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## A diversity and social justice issues course to improve cultural and workforce diversity competencies in DNP students who practice in our global society

**Deena A Nardi**  
University of St. Francis, USA

**Purpose:** The last two decades have witnessed a sharp increase in the global migration of nurses along with an increasingly diverse patient population, regardless of geographic location. The “Diversity and Social Justice Issues in a Global Society” course was created to prepare Doctor of Nursing Practice (DNP) students to effectively practice in line with regional, national and international health needs and professional standards.

**Method:** Over fifty documents and standards were used in the development of this course, including: the United Nations Universal Declaration of Human Rights (United Nations, 2008); the Special Rapporteur of the Commission on Human Rights on the Right of Everyone to the Enjoyment of the Highest Attainable Standard of Physical and Mental Health (Office of the United Nations, 2008); the Guidelines for Cultural Safety, the Treaty of Waitangi and Maori Health in Nursing Education and Practice (Nursing Council of New Zealand, March, 2005; and the Standards of Practice for Culturally Competent Nursing Care (Douglas, M., et. al. , 2011). by a combined group from the Transcultural Nursing Society and the American Academy of Nursing Global Health and Nursing and Cultural Competency Task Forces .

**Discussion:** Course content focuses on critically assessing and planning for culturally relevant care management for diverse populations. Social justice issues that affect health care are explored. The DNP student is expected to provide leadership in ensuring respect, collaboration with, and cultural safety for a multicultural work force and patient population. A trans-cultural framework guides examination of such international issues as infection control and re-emergence, international nursing, providing cultural safety, the social determinants of health, violence prevention, terrorism, vulnerable populations and genocide.

**Conclusion:** Course evaluations through such means as student outcomes and satisfaction surveys show students are already integrating course content into their professional practice through targeted scholarly publications, presentations, and collaborative clinical work with indigenous populations.

### Biography

Deena A Nardi completed her PhD at Loyola University, Chicago. She has graduate degrees from the University of Illinois Chicago, and DePaul University. She is Director of the Doctor of Nursing Practice program at the University of St Francis, a board member for *Journal of Psychosocial Nursing and Mental Health Services*, and owner and therapist, Mindful Living Telecounseling and Consultation Services. An author and researcher, she has published over 50 papers in peer reviewed publications. The mentoring model she presents is featured in the textbook, “*Role Development for Doctoral Advanced Nursing Practice*”.

[dnardi@stfrancis.edu](mailto:dnardi@stfrancis.edu)

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