



This issue:
**EDI and
Unconscious
Bias**

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Teaching and
Scholarship News
is a monthly
newsletter that helps
you stay updated on
current topics and
trends in nursing
education.

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Olympic edition: Equity, Diversity and Inclusion(EDI) and Unconscious Bias(EDI)

The Paris Olympics and Paralympics 2024 boasts that event will have full gender parity among athletes. This is evident with new mixed events, better visibility of women's, more top level female coaches, and officials. As well, Paralympians will now be paid for metal worthy performances in the same way as Olympians. But there is much more to do!

This past spring the *Faculty of Nursing EDI series* presented us with thought provoking information. In this edition of Teaching and Scholarship I wanted to share some EDI centered pedagogical practices that you can use in your courses design and delivery.

Closely linked to EDI concepts is **unconscious bias**.

Does this happen in our classrooms?

- [Dot Exercise - Unlearning: Breaking Bias. Building Community. \(youtube.com\)](#)
- [Don't Put People in Boxes \(youtube.com\)](#)

Articles you may be interested in:

Etienne, S., & Lewis, L. S. (2024). Racial implicit bias: Perspectives of nursing students. *Journal of professional nursing : official journal of the American Association of Colleges of Nursing*, 50, 95–103. <https://doi.org/10.1016/j.profnurs.2023.10.007>

Gatewood, E., Broholm, C., Herman, J., & Yingling, C. (2019). Making the invisible visible: Implementing an implicit bias activity in nursing education. *Journal of professional nursing : official journal of the American Association of Colleges of Nursing*, 35(6), 447–451. <https://doi.org/10.1016/j.profnurs.2019.03.004>

George, T. P., DeCristofaro, C., & Murphy, P. F. (2019). Unconscious Weight Bias Among Nursing Students: A Descriptive Study. *Healthcare (Basel, Switzerland)*, 7(3), 106. <https://doi.org/10.3390/healthcare7030106>

Porteous, D. J., & Machin, A. (2018). The lived experience of first year undergraduate student nurses: A hermeneutic phenomenological study. *Nurse education today*, 60, 56–61. <https://doi.org/10.1016/j.nedt.2017.09.017>

Thirsk, L. M., Panchuk, J. T., Stahlke, S., & Hagtvedt, R. (2022). Cognitive and implicit biases in nurses' judgment and decision-making: A scoping review. *International journal of nursing studies*, 133, 104284. <https://doi.org/10.1016/j.ijnurstu.2022.104284>

STRATEGIES FOR THE CLASSROOM

	What we want	How we can do this in our learning environments
Equity	Participants have equitable opportunities to participate, learn, and succeed.	<ol style="list-style-type: none"> Design activities to reduce or eliminate financial barriers to participation such as material costs or fees for activities. Eliminate requirements that might create inequities, such as required in-person meetings outside of course time, or the assumption all students have the same access to technology. Consider how students' different backgrounds, learning styles, needs, and identities may impact their classroom experience. (For example, consider multiple modes of delivery or opportunities for participation.) Assess students on the specific learning outcomes that have been set for the course. (For example, do not require students to use experiences from outside the classroom to excel, or do not assess students on skills or knowledge not explicitly included in the learning outcomes.)
Diversity	There is diversity among learners in the class and in any groups used in the class.	<ol style="list-style-type: none"> Design your learning environment in such a way to reduce or eliminate barriers to accessibility. (For example, record and post lectures, create content that is compatible with screen readers, and give students a platform to share their experiences.) Strive to create teams that value diversity both along lines of identity and learner approach. (For example, have students fill out a pre-activity survey to share their learning styles, concerns, and goals.) Provide guidance on how to succeed in a diverse team. (For example, cover effective teamwork strategies.) Create activities or assessments that require students to consider diverse perspectives.
Inclusion	Learners feel that they belong and are welcome in the learning environment.	<ol style="list-style-type: none"> Select materials that reflect the diversity of people across the world. (For example, use readings or cases from outside of North America and the West and invite guest lecturers from a variety of backgrounds.) Select materials that offer diverse perspectives. Use images (e.g., in slides) that reflect diversity or, at the least, are neutral (e.g., not human images). Create assessments that allow different types of learners to succeed. (For example, offer multiple modes of assessment, allow students to have some agency in selecting assessments, or offer flexible grading schemes.) Build in opportunities to provide regular feedback to students. (For example, allow ample time to practice skills before an assessment, or design low-stakes assessments to help students identify areas of improvement.) Create opportunities to hear and incorporate student feedback. (For example, conduct mid-course evaluations or feedback sessions.)