



Update from the Committee – Newsletter: Issue 2, Spring 2021

SPRING OVERVIEW:

The committee has continued to work to engage faculty, staff, students and community members in cultural change through its work.

- At this time we are seeking new faculty and student members to help support the efforts of committee. We meet on the first Wednesday every other month with our next meeting on July 7th.
- The committee chairs have been in contact with UCSF to learn more about their elective course on Racism, Health Care and Social Justice in their FNP/PNP program. Stay tuned to learn more about the outcomes of this discussion!
- Committee members from SOURCE want to remind SON faculty of their development fellowship program <https://source.jhu.edu/audiences/faculty-and-staff/fellows/index.html>. Reach out to [SOURCE](#) with questions related to this offering.

WORKGROUP UPDATES:

ASSESSING AND ADDRESSING OUR BIASES AND DETERMINING MEASURES AND IMPACT AT JHSON (WORKGROUP 1), is seeking new members. The goal of this group is to develop an assessment plan and analyze any data collected to develop strategies that address any embedded biases within our curriculum and culture. Please submit interest or inquiries to SON-AcademicAffairs@jhu.edu.

ASSESSING TEACHING AND LEARNING PROCESSES AND PRACTICES AND COLLECTING AND CREATING DEI TEACHING AND LEARNING RESOURCES (WORKGROUP 2)

Workgroup 2 has been very busy this semester! Led by Mona Shattell, Cecilia Tomori, Lucine Francis, Keilah Jacques and Joyell Arscott. This group is working in teams and have included students to support the important work they are completing. Here are some updates from each of the teams:

LGBTQI+ Textbook Review Team

Student Members: Carissa Lawrence, Meredith Klepper and Angie Deng
Faculty mentor: Kelly Bower

The LGBTQI+ Textbook Review team has welcomed PhD student Carissa Lawrence to the team! Carissa, Meredith Klepper, and Angie Deng are aiming to completed data collection. This team is preparing for the next phase of their methodology: quantitative analysis of the occurrence of search terms and qualitative analysis of extracted themes. Angie will record a presentation of the preliminary quantitative analysis and lead a live Q&A for the Association of Community Health Nursing Educators (ACHNE) Annual Institute conference in June. A more detailed and qualitative publication manuscript will be developed alongside the presentation, both with the help of Drs. Kelly Bower and Athena Sherman, over the next couple of months. The group congratulates Angie Deng on her graduation this month and thanks her for her lasting contributions!

Race/Ethnicity Textbook Review Team

Student Members: Sarah LaFave, Lea Marineau, Cassidy Griffith, Adam Abbott and Ruth-Alma Turkson-Ocran
Faculty Mentor: Lucine Francis

This workgroup aims to address the following questions through a systematic review of textbooks in the core curriculum of the Johns Hopkins University School of Nursing's Master's Entry into Nursing Practice program:

- How are racial/ethnic disparities in health outcomes presented in nursing textbooks?
- What kind of context (e.g., social, biological), if any, is provided for racial and ethnic disparities?
- Are disparity statistics and context cited or provided without a reference?

Data extraction is independently being completed by two students and discrepancies are resolved by a third student. To date, 11 of 14 textbooks have been reviewed by at least one student. Three textbooks remain to be appraised. Multi-method analysis of the qualitative and quantitative data had begun. Cassidy Griffith will present preliminary results as an ePoster presentation at the 43rd ACHNE Annual Institute in June 2021. This group has also submitted a chapter entitled *Strategies for Implementing Antiracist Frameworks and Critical Reflection in Teaching Materials for Health Professions* for the book *Antiracist Helping Professionals: Research, Pedagogy, and Practice*.

Preliminary Results

Preliminary themes we have found from the data include:

- Conflation and inconsistent definitions of racial and ethnic terms.
- Using “white” as the standard reference for epidemiological statistics.
- Listing race as an unproblematic risk factor for morbidity and mortality.
- Lacking sufficient context, citations, and framing to support inferences about race-based treatment recommendations and variances in physiological function in clinical practice.
- Omissions of important historical context for racial disparities (Slavery, Redlining, Racism, Segregation, Discrimination, Colonialism, Oppression).

Based on these results thus far, workgroup 2 recommends that training and a toolkit will be provided to faculty and clinical instructors in key areas. These include:

- Teaching, researching, and discussing race as a social construct.
- Improving our teaching on context for racial and ethnic health disparities.
- Eliminating conflation of ethnic/racial terms in teaching materials.
- Implementing new standards for development of course materials, based on appropriate presentation of racial and ethnic health disparities.

In order to include students in this process, Dr. JoAnne Flagg is leading an effort to gather ongoing feedback from students on how racial and ethnic disparities are presented in course materials. Stay tuned for this opportunity in each of the courses!

REMINDERS & UPCOMING FOR FALL 2021

- By invitation, we are seeking 6 students to participate in the Racial Ethnic Institute (REI) on October 28 & 29, 9 am - 5 pm each day. We are looking for your service and commitment to dismantling any structural barriers that serve to limit our potential for inclusive excellence. Do you want to join us for REI’s two-day Phase 1 training designed to develop the capacity of DEI Champions to better understand racism in its institutional forms? Please email SON-Diversity@jhu.edu with your name, best contact number, program of study, and anticipated graduation date. You must be committed to attending the complete two-day training and then serve as a student representative on the Teaching and Learning as a Pathway to DEI committee. Additional information about REI can be found [HERE](#).
- All members of the JHSON community (faculty, students, and staff) are welcome to join the steering committee to attend meetings. To be added to the calendar invites for upcoming meetings, email SON-AcademicAffairs@jhu.edu.
- If you are a student interested in joining a workgroup, email SON-AcademicAffairs@jhu.edu for more information and a list of available positions.

Look for Newsletter: Issue 3, Fall 2021 in December. Also look for updates and highlights of the committee in SON Vitals and Student E News! You can find links to all of the newsletters in the [Updates & Events](#) section of the Teaching and Learning as Pathways to DEI webpage.

For a list of Committee Co-Chairs & Workgroup Leads [click here](#).

Brought to you by the co-chairs of the Communication & Dissemination Workgroup (WG 3):

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