Dimension 1: Caring

Virtual Workshop
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Learning Objectives

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Describe American Indian/Alaska Native (AI/AN) students' higher education experiences: barriers/ challenges

Assess culturally responsive practices relevant to AI/AN students at the institution, Schools of Nursing, and faculty levels

Describe mentoring and academic success

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College Experiences/Barriers of AI/AN Students

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Feelings of being alone, isolated from home, family & culture

Subtle and overt discrimination

Faculty and peers insensitive to indigenous cultural perspectives

Academic underpreparedness

Difficulty in transitioning to college
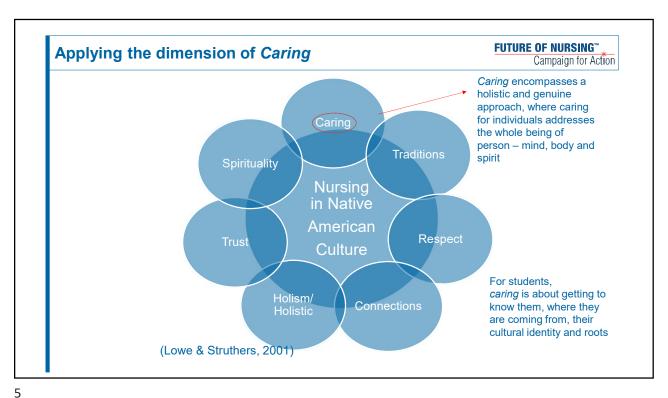
(Crooks, 2013; Guillory & Wolverton, 2008)

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Pathway to AI/AN Student Success

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Applying the dimension of *Caring*

Caring encompasses a holistic and genuine approach, where caring for individuals addresses the whole being of person – mind, body and spirit

Nursing in Native American Culture

Caring

Spirituality

Traditions

Trust

Respect

Holism/Holistic

Connections

For students, *caring* is about getting to know them, where they are coming from, their cultural identity and roots

(Lowe & Struthers, 2001)

Assess the extent a student's learning environment is supportive and culturally safe

What is your campus climate like for AI/AN students? Is it supportive/non-supportive environment?

Is your institution, nursing program and faculty interested (or even committed) to academic success among diverse students including AI/ANs?

If so, how?

Institution Assessment

A. University-wide support mechanism that greatly enhances a student's success in a variety of learning environments	Yes	No
1. Does your university promote and create environments that engage students of diverse backgrounds?		
2. Does your university have a dedicated program and cultural space for AI/AN students?		
3. Is cultural awareness and sensitivity promoted across the university for AI/AN students?		

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Program Assessment

B. College/School of Nursing support program activities that enhances AI/AN student success in a variety of learning environments	Yes	No
4. Does your nursing program provide a supportive and culturally safe environment for AI/AN students?		
5. Do you have specific initiatives that focus on recruitment of AI/AN or other diverse students and faculty?		
6. Do you have American Indian faculty or staff on board?		
7. Do you have a faculty development program that provides training on diversity, cultural awareness and sensitivity?		
8. Do you have an ongoing mentoring program for AI/AN students?		
9. Do you have other support programs for AI/AN students		
10. Do you have a specific mentoring model that you follow?		
11. Do you have an individual or individuals designated as a mentor program director/ manager or lead person that mentors and mentees can go to with questions?		

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Faculty Assessment

C. Individual Faculty Self-Assessment	Yes	No
12. I reflect and examine my own cultural background, biases and prejudices to race, culture and sexual orientation that may influence my behaviors.		
13. I believe it is important for me to learn and understand about other cultures than my own including their histories, values, beliefs and practices.		
14. I intervene, in an appropriate manner, when I observe others engaging in behaviors that appear culturally insensitive or reflect prejudice.		
15. When interacting with members from other cultures, I attempt to learn and use important words or expressions of the languages used.		
16. I do not impose my personal values and beliefs that may conflict with other cultures or ethnic groups.		
17. In my teaching, I use a variety of teaching methods to support different learning styles.		

Adapted from: Association of American Colleges & Universities, (2013); Robert Wood Johnson Foundation (2017); South Dakota State University, College of Nursing, Cultural Self-Assessment

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What is Mentoring?

A positive and supportive relationship between a mentor and mentee where a mentee's growth, development and learning experiences are guided by the sharing of knowledge, skills and experiences of a mentor.

The goal of mentoring is for a mentee to reach their fullest potential and mutually defined goals.

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Mentoring and Academic Success

Mentoring increases persistence and positive correlation with self-efficacy

Increased retention and graduation rates

Improved overall student satisfaction

(Cech et al., 2011; Milne et al., 2016; Wilson, 2010;)

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