

What we are trying to accomplish

Project Aim: To integrate implicit bias education into the nursing curriculum and achieve a 30% improvement in nursing students' ability to recognize and mitigate implicit biases by December 2024.

Global aim: To enhance the cultural competency of nursing students and improve patient outcomes by incorporating targeted educational strategies to address implicit bias into the nursing curriculum.

Background:

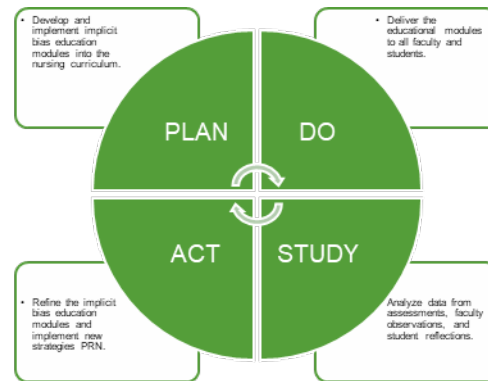
Implicit bias significantly impacts nursing education, practice, and patient outcomes. It hinders effective communication and leads to expectations of negative interactions among patients (Edwards-Maddox et al., 2022). Nurse educators have a responsibility to prepare nursing students to recognize and mitigate their implicit biases, ensuring equitable and culturally appropriate care (Shah & Bohlen, 2023). Currently, there is a lack of implicit bias education in nursing curricula, which represents a critical gap. Addressing this gap through targeted educational interventions can lead to improved patient outcomes and culturally competent care (Vela et al., 2022).

How we will know there is improvement

Measures:

Measure	Definition	Data Collection Source	Goal
Outcome Measures			
Recognition of Implicit Bias	Percentage of students able to identify and articulate implicit biases in simulations and reflections	Simulation assessments and reflective journals	30% improvement
Cultural Competence	Student ability to apply culturally competent care in clinical settings	Patient feedback and clinical evaluations	30% improvement
Process Measures			
Faculty Training Completion	Percentage of faculty who have completed implicit bias training	Training records	100%
Curriculum Implementation	Percentage of courses incorporating implicit bias education	Course syllabi and curriculum reviews	100%
Balancing Measures			
Student Feedback	Student satisfaction with the Implicit Bias Education module	Student surveys	80% positive feedback

Tools

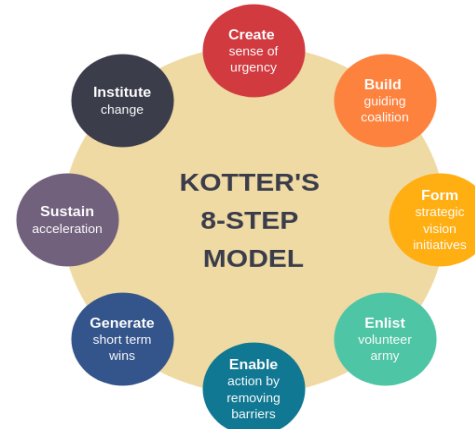


What changes can we make

List of Changes:

- 1) Learn:** We will apply the lifelong learning pedagogy to all faculty and staff.
- 2) Observe:** Simulation scenarios will be required and offered quarterly
- 3) Validate:** Learning will be validated once faculty and staff have practiced, experimented, and reflected on the new concepts.
- 4) Educate:** Once the first three components of the **LOVE** model have been successfully demonstrated, we will integrate implicit bias training into our nursing curriculum.

Change Theory:



Expected Outcomes

- 1) Increased awareness and recognition of implicit biases among university faculty and students.
- 2) Improved nursing students' ability to demonstrate humility by providing care that is culturally appropriate as they change the world from here.
- 3) Enhanced patient satisfaction and trust in interactions with nursing students.
- 4) Positive shifts in faculty and student perspectives on diversity and inclusivity within nursing education.

References:

Edwards-Maddox, S., Reid, A., & Quintana, D. M. (2022). Ethical implications of implicit bias in nursing education. *Teaching and Learning in Nursing*, 1(1). <https://doi.org/10.1016/j.teln.2022.04.003>

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*, 35(6). <https://doi.org/10.1016/j.profnurs.2019.03.004>

Shah, H. S., & Bohlen, J. (2023, March 4). *Implicit Bias*. PubMed; StatPearls Publishing. <https://www.ncbi.nlm.nih.gov/books/NBK589697/>

Vela, M. B., Erondy, A. I., Smith, N. A., Peek, M. E., Woodruff, J. N., & Chin, M. H. (2022). Eliminating explicit and implicit biases in health care: Evidence and research needs. *Annual Review of Public Health*, 43(1). <https://doi.org/10.1146/annurev-publhealth-052620-103528>



Comprehending Implicit Bias and its Effect on Health Care Equity: Introducing the LOVE Model Learn Observe Validate Educate

Shauntel Cobb-Porter, RN

Biography

Professor Shauntel Cobb-Porter A.K.A Professor Shaun is a dedicated registered nurse with over 15 years of experience in the healthcare field. She was born and raised in Oakland, CA where she developed a passion for helping others from a young age. Professor Shaun’s healthcare career began in medical office clinics, where she mostly provided preventative treatment and health education to disadvantaged populations. She worked tirelessly to address the healthcare needs of her community, advocating for access to quality care and resources for all. She subsequently transitioned to healthcare leadership, which gave her the ability to be a change agent and collaborate with other healthcare professionals. She continued her work; with this title, she was able to reach more patients while also educating staff on how to best educate patients to prevent illness.

Professor Shaun’s dedication to nursing excellence has gained recognition through multiple acknowledgments for her contributions to patient care and nursing leadership. She remains a respected part of the Maternal Child Healthcare team, known for her professionalism, integrity, and steadfast commitment to improve the lives of others.

Professor Shaun’s present work reflects her genuine passion: enhancing the lives and mental health of nursing students, one mentee at a time. As a nursing professor, she is committed to developing the next generation of nursing leaders. She is well-known for her engaging teaching method, which includes real-world case studies, interactive discussions, and hands-on clinical experiences. Professor Shaun is passionate about instilling in her students the importance of critical thinking, compassion, and equality in nursing practice.

Contact Information



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