

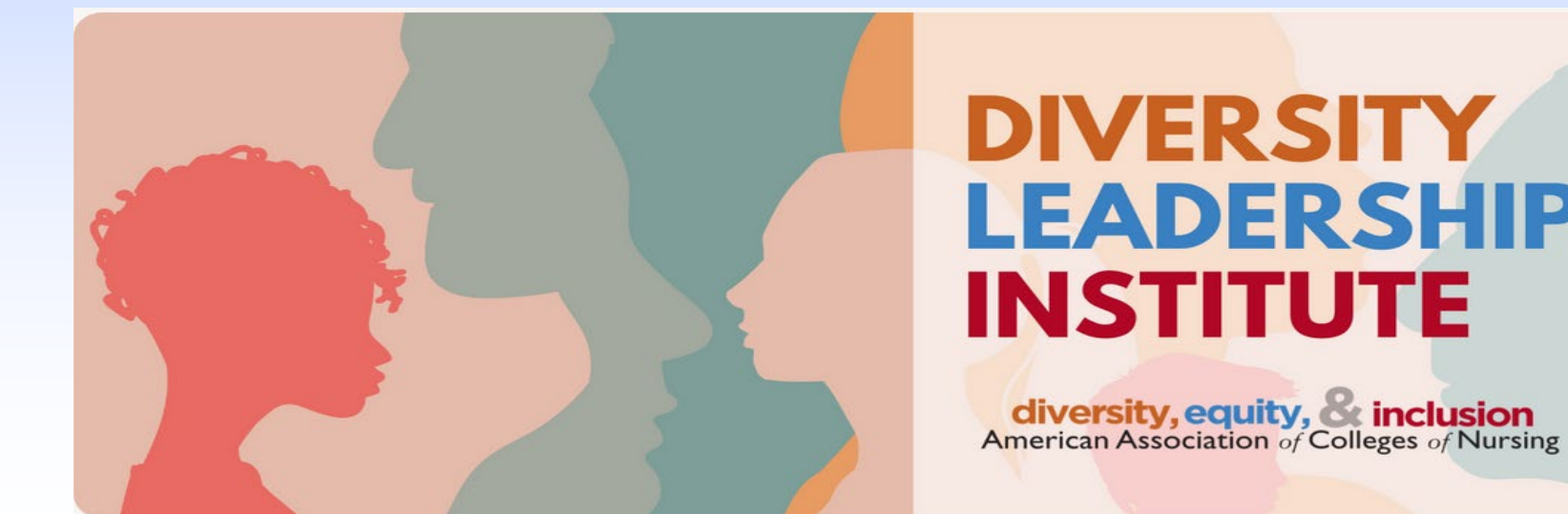
Faculty Development: The Evolution of a Cultural Self-Efficacy Toolkit



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ABSTRACT

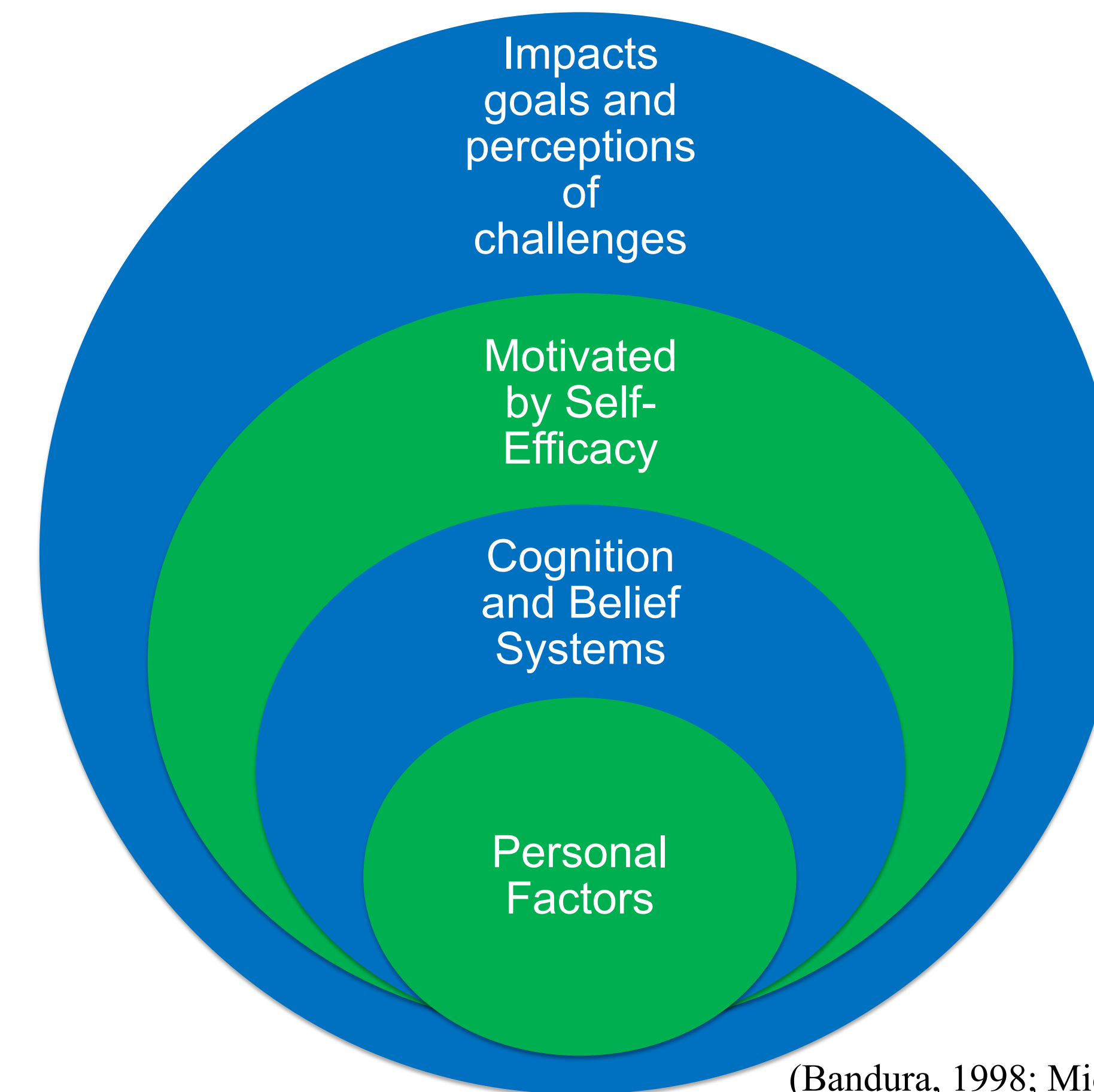
Integration of an inclusive educational environment requires nursing faculty to embrace a transformational change in academics. Ultimately, the objective of increasing cultural self-efficacy with nurse faculty is to reinforce the importance of providing holistic care. This will enrich the patient experience delivered by the next generation of bedside nurses.

OBJECTIVES

- ❖ Define the concept of cultural self-efficacy and relationship with the Social Cognitive Theory.
- ❖ Understand the association between cultural self-efficacy and diversity in the curriculum.
- ❖ Apply the relevance of professional development to a tool-kit for faculty.

THEORETICAL FRAMEWORK

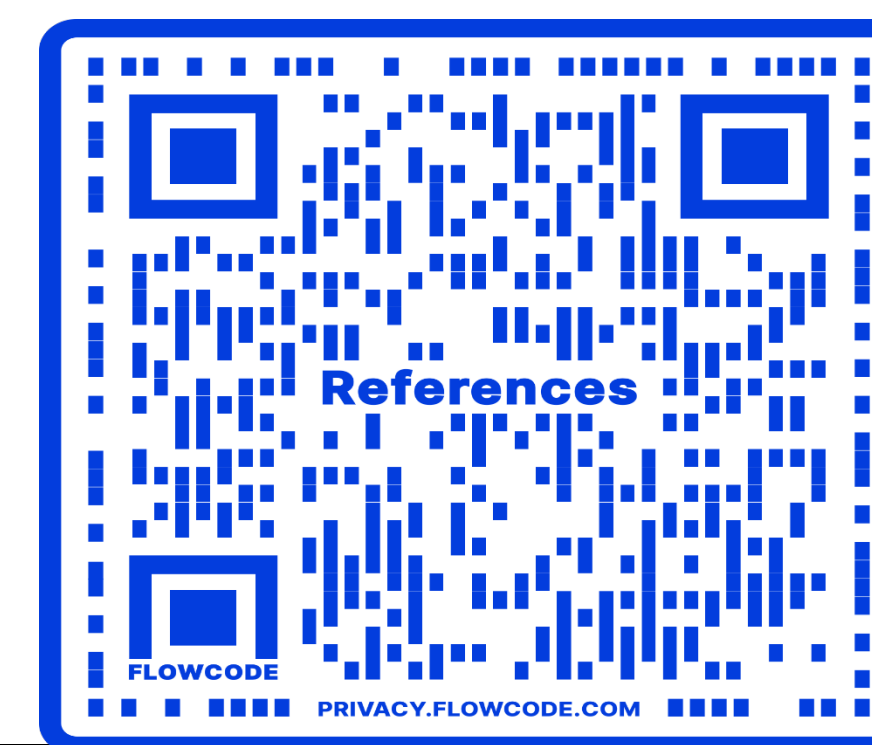
- ❖ Social Cognitive Theory by Albert Bandura (Bandura, 1989)
 - Reciprocal model of behavioral, environmental, and personal factors (Middleton, 2019; Zhao et.al., 2019)
 - Focal category of theory: Personal Factors



(Bandura, 1998; Middleton, 2019)

PURPOSE OF TOOLKIT

- ❖ Gap in Literature:
 - Nursing and Self-efficacy=Over 4,000 articles
 - Educator and Self-Efficacy=Less than 200 articles
- ❖ Nursing schools are encouraged to address the culture of inclusive excellence by the American Association of Colleges of Nursing and the National League for Nursing.
- ❖ In addition to teaching the basic nursing skills, it is also important for nursing faculty to have the confidence—or self-efficacy—to teach students how to care for a diverse patient population.



IMPLEMENTATION TIMELINE

Phase 1 (Jan-June)

- Literature review of cultural self-efficacy gap with faculty

Phase 2 (July-Sept)

- Identify core concepts and strategies to incorporate diversity in curriculum

Phase 3 (Oct-Dec)

- Present cultural self-efficacy toolkit to faculty
- Evaluation of effectiveness

EXPECTED OUTCOME

Ripple Effect



Acknowledgements

- ❖ 2024 AACN Diversity Leadership Institute Fellowship
- ❖ UWG Tanner Health System School of Nursing for financial support to participate in experience.
- ❖ Mentor-Dr. Vivienne Pierce-McDaniel, DNP, MSN, RN



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Denise Morris, PhD, RN

Biography

Dr. Denise Morris, PhD, RN, is an Assistant Professor of Nursing within the Tanner Health System School of Nursing, at the University of West Georgia. Dr. Morris is a catalyst leader, truly effective at quietly assessing situations, identifying obstacles, and empowering those around her to overcome those obstacles. The foundation of education for Dr. Morris builds upon two bachelor's degrees (Oakwood University and Emory University), in addition to an MSN-Ed and a PhD in Nursing from Walden University.

Over the years, her scholarly voice has centered around Diversity, Equity, and Inclusion, developing as a leader with the university system, state, and national levels. Recognized for her work in this field, the University of West Georgia awarded Dr. Morris the 2024 Inclusive Excellence Award. The advocacy of Dr. Morris in areas of DEI resulted in an appointment as one of six faculty to represent the university as a Chancellor Learning Scholar within the University System of Georgia. In this role, she was responsible for leading faculty small learning groups in inclusive pedagogy and high impact practices. On a state level, Dr. Morris continues in leadership fulfilling her term on the board of the Georgia Association for Nursing Education, as well as, in the past serving on the board of the PiNu chapter of Sigma. In addition to participation in the Diversity Leadership Institute Fellowship, Dr. Morris is also an active member of the Transcultural Nursing Society.

Dr. Morris was the driving force behind the development of the Diversity Equity and Inclusion committee within the Tanner Health System School of Nursing and was the inaugural chair of that committee. Beyond tenure as chair, her membership on the committee has influenced the diversity statement for the school, contributed to culturally sensitive curricula, and professional development of faculty. Dr. Morris was instrumental in the creation of a nursing student organization called For Us Nursing (F.U.N.), this nursing student organization was developed to support the minority nursing student population with peer mentoring, team building activities and community service. Dr. Morris has served as a faculty advisor of F.U.N. since its inception in 2021, guiding students with the development of a board and organizational bylaws. Dr. Morris is also an active recruiter of diverse faculty and has served on the SON faculty search committee in the role of Equity Advisor. Her leadership embodies a caring philosophy, which is evident in her connectedness with faculty, staff, and students. Day-to-day interactions with all parties within her school of nursing have played a large part in the development of a culture where everyone belongs.

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