



Connecticut Nursing  
Collaborative  
Action Coalition

**FUTURE OF NURSING™**  
Campaign for Action

# DIVERSITY AND INCLUSION TOOLKIT

**A Resource  
for Nurses and Other Healthcare Providers**



As nurses and other healthcare providers, our interests lie in improving health practices to better serve our communities. Practicing cultural competence in academic settings, healthcare practice organizations, and through leadership will improve the care we provide to diverse communities.

This toolkit provides information, resources, and steps to deepen acknowledgement, exploration, and ongoing development of strategies that will broaden and improve diversity and inclusion for professional practice in clinical and education settings.

Please use this toolkit as a reference and an inspiration to ignite your professional journey and the journey of your organization toward a more diverse and inclusive nursing and healthcare environment where all can flourish.

*In health,*

#### **Connecticut Nursing Collaborative-Action Coalition Diversity Committee**

##### **Chairpersons:**

MaryAnn Perez-Brescia, RN, MSN, PhD(s), Jonas Scholar, Associate Professor Three Rivers Community College

Denise Bell, MPH, RN

##### **Diversity Committee Members:**

Liz Beaudin, RN, PhD, Senior Director Nursing, Health, and Workforce CT Hospital Association

Maria D. Krol, DNP, MSN, RNC-NIC, Assistant Professor Southern CT State University

Florence Johnson, RN, MSN, MHA, Consulting Manager Qualidigm

Kimberly Sandor, RN, MSN, FNP, Executive Director CT Nurses Association

Marie Spivey, RN, EdD, MPA, Vice President of Health Equity CT Hospital Association

#### **Connecticut Nursing Collaborative-Action Coalition Statewide Director**

Lisa J. Sundean, RN, MSN, MHA, PhD(c), Jonas Scholar

#### **Connecticut Nursing Collaborative-Action Coalition Co-Leads**

Marcia Proto, M.Ed., CAS, Executive Director CT League for Nursing

Kimberly Sandor, RN, MSN, FNP, Executive Director CT Nurses Association

Jill Watson, Manager of Special Grants and Projects, Workforce Alliance

#### **Connecticut Nursing Collaborative-Action Coalition RWJF SIP3 Grant Principal Investigator**

Carole H. Bergeron, RN, PhD, Academic Program Manager, Healthcare MBA Post University

9/2016

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## DIVERSITY AND INCLUSION: INTRODUCTION



- **What is Diversity**

Diversity recognizes that each person is unique with different perspectives, identity, and points of view. Diversity includes important and interrelated dimensions of human identity such as race, ethnicity, color, gender, socio-economic status, nationality, citizenship, education, geographic origin, religion, sexual orientation, ability, age, political beliefs, and/or other ideologies.

<http://www.canatx.org/CAN-Initiatives/ccdi/index.php>

- **What is Inclusion**

The practice of inclusion, sometimes also referred to as social inclusion, means that all people should feel valued, be respected for their differences, and have their basic needs met in a safe, positive, and nurturing environment. Inclusive environments allow people to live where they are treated with dignity and respect, where they have the opportunity to participate fully, and where they have a voice so that they can influence decisions that affect them.

<http://www.canatx.org/CAN-Initiatives/ccdi/index.php>

**If preconceived myths and stereotypes are believed to be true, even general biases can impact the care provided to certain populations (Trawalter, Hoffman & Waytz, 2012).**

Self-assessment can raise awareness about biases and support changes toward more inclusive environments. Self-assessment can guide development of strategic plans for more inclusive educational institutions for faculty and students.

- **What Do You Assume?**

<https://www.youtube.com/watch?v=eputZigxUY8>

A good way to begin understanding diversity and valuing differences is to conduct a **self-assessment**. Self-assessment can begin by completion of a set of questions designed to identify unconscious bias. Organizational assessment can be conducted by answering questions regarding practices that support diversity and inclusion in the workplace. Examples of such assessments include:

### **Implicit Association Test (IAT) – Project Implicit – Harvard University**

<https://implicit.harvard.edu/implicit/iatdetails.html>

<https://implicit.harvard.edu/implicit/takeatest.html>

### **Levels of Racism**

**Source:** Jones, C.P. (2000). Levels of Racism: A Theoretic Framework and a Gardener's Tale. *American Journal of Public Health*. Vol. 90, No. 8. pp. 1212-1215. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1446334/pdf/10936998.pdf>

### **White Privilege**

**Source:** McIntosh, P. (1988). White Privilege: Unpacking the Invisible Backpack. Retrieved from [https://www.sinsinawa.org/peace-justice/white\\_privilege.pdf](https://www.sinsinawa.org/peace-justice/white_privilege.pdf)

## IS YOUR EDUCATIONAL INSTITUTION DIVERSE AND INCLUSIVE?



### Institution Assessment:

- Does the mission of your educational institution explicitly identify diversity as an educational priority?
- How is the mission carried forward into goals and action plans?
- How many underrepresented/diverse voices are at the decision-making table?
- How does the administrative leadership demonstrate support for diversity initiatives?
- How does the administration positively assess and monitor climate issues?
- What approaches have been developed to create a positive campus climate?
- How are the outcomes measured?
- Does the institution have a dedicated diversity and equity officer or office?
- What types of assessments or strategies are still needed?

### **National League of Nursing**

[http://www.nln.org/docs/default-source/professional-development-programs/diversity\\_toolkit.pdf?sfvrsn=4](http://www.nln.org/docs/default-source/professional-development-programs/diversity_toolkit.pdf?sfvrsn=4)

### Resources

- <https://www.thinkculturalhealth.hhs.gov/Content/clas.asp>
- <http://www.aacn.nche.edu/education-resources/cultural-competency>
- <http://www.canatx.org/CAN-Initiatives/ccdi/index.php>
- [http://www.nln.org/docs/default-source/professional-development-programs/diversity\\_toolkit.pdf?sfvrsn=4](http://www.nln.org/docs/default-source/professional-development-programs/diversity_toolkit.pdf?sfvrsn=4)
- <http://nccc.georgetown.edu/information/faculty.html>
- <http://www.racialequitytools.org/home>

## DIVERSITY IN THE NURSING WORKFORCE



Nursing is the nation's largest healthcare profession. According to the Henry J. Kaiser Family Foundation, there are 3,963,844 total professionally active nurses in the United States and in Connecticut over 54,000 professionally active nurses, both registered nurses and licensed practical nurses.

**Source:** Retrieved from <http://kff.org/other/state-indicator/total-registered-nurses/>

Healthcare is changing and population demographics are changing. We must recognize the relationship between a culturally diverse nursing workforce and the ability to provide quality, culturally competent patient care.

***The need to attract students from underrepresented groups in nursing – specifically men and individuals from African American, Hispanic, Asian, American Indian, and Alaskan Native backgrounds - is a high priority for nursing profession.***

**Source:** American Association of Colleges of Nursing (2013). *Fact sheet: Enhancing diversity in the nursing workforce*. Retrieved from <https://www.aacn.nche.edu/media-relations/diversityFS.pdf>

Diversity in the Workplace: Benefits, Challenges and Solutions.

**Source:** Greenberg, J. (2004). Retrieved from

<http://www.multiculturaladvantage.com/recruit/diversity/diversity-in-the-workplace-benefits-challenges-solutions.asp>

Embracing a diverse nursing workforce.

**Source:** Walden, P. (2013). Embracing a diverse nursing workforce. *Nursing Made Incredibly Easy!*: Volume 11 - Issue 1 - p 4. Retrieved from

[http://journals.lww.com/nursingmadeincrediblyeasy/Fulltext/2013/01000/Embracing\\_a\\_diverse\\_nursing\\_workforce.2.aspx](http://journals.lww.com/nursingmadeincrediblyeasy/Fulltext/2013/01000/Embracing_a_diverse_nursing_workforce.2.aspx)

Faces of Diversity. <http://www.ctmhp.org/press/faces-of-disparity-video/>

**Source:** Connecticut Multicultural Health Partnership. Retrieved from

<http://www.ctmhp.org/press/faces-of-disparity-video/>

Increasing Racial/Ethnic Diversity in Nursing to Reduce Health Disparities and Achieve Health Equity.

**Source:** Phillips, J. M., & Malone, B. (2014). Increasing Racial/Ethnic Diversity in Nursing to Reduce Health Disparities and Achieve Health Equity. *Public Health Reports*, 129(Suppl 2), 45–50. Retrieved from

<http://www.publichealthreports.org/issueopen.cfm?articleID=3081>

## Websites

- Cultural Competence, Diversity, and Inclusion Initiative.  
[www.canatx.org/CAN-Initiatives/ccdi/index.php](http://www.canatx.org/CAN-Initiatives/ccdi/index.php)
- Robert Wood Johnson Foundation. (Keyword: nursing diversity)  
<http://www.rwjf.org/en.html>



- U.S. Department of Health and Human Services Office of Minority Health.  
<http://minorityhealth.hhs.gov/>

### List of Diverse Nursing Organizations

- American Assembly for Men in Nursing  
<http://www.aamn.org/>
- Asian American/ Pacific Islander Nurses Association. Inc.  
<http://aapina.org/>
- Association of Black Nursing Faculty, Inc.  
<http://www.abnf.net>
- MinorityNurse.com  
<http://www.minoritynurse.com>
- National Alaska Native American Indian Nurses Association  
<http://nanainurses.org/>
- National Association of Hispanic Nurses  
<http://www.nahnnet.org>
- National Association of Indian Nurses of America  
<http://www.nainausa.com/>
- National Black Nurses Association, Inc.  
<http://www.nbna.org>
- National Coalition of Ethnic Minority Nurse Associations  
<http://www.ncemna.org>
- Philippine Nurses Association of America, Inc.

<http://www.mypnaa.org/>

## LEADERSHIP DIVERSITY



There are a variety of ways to define and describe diversity, but some descriptors, offered by Frederick D. Hobby, former President of the Institute for Diversity in Health Management defines diversity as

“...any collective mixture characterized by similarities and differences”;

“Diversity affects everyone, is more than gender, age, racial classification, ethnicity, physical ability and sexual orientation, and determines how each individual thinks, behaves, and believes”;

“It is the lens through which we see the world and encompass all the influences that shape the way we approach work and daily living.”

### Implication for Population Health

Diversity within the leadership of healthcare organizations and systems provides for multiple perspectives and thus greater ability for quality decision-making. Moreover, it stands to reason that when Board members, senior leaders, and the healthcare workforce overall, reflect the communities they serve, an understanding of community need, development of trust, and the ability to engage in partnerships to ensure health equity are fostered.

Healthcare leadership that is diverse and engaged with its community is supportive of organizational cultural competence that is associated with improved health outcomes and fewer healthcare disparities. In today’s transforming healthcare environment, engagement with the community, the development of patient medical homes, and focus on preventive health, are essential to assist populations/members of the community to live healthy lives.

### The National Center for Cultural Competence (NCCC): Georgetown University

The mission of the **NCCC** is to increase the capacity of healthcare and mental healthcare programs to design, implement, and evaluate culturally and linguistically

competent service delivery systems to address growing diversity, persistent disparities, and to promote health and mental health equity.

**Source:** Retrieved from <http://nccc.georgetown.edu/>

The NCCC utilizes foundations of cultural and linguistic competence based on the work of Cross et al. (1989).

**Source:** Retrieved from <http://nccc.georgetown.edu/foundations/index.html>

Cross et al. (1989). Towards a Culturally Competent System of Care: A Monograph on Effective Services for Minority Children Who are Severely Emotionally Disturbed.

**Source:** Retrieved from <http://files.eric.ed.gov/fulltext/ED330171.pdf>

## Additional Resources



AONE Guiding Principles for Diversity in Health Care Organizations.  
<http://www.aone.org/resources/diversity.pdf>

A Guide to Planning and Implementing Cultural Competence Organizational Self – Assessment.  
<http://nccc.georgetown.edu/documents/ncccorgselfassess.pdf>

*Becoming a Culturally Competent Healthcare Organization*  
<http://www.hpoe.org/becoming-culturally-competent>

Best Practices or Best Guesses? Assessing the Efficacy of Corporate Affirmative Action and Diversity Policies.  
[https://www.cfa.harvard.edu/cfawis/Dobbin\\_best\\_practices.pdf](https://www.cfa.harvard.edu/cfawis/Dobbin_best_practices.pdf)

Bridging the Cultural Divide in Health Care Settings The Essential Role of Cultural Broker Programs.  
[http://nccc.georgetown.edu/documents/Cultural\\_Broker\\_Guide\\_English.pdf](http://nccc.georgetown.edu/documents/Cultural_Broker_Guide_English.pdf)

CLAS Standards.  
<http://healthequity.cthosp.org/HealthEquity/assets/file/resources/publications/EnhancedCLASStandardsBlueprint.pdf>

Closing the Gap in Healthcare Leadership Diversity: A Witt Kieffer Study  
[http://www.wittkieffer.com/file/pdfs/Closing%20the%20Gap%20in%20Healthcare%20Leadership%20Diversity%20Final\(1\).pdf](http://www.wittkieffer.com/file/pdfs/Closing%20the%20Gap%20in%20Healthcare%20Leadership%20Diversity%20Final(1).pdf)

Corporate Leadership: Building Diversity into the Pipeline.  
<http://www.apa.org/pi/oema/resources/communique/2009/08/diversity.aspx>

*Cultural Competency Assessment Tool for Hospitals (CCATH): Assessing Adherence to the CLAS Standards*  
<http://www.diversityconnection.org/diversityconnection/membership/Resource%20Center%20Docs/CCATHOverview.pdf>

Cultural & Linguistic Competence at Meetings and Conferences.

[http://nccc.georgetown.edu/documents/Planners\\_Guide.pdf](http://nccc.georgetown.edu/documents/Planners_Guide.pdf)

*Diversity and Disparities: A Benchmark Study of U.S. Hospitals 2013*  
[http://www.diversityconnection.org/diversityconnection/leadership-conferences/diversity\\_disparities\\_Benchmark\\_study\\_hospitals\\_2013.pdf](http://www.diversityconnection.org/diversityconnection/leadership-conferences/diversity_disparities_Benchmark_study_hospitals_2013.pdf)

Goode, T. (2001). Policy Brief 4: Engaging communities to realize the vision of one hundred percent access and zero health disparities: A culturally competent approach. Retrieved from <http://nccc.georgetown.edu/documents/ncccpolicy4.pdf>

*Hospital-Based Strategies for Creating a Culture of Health*  
[www.hpoe.org/cultureofhealth](http://www.hpoe.org/cultureofhealth)

*Institute for Diversity in Healthcare Management*  
<http://www.diversityconnection.org/diversityconnection/about-us/About-the-Institute.jsp>

*Managing an Intergenerational Workforce: Strategies for Healthcare Transformation*  
[www.aha.org/managing-intergenerational-workforce](http://www.aha.org/managing-intergenerational-workforce)

Managing Diversity from a Leadership Perspective.  
<http://www.epspros.com/NewsResources/Newsletters?find=13302>

*National Center for Cultural Competence: Georgetown University*  
<http://nccc.georgetown.edu/resources/assessments.html>

National Standards for Culturally & Linguistically Appropriate Services in Health & Health Care (National CLAS Standards).  
<https://www.thinkculturalhealth.hhs.gov/content/clas.asp>

National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care: A Blueprint for Advancing and Sustaining CLAS Policy and Practice April 2013.  
<https://www.thinkculturalhealth.hhs.gov/pdfs/EnhancedCLASStandardsBlueprint.pdf>

Planning, Implementing and Evaluating Culturally Competent Service Delivery Systems in Primary Health Care Settings: Implications for Policy Makers and Administrators.  
[http://nccc.georgetown.edu/documents/Getting\\_Started.html](http://nccc.georgetown.edu/documents/Getting_Started.html)

*Strategies for Leadership: Does Your Hospital Reflect the Community it Serves?*  
<http://www.diversityconnection.org/diversityconnection/membership/Diversity%20Cultural%20Proficiency%20Assessment%20Tool.pdf>

Transition Cultural and Linguistic Competence Checklist for Medical Home Teams.

[http://nccc.georgetown.edu/documents/NCCC Transition Checklist.pdf](http://nccc.georgetown.edu/documents/NCCC%20Transition%20Checklist.pdf)

Why Diversity Matters.

<http://www.mckinsey.com/business-functions/organization/our-insights/why-diversity-matters>

### **Case Studies**

Diversity in Healthcare Examples from the Field.

[www.hpoe.org/diversitycasestudies](http://www.hpoe.org/diversitycasestudies)

<http://www.aha.org/content/16/eoccaseexamples.pdf>

## About



### Connecticut Nursing Collaborative-Action Coalition

Connecticut Nursing Collaborative-Action Coalition is one of 51 Action Coalitions and backed by 2 successive grants from the Robert Wood Johnson Foundation. CNC-AC and other Action Coalitions throughout the country are part of *The Campaign for Action: The Future of Nursing* an initiative of the Robert Wood Johnson Foundation and AARP aiming to improve health and healthcare in the United States through nursing.

CNC-AC partners with many organizations throughout the state to achieve its goals. Examples of CNC-AC's outcomes include:

- Advancing pathways for seamless academic progression by adopting the Nurse of the Future Core Competency Model in most nursing programs in the state and forging academic/practice relationships.
- Influencing adoption of a standard nursing education curriculum in the CT state colleges and universities based on the Nurse of the Future Competency Model.
- Influencing the adoption of the Nurse of the Future Competency Model for standardization of CT hospital nurse on-boarding processes and residency programs.
- Partnering with state agencies to implement electronic re-licensure for nurses, and to capture and analyze critical nursing workforce data to inform labor decisions.
- Promoting population health by developing an innovative online population health education program for incumbent nurses in practice and academia, and for nursing students at all levels.
- Supporting implementation of an innovative online nursing education advisement portal through the CT League for Nursing.
- Supporting CT Nurses Association for expansion of CT nursing scope of practice laws for Advanced Practice Nurses.



- Partnering with the Northern CT Black Nurses Association to advance diversity in the nursing workforce through support of the NCBNA Mentoring Program.
- Supporting diversity in the nursing workforce at the New England Minority Nurse Leadership Conference.
- Promoting nursing leadership by supporting Jonas Scholars and the CT Nurses Association Legislative Day and annual Convention.
- Supporting the growth and development of new nurses by supporting the CT League for Nursing Annual Student Day.
- Promoting the role for nurses on boards in alignment with the Nurses on Boards Coalition.

**Visit us: [www.cnc-ac.org](http://www.cnc-ac.org)**