusion be better incorporated into future resources?

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# Analysis

Transcription and Accuracy Checks

Coding Structure  
→ Themes



## Group Approach to Analysis

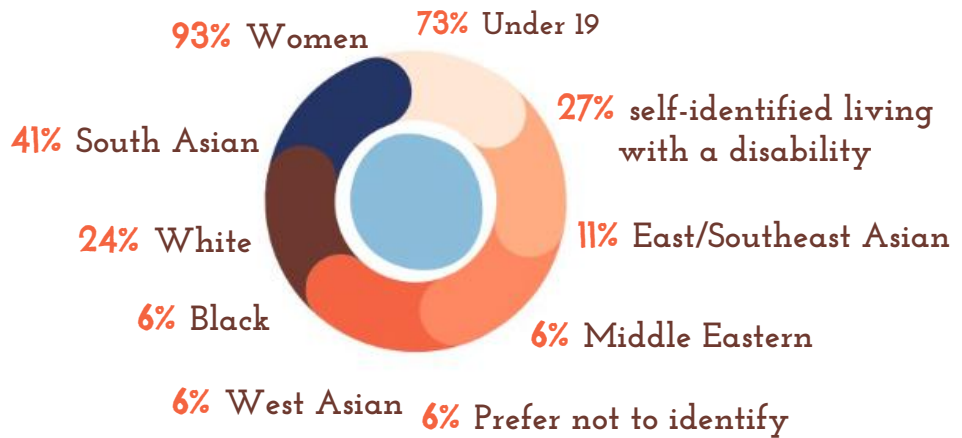
Iterative and Critical Dialogue



# Results



- Two focus groups, n=16
- Survey, n=33



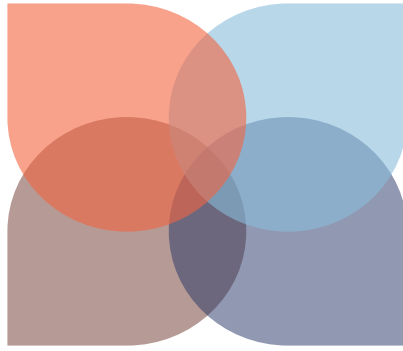
# Four Themes

## Representation

- Visual representation
- Textual representation

## Identities

- Integration of identities
- Attending to intersectionality
- Imposed homogenization of identities



## Learning

- Learner engagement
- Diverse ways of learning

## Self

- Self representation
- Reconciling self and practice

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# Theme 1: Representation

## 01 Visual Representation

## 02 Textual Representation



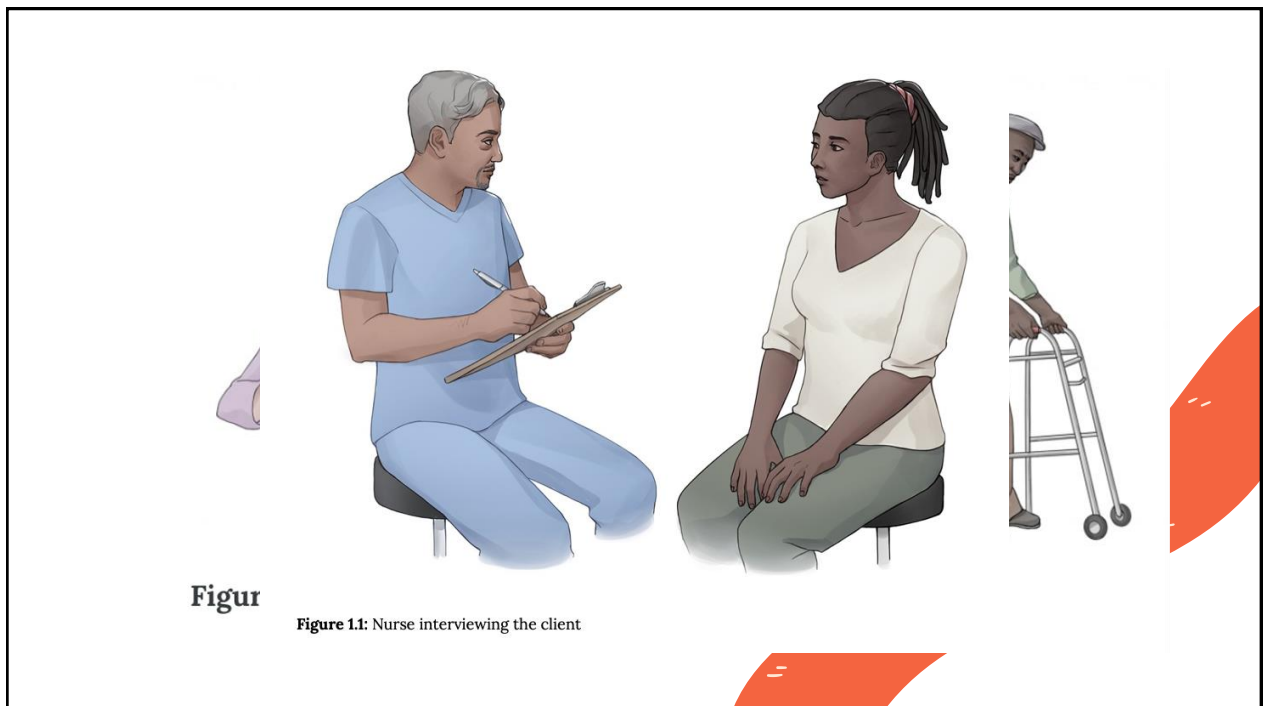
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## Representation: 01 Visual Representation

“Refreshing”...

“I remember seeing a woman in a hijab...somebody in a wheelchair...and people with different skin tones...Which I really appreciated.”

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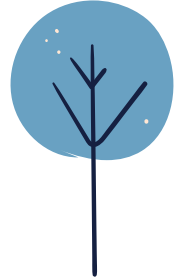
## Representation: 02 Textual Representation

"Really informative...there were some issues I had never thought of before."

"The text used the correct pronouns [even] for the nurses"

"In case studies...a big variety of languages" (referring to client names)

Challenging ingrained patterns of thinking: the student's "default"



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## Respectful and Inclusive Language

The field of nursing is orientated toward social justice, so it is important to be attentive to the power and use of language. Use respectful and inclusive language that is not oppressive.

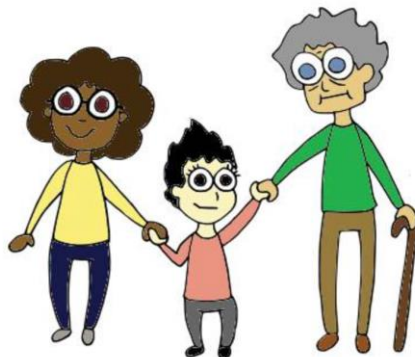


Figure 5.3: Respectful and inclusive language

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## Theme 2: Learning

### 01 Diverse ways of Learning

### 02 Learner Engagement



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### Learning: 01 Diverse ways of Learning

"I don't have a learning disability but I just learn better through auditory."

It was "like someone was telling me something, not... just reading information."

"I go through the activity checks and then I actually remember and I enjoyed reading the textbook"



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## Activity: Check Your Understanding

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### Drag the words into the correct boxes

Look for words.

Schedule writing times.

Highlight key points of the assignment.

Determine positionality.

Integrates self into paper.

Begin with YOU in relation to the topic

Review assignment guidelines

Begin with YOU in relation to the topic

Review assignment guidelines

Review assignment guidelines

✓ Check

Reuse Embed

H-P

urther

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## Learning: 02 Learner Engagement

“Seeing myself...made me feel more engaged”

“I felt included.”

“It made me more communicative in class.”

“I felt as if...the book was talking to me.”

“You feel like you’re one with the text...people shown in the textbook are diverse...helps you really internalize what you’re learning.”

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other emotions. Despite good intentions, your communication will be strongly influenced by your mood, thoughts, and emotions. **Self-reflection** is an important tool for **recognizing your emotional state** and **minimizing unintentional miscommunication** with clients, i.e., non-therapeutic communication. See **Figure 2.3**.



Figure 2.3: Self-reflection

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## Theme 3: Identities

01 Integration of diversity

02 Attending to intersectionality

03 Imposed homogenization of identities



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## Identities: 01 Integration of Diversity

"The authors *tried* to include every type of person."

"Atmosphere of diversity"

"Using names from different cultures... yeah, I do appreciate that."

"Need more...examples that are more precise"

"So many times you couldn't really pinpoint that diversity to a certain cultural group or a certain place in the world"

Shifting ways of thinking and building habits for future practice

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## Identities: 02 Attending to Intersectionality

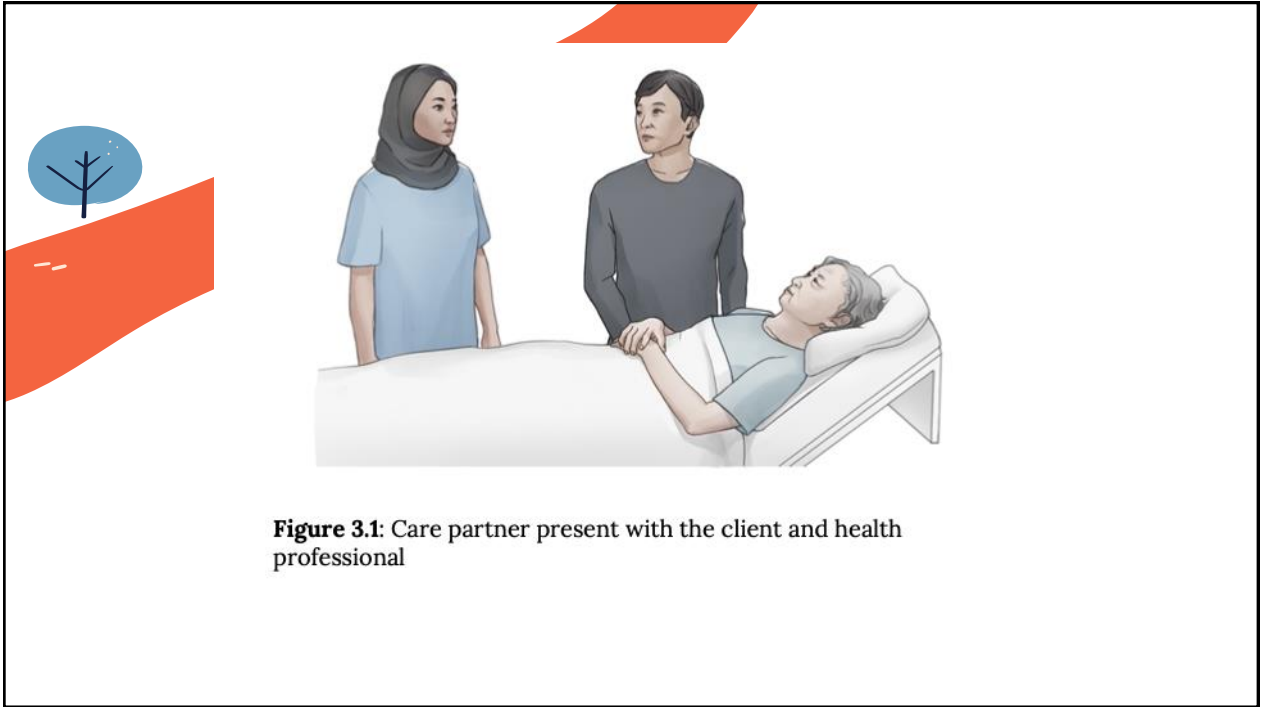
"Focus on one aspect of identity"

"I saw *parts* of who I am"

"It was like, you were one or the other"

"...not a lot of examples of a disability or neurodiversity"

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**Figure 3.1:** Care partner present with the client and health professional


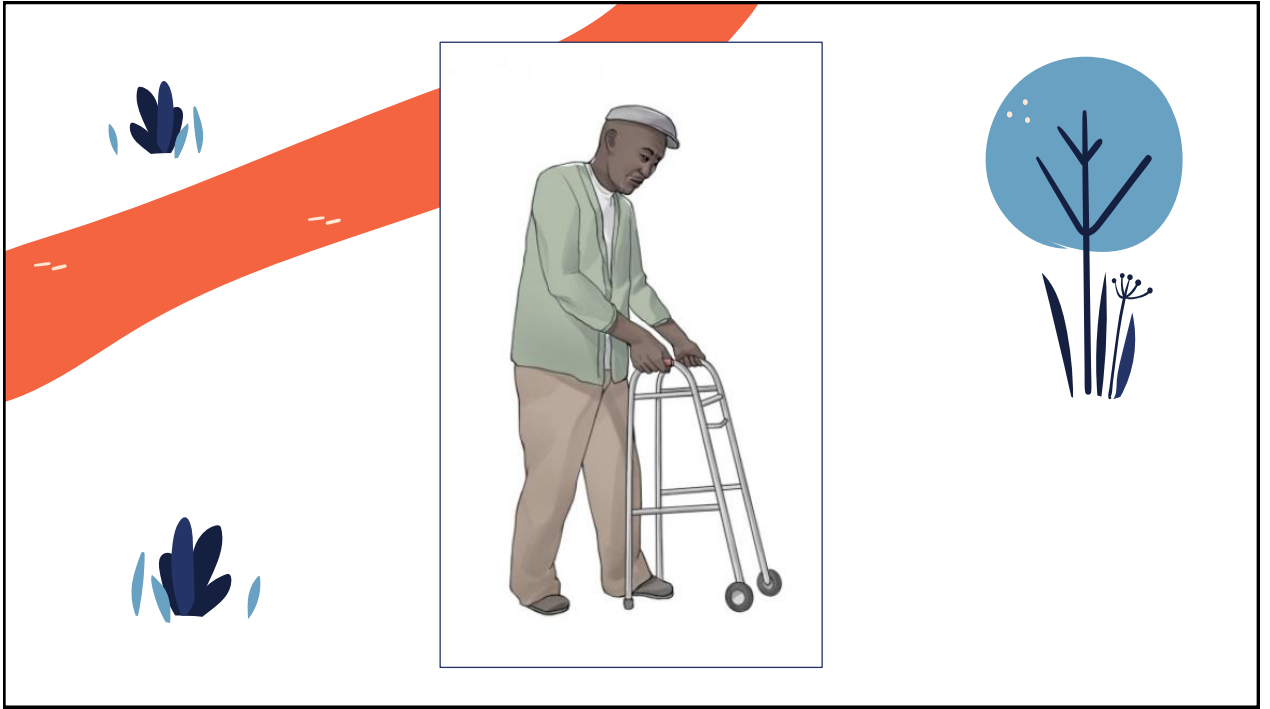
## Identities: 03 Imposed homogenization of Identity

“Danger of reinforcing stereotypes, i.e. Muslim with hijab”

“Some people might not look like what the stereotypical image is”

“I feel that psychologically or unconsciously... [it] can have an affect on how we’re learning” (p.5)






# Theme 4: Self

01 Self-Representation

02 Reconciling self and practice



The slide features a white background with a black border. In the top left corner, there is a blue circular icon containing a stylized tree. The main text is centered and includes the title 'Theme 4: Self' in blue, followed by two sub-points '01 Self-Representation' and '02 Reconciling self and practice' in orange. In the bottom right corner, there is a blue icon of a stylized plant with three leaves.




## Self: 01 Self-Representation

"I just knew right there and then, it's inclusive - it had me in it."

"You really become proud when you see those changes."

"I didn't necessarily see anyone that looks like me"



"I have to imagine my own representation to see me for me."


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## Self: 02 Reconciling Self and Practice

"We were really taught ... how much importance we have to give to each person and who they are individually."

"....Made us think about... how we would react in situations... in our practice"



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## Discussion

- Shifting dominant narratives
- The importance of belonging to the learning process
- Recognizing damage caused by the experience of exclusion
- Attention to intersectionality
- Danger of reinforcing stereotypes
- Finding a balance - breadth or depth?

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## Implications: So What?



- Critically examine nursing resources for DEI
- Integrate DEI into our peer-review processes more systematically
- Update OER and other sources to ensure relevance



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## References

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Research article

**Equity, diversity, and inclusion in open educational resources: An interpretive description of students' perspectives<sup>☆</sup>**


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ARTICLE INFO ABSTRACT

**Keywords:**  
Open educational resources

**Background:** Although often assumed as objective, texts in nursing education are value-laden artifacts. Not unlike many educational materials, nursing texts are socially situated and often reflect dominant discourses of white



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## References

This research was based on the following Open Educational Resources:

1. [The scholarship of writing in nursing education](#)
2. [The complete subjective health assessment](#)
3. [Documentation in nursing](#)
4. [Introduction to communication in nursing](#)

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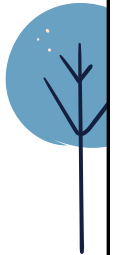


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Bell, B., 2021. White dominance in nursing education: a target for anti-racist efforts. *Nursing Inquiry*, 28 (1), e12379 <https://doi.org/10.1111/nin.12379>



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## Q&A



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