



# CREATING INCLUSIVE LEARNING ENVIRONMENTS

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# Background

- Crossing the Quality Chasm (2001)
- Unequal Treatment (2002)
- The Sullivan Report  
Missing Persons: Minorities in Health Professions (2004)

# Conclusion

- “Evidence indicates that diversity is associated with improved access to care for racial and ethnic minority patients, greater patient choice and satisfaction, and better educational experiences for health professions students, among many other benefits.”

Institute of Medicine (2004)

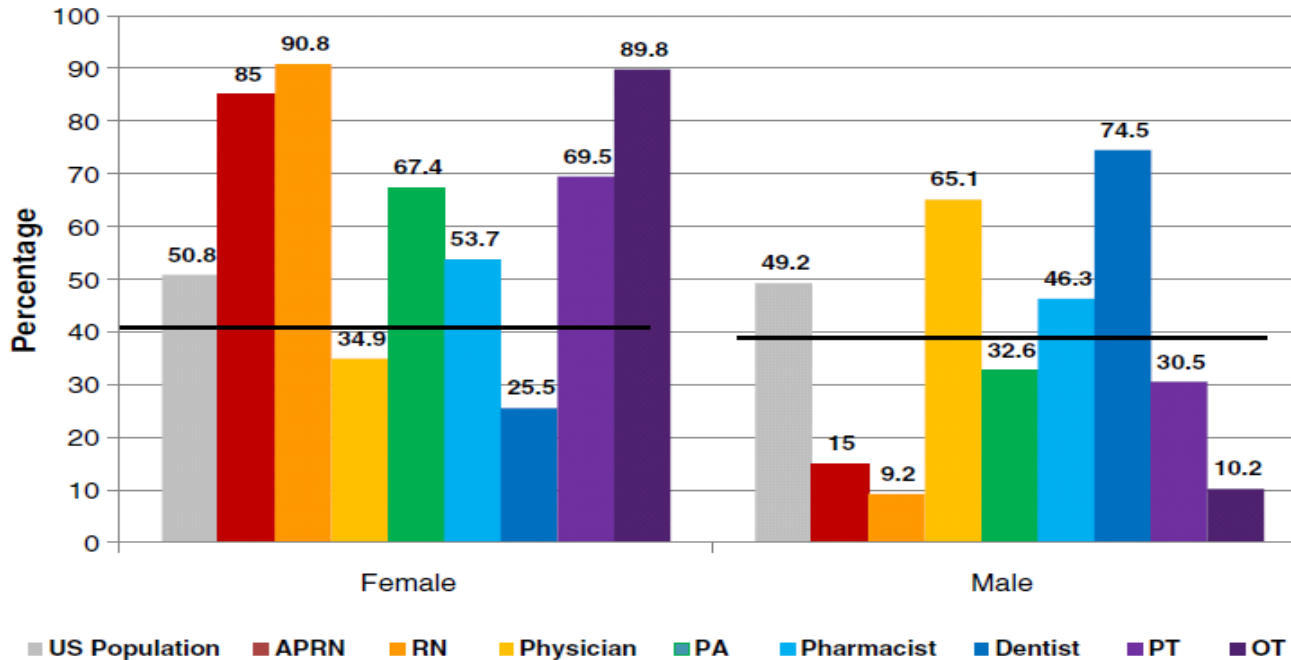
# Diversity in health occupations

Table 1. U.S. Health Occupations by Race, 2010-2012 (HRSA)\*

Profession	Black/African Americans (%)	Hispanic or Latino (%)	Asian (Non-Hispanic) (%)	American Indian/Alaska Native (%)	Native Hawaiian/Pacific Islander (%)	White (Non-Hispanic) (%)
Registered Nurses (2,682,262)	10.7	5.4	8.8	0.4	0.1	78.6
Dentists (157,395)	3.3	6.1	14.5	(0.1)	NR	80.5
Pharmacists (261,128)	5.9	4.0	18.0	0.2	NR	73.7
Physicians (835,723)	5.3	6.0	20.0	0.2	0.03	72.2
US Population (2013)	<b>13.2</b>	<b>17.1</b>	<b>5.3</b>	<b>1.2</b>	<b>0.2</b>	<b>62.6</b>

\*Not all totals equal 100 percent due to rounding. Numbers in parenthesis represent estimates. NR- data not reported

# Diversity in health professions

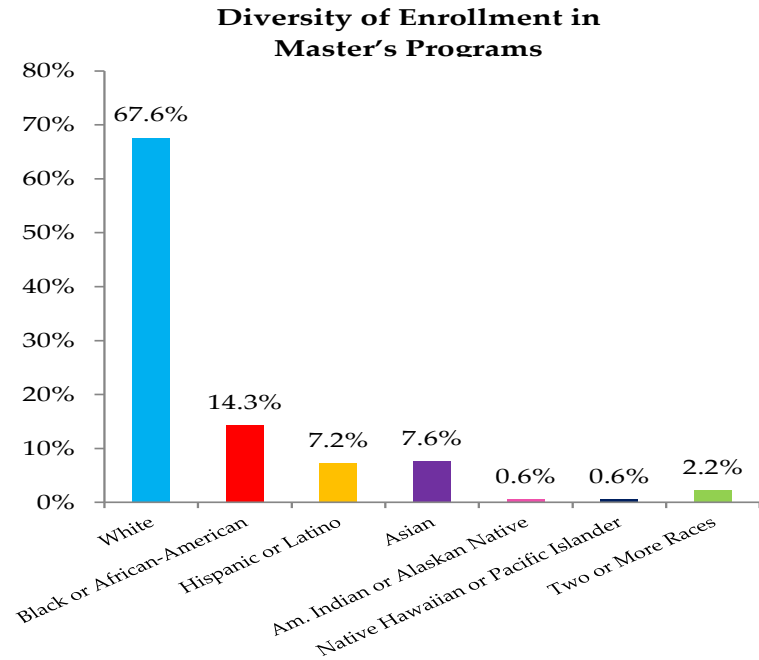
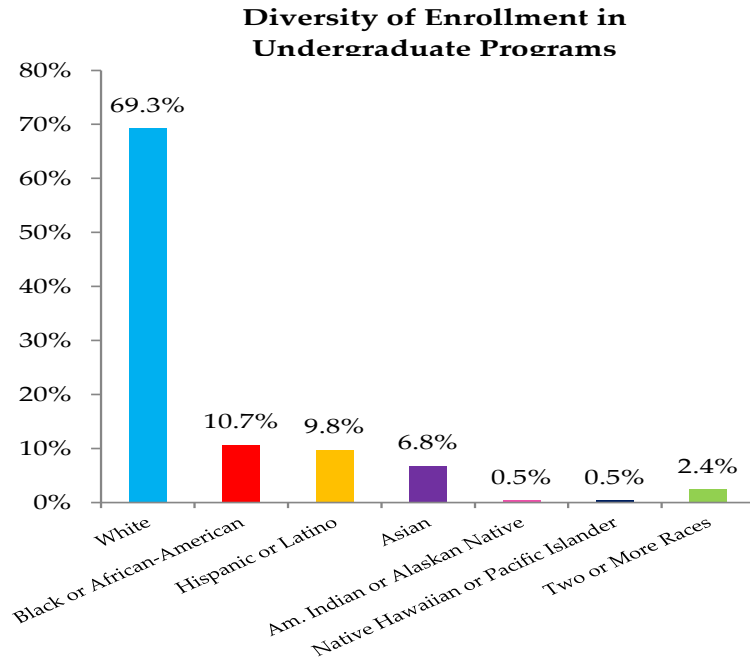


Sources: U.S. Department of Health and Human Services, Health Resources and Services Administration, Bureau of Health Workforce, National Center for Health Workforce Analysis. (2015). Sex, Race, and Ethnic Diversity of U.S. Health Occupations (2010-2012). Rockville, Maryland.

U.S. Census Bureau. (2015). Projections of the Size and Composition of the U.S. Population: 2014 to 2060, Current Population Reports. P25-1143. U.S. Census Bureau, Washington, DC.



# Diversity enrollment in nursing schools



SOURCE: 2014-2015 AACN ENROLLMENT AND GRADUATIONS

# Holistic review in health professions schools

## Include key findings



# What is culture?

- *Culture* refers to integrated patterns of human behavior that includes language, thoughts, communications, beliefs, and values.
- Provides us with our identity, beliefs, values, and behavior.
- Is learned as a part of the natural process of growing up in a family and community and from participating in societal institutions.
- Is the conscious and unconscious content that a group learns, shares, and transmits from generation to generation that organizes life and helps interpret existence.





# What is cultural competence?

- The integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, **thereby producing better outcomes**
- The ability to think, feel, and act in ways that acknowledge, respect, and build upon ethnic, socio-cultural, and linguistic diversity

National Technical Assistance Center for State Mental Health Planning

# Inclusion

- Inclusion: A core element of diversity that creates a climate where all those participating feel able to actively engage, feel safe, and feel welcome.

# INCLUSIVE learning environments

- ***Inclusive Excellence*** builds greater excellence and improves organizational culture
- Nursing has social mandate to provide care for a culturally diverse patients
- Student learning is enriched by diverse inclusive environments

# Cultural competent learning organizations

- Value diversity,
- Conduct self-assessment,
- Manage the dynamics of differences,
- Acquire and institutionalize cultural knowledge, and
- Adapt to the diversity and cultural contexts of individuals and communities served.

# Culturally responsive teaching, Zaretta Hammond

- Cultural values and learning practices transmitted from our parent and community guide how the brain wires itself to process information and handle relationships. The neural pathways are developed around one's cultural ways of learning.
- Hammond provides evidence on how culturally responsive teachers know this and piggyback on these well-developed neural pathways with similar types of instruction.

# Teaching across cultural strengths

- In monocultural learning environments all students miss out on learning through a mixture of cultural frameworks, disadvantaging them in a global society where retooling professional skills and knowledge is now a constant necessity.\*

\* Alicia F Chavez and Susan Longerbeam

# Collectivism/Individualism

**Individualism** refers to the attitude of valuing the self as a separate individual with responsibility for one's own destiny or actions (e.g., taking care of own one's needs over the group's, self-interest is an appropriate goal).

**Collectivism** emphasizes common interests, conformity, cooperation and interdependence (e.g., taking care of the group's needs over one's individual needs).



Video clip: Student input regarding microaggressions

<https://youtu.be/tsiMcHAgk>





# Cultural intelligence

- The awareness, knowledge, and skills needed to work with others who are culturally different from self in meaningful, relevant, and productive ways.
- The ability to work effectively across cultures in a way that acknowledges and respects the culture of the person or organization being served.

J. H. Hanley (1999) - Beyond the tip of the Iceberg: Five Stages toward cultural competence

# Cultural intelligence quotient

- A person's capability to adapt as s/he interacts with others from different cultural regions; it has behavioral, motivational and metacognitive aspects

Soon Ang and Linn Van Dyne

- Can be measured on a scale
- Malleable and can be improved

# Why CQ?

- There is widespread globalization— People of different cultures today live together everywhere in the world.
- One would need to know the customs of other cultures, especially the taboos or risk offending people.
- People with higher CQ would be able to interact with people from other cultures easily and more effectively.

# Pedersen's Developmental Model

- **Awareness** – consciousness of one's own attitudes and biases as well as the sociopolitical issues that confront culturally different students
- **Knowledge** – accumulation of factual information about different cultural groups.
- **Skills** – integration of awareness competencies to positively impact students from culturally distinct groups.
- **Attitude** – belief that differences are valuable and change is necessary and positive.

Each domain builds successively on the previous one such that mastery of an earlier domain is necessary before proceeding to subsequent domains.

# Strategies for Developing CQ





## Cultural Intelligence Quotient (CQ)

What will be your plan?





## The Healthcare Workforce for Tomorrow

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