



Relationship-Centered Care & Allyship in Action

LATONIA CLARK CHALMERS, DNP-TCN, APRN, PMHNP-BC, NC-BC

BACKGROUND

- The literature describes the biases held by nurses that propagate ableism, ageism, classism, racism, sizeism, and maltreatment of persons who identify as LGBTQIA2S++, persons who have mental health challenges, and persons with substance use disorders/addictions. This is juxtaposed to the nursing *Code of Ethics*, *AACN Essentials*, and the University of North Carolina at Chapel Hill Carolina School of Nursing's (UNC-CH SON) Carolina Core Tenets of Relationship-Centered Care, Diversity & Inclusion, Ethics, and Population Health.
- Nursing students at UNC-Chapel Hill have expressed the need for teaching methods and curriculum content to offer more tangible and actionable ways to engage in social justice nursing that advances health equity.
- SON faculty members have expressed a lack of confidence and competence with engaging students in conversations and content about racism.
- The SON's Strategic Plan includes the following goals:
 - Providing brave spaces for all UNC SON to discuss difficult conversations, have support, and work through solutions
 - Developing and implementing curricula across all programs that provides the requisite knowledge to foster cultural humility in clinical practice, education, research, and service

PURPOSE/AIM

For Accelerated BSN (ABSN) Students

- Knowledge building in the following areas:
 - Using one's position, privilege, and power to be an ally
 - Impact of the isms, biases, and stigma on population health and healthcare
 - Structural and systemic root causes of the isms, biases, and stigma
- Skill building
 - Engaging in reflective and reflexive practice
 - Offering Inclusive, therapeutic, person/relationship-centered, trauma-informed, compassionate, culturally humble/relevant nursing care
 - With being uncomfortable and engaging in difficult conversations
- Attitude shifting and shaping about centering the humanity and needs of the person/family/community

For SON Undergraduate (UG) Faculty Members

- Knowledge building about the psychological safety needs of both White persons and non-White persons
- Skill building with being uncomfortable and engaging in difficult conversations
- Attitude shifting and shaping about personal and collective responsibility for creating an environment that fosters a sense of belonging

METHODS

For ABSN Students

- A literature review was completed to identify some of the most common isms and other bias-based problems in healthcare. A flipped classroom approach was used to design and develop a series of four assignments for a foundational UG nursing course. During the development, the Associate Dean (AD) of Inclusive Excellence provided consultation and feedback.
- A Healthcare Problems and Relationship-Centered Care in Action series of four assignments (2 group and 2 individual) was embedded in an UG nursing course

For UG Faculty (see Next Steps)

ANTICIPATED OUTCOMES

- For students: Improvement in knowledge, skills, and attitudes about social justice nursing
- Improved capacity to engage in conversations about racism

NEXT STEPS

For ABSN Students

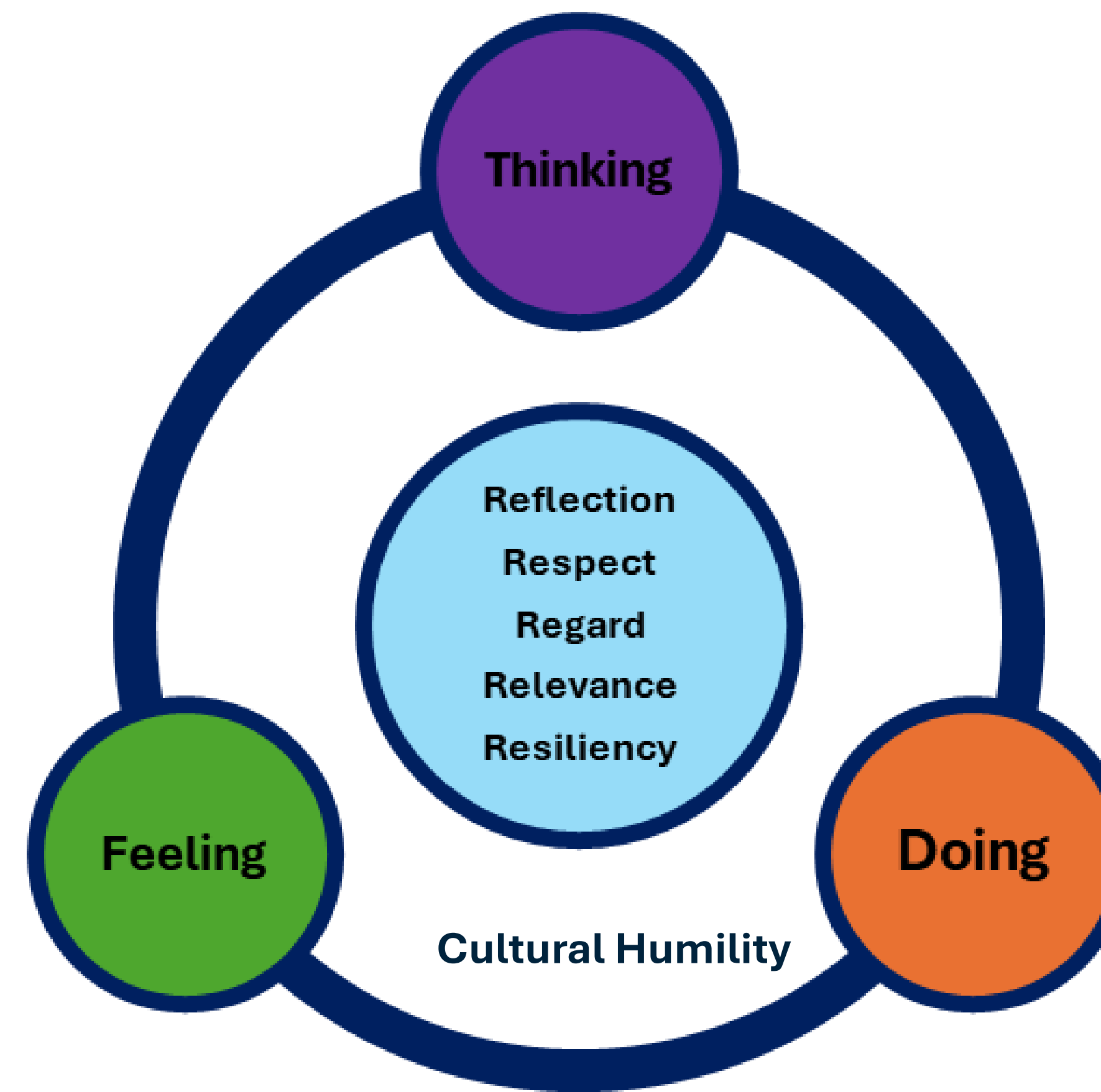
- Partner with Associate Dean (AD) of Inclusive Excellence and trusted SON allies to facilitate classroom conversations about racism, psychological safety, and allyship
- Evaluate completed assignments
- Review student feedback and update assignments
- Collaborate with AD of Inclusive Excellence and Strategic Planning Committee to identify additional strategies for embedding allyship content across the undergraduate curriculum

For UG Faculty (in collaboration with AD of Inclusive Excellence)

- Sense of Belonging survey
- Affinity focus groups to identify barriers to psychological safety
- Difficult conversations workshop

SELECTED REFERENCES

- American Academy of Colleges of Nursing. (2021). *The core competencies for professional nursing education*.
- American Nurses Association. (2015). *Code of ethics for nurses with interpretive statements*. American Nurses Publishing.
- Masters, C., Robinson, D., Faulkner, S., Patterson, E., McIlraith, T., & Ansari, A. (2019). Addressing biases in patient care with The 5Rs of Cultural Humility, a clinician coaching Tool. *Journal of General Internal Medicine*, 34(4), 627–630. <https://doi.org/10.1007/s11606-018-4814-y>
- Valdez, A. (2021). Words matter: Labelling, bias and stigma in nursing. *Journal of Advanced Nursing*, 77(11), e33–e35. <https://doi.org/10.1111/jan.14967>
- Watson, J. (2018). *Unitary caring science: The philosophy and praxis of nursing*. University Press of Colorado.
- Wei, H., Price, Z., Evans, K., Haberstroh, A., Hines-Martin, V. & Harrington, C. (2023). The state of the science of nurses' implicit bias. *Advances in Nursing Science*, 46 (2), 121-136. <https://doi.org/10.1097/ANS.0000000000000470>



FRAMEWORKS

- Knowledge, Skills, and Attitudes Framework
- Cultural Humility Framework
- Watson's Human Caring Theory (Ethics of Belonging).





Relationship-Centered Care and Allyship in Action

LaTonia Clark Chalmers, DNP-TCN, APRN, PMHNP-BC, NC-BC

Biography

Dr. LaTonia Clark Chalmers is a holistic nurse and faculty member at the University of North Carolina at Chapel Hill (UNC-CH) School of Nursing (SON). She is a board certified psychiatric mental health nurse practitioner and health and wellness nurse coach, trained Mindfulness Self-Compassion teacher with the Center for Mindful Self-Compassion, and registered yoga teacher with Yoga Alliance. Her current professional nursing organization service includes being the chapter president of the American Psychiatric Nurses Association (APNA) NC chapter, vice-chair of the NC Nurses Association Psychiatric Council of Nurses, Racial Healing Circle Facilitator with the American Holistic Nurses Association, and APNA Suicide Prevention Competency Training Facilitator. She is also an Adult and Youth Mental Health First Aid Instructor. Her teaching, scholarly, and practice interests include health equity, mental health, cultural intelligence, the Strong Black Woman Superwoman phenomenon, culturally tailoring caring-healing modalities, and the self-care and whole health well-being practices of nurses and nursing students. Dr. Clark Chalmers earned a BA (history) and BSN from UNC-CH, MSN from Vanderbilt University, and DNP in Transcultural Nursing Leadership from Augsburg University. She also completed an Interprofessional Integrative Health and Healing Therapies fellowship at the Greater Los Angeles Veterans Healthcare System. In her free time, LaTonia loves spending time with her family and friends, taking photos, traveling, and exploring how to better embrace rest, self-compassion, and self-care.

Contact Information



LaTonia Clark Chalmers, DNP-TCN, APRN, PMHNP-BC, NC-BC
Faculty
University of North Carolina at Chapel Hill, School of Nursing