



ELSEVIER



CrossMark

Research Brief

As Simple as Black and White: The Presence of Racial Diversity in Simulation Product Advertisements

Cynthia L. Foronda, PhD, RN, CNE, ANEF^{a,*}, Diana-Lyn Baptiste, DNP, MSN, RN^b,
Jessica Ockimey^c

^aAssociate Professor of Clinical, School of Nursing and Health Studies, University of Miami, Coral Gables, FL 33146, USA

^bAssistant Professor, Department of Acute and Chronic Care, School of Nursing, Johns Hopkins University, Baltimore, MD 21205, USA

^cSimulation and Nursing Lab Manager, School of Nursing, Johns Hopkins University, Baltimore, MD 21205, USA

KEYWORDS

race;
advertisements;
simulation;
inclusion;
diversity;
manikin

Abstract

Background: This study examined 2,035 body parts and 395 full-sized manikins within simulation catalogues/brochures distributed at an international simulation conference.

Method: This study employed a quantitative, descriptive design.

Results: Ninety-four percent of the body parts displayed were White and 6% were Black. Of the manikins, 94% were White and 6% were Black, a disproportionate representation of the population.

Conclusion: We recommend changing policy in simulation to require diversity as a standard to influence manufacturers and educators to provide inclusive learning environments.

Cite this article:

Foronda, C. L., Baptiste, D.-L., & Ockimey, J. (2017, January). As simple as black and white: The presence of racial diversity in simulation product advertisements. *Clinical Simulation in Nursing*, 13(1), 24-27. <http://dx.doi.org/10.1016/j.ecns.2016.10.007>.

© 2016 International Nursing Association for Clinical Simulation and Learning. Published by Elsevier Inc. All rights reserved.

Background

According to the [United States Census Bureau \(2012\)](#), 37% of the general population identify as minority. Yet, nurses from minority backgrounds represent only 19% of the

registered nurse workforce ([Budden, Zhong, Moulton, & Cimiotti, 2013](#)). Thus, the disparity in adequate and reflective workforce representation persists.

Leading professional organizations in nursing such as the American Association for Colleges of Nursing (AACN) and National League for Nursing (NLN) emphasize the importance of cultural competency ([AACN, 2008; NLN, 2016](#)). A 2016 white paper from the NLN indicates that lack of diversity and inclusion in nursing education remains an issue from lacking racial diversity in student populations to

A portion of this manuscript was presented at the 2016 International Nursing Association for Clinical Simulation and Learning Conference.

* Corresponding author: c.foronda@miami.edu (C. L. Foronda).

nursing faculty (NLN, 2016). The organization called for action to create inclusive academic environments that foster recruitment, retention, and graduation of diverse students.

Graham and Atz (2015) performed a qualitative study examining baccalaureate minority students' perceptions of high-fidelity simulation.

Key Points

- Only 6% of the body parts and manikins displayed were Black.
- Increasing the presence of racial diversity in simulation is warranted.
- Changing simulation standards will facilitate more inclusive learning environments.

Themes that emerged from the students included “a need to keep the peace, pressure to perform, and demographics as a factor in simulation.” Subthemes included isolation, discrimination, and faculty role. On seeing a Black manikin in the simulation center, one poignant quote from a student was “I wanted to cry, I felt represented” (p. 485).

Fuselier, Baldwin, and Townsend-Chambers (2016)

used a qualitative approach with baccalaureate nursing students to explore the use of manikins of color. African American students indicated that seeing manikins of color provided them a sense of inclusiveness. One student verbalized “I would like to see manikins that are more diverse ... [like] what you are going to see in the hospital” (p. 199). Although students appreciated the color of the manikin, they noticed that the features of the manikin were European and not realistic or congruent with the ancestry.

There were no studies located that described the presence or lack of presence of racially diverse simulators in simulation centers. It was hypothesized that a potential lack of diversity in simulation could be driven from product availability or advertising. Anecdotally, a lack of diversity was suspected from prior experience browsing the vendor catalogs and viewing simulation exhibit booths at professional conferences. The aim of this study was to formally examine the presence of racial diversity in simulation product advertisements.

Methods

This study employed a quantitative, descriptive design. The study was considered non-human subjects research; thus, institutional review board approval was not required. A research assistant attended a 2016 international, multi-disciplinary simulation conference held in the United States and systematically obtained simulation brochures/catalogues from every booth offering them. A team of three researchers (two Black and one White) used standardized grids to record the data from the brochures. Within the brochures/catalogs, the following data were recorded: (a) number of Black and White body parts advertised, (b) number of Black manikins and White

manikins advertised, and (c) number of Black and White models in the background. In addition, photos were taken of the manikins and body parts displayed at the exhibits. In this study, the definition of Black included tan, brown, or black skin. The definition of White included fair or light skin. Rarely, some manikins and body parts displayed were the actual color black, gray, or white—colors that no humans possess—and these manikins and body parts were excluded from the study. The definition of body parts included task trainers, heads, arms, skin, and other isolated body parts.

Results

Of the catalogues/brochures reviewed, 2,035 body parts were identified. Ninety-four percent of the body parts were White and 6% were Black. The catalogues/brochures included 395 full-sized manikins. Again, 94% of the manikins were White and 6% were Black. When evaluating the materials to consider the people or models in the background (N = 686), either holding a body part or demonstrating use of a product, 92% were White and 8% Black. In reviewing the photos of the manikins on exhibit (N = 30), 90% were White and 10% were Black. Forty-seven body parts were on display and 96% were White and 4% were Black. Four virtual simulators or avatars on computer screens were captured and 100% were White.

Discussion

The vast majority (>90% in all accounts) of the simulation advertisements displayed White manikins and body parts. These percentages reflect adequately neither the population nor the registered nurse workforce living in the United States. It is plausible that because the majority of individuals in the United States are White, that this glaring underrepresentation is unconsciously overlooked.

These study results align with existing research about the minority student experience in simulation (Graham & Atz, 2015; Fuselier et al., 2016). The results reinforce data indicating that students are accustomed to having only White manikins in simulation. Yet, simulation has been associated with creating pressure, isolation, and discrimination for students of color (Graham & Atz, 2015), leading one to believe that they felt excluded or different because of being a minority in their simulated learning events. The results of the simulation advertisements illustrate and validate this notion of exclusion.

These findings beg the question about product availability. Do manufacturers possess diversity in product offerings? Are they intentionally marketing to the majority of nurse educators? Are the regions in which the products are manufactured homogeneously White and this issue is

Download English Version:

<https://daneshyari.com/en/article/5567517>

Download Persian Version:

<https://daneshyari.com/article/5567517>

[Daneshyari.com](https://daneshyari.com)