National nursing and healthcare organizations have continuously called on nursing education to diversify the nursing profession to reflect society at large. Diversity is no longer defined by traditional demographics; it now includes students with different learning styles and abilities, abled and disabled. Nurse educators who lack of knowledge of inclusive teaching practices related to universal design for instruction may unknowingly be excluding students from learning and progression in a nursing program (Aaberg, 2012; Dupler et al., 2012). The use of inclusive teaching strategies may be the learning conduit for all nursing students and the means to achieve a culturally diverse workforce and relieve the nursing shortage. The purpose of this study is to examine the psychometric properties of the Intention to Adopt Inclusive Teaching Strategies in Nursing Education Model instrument and examine relationships that are indicators for nurse educators’ intention to adopt inclusive teaching strategies. Diffusion of Innovation (Roger, 2003) theory and universal design for instruction principles (McGuire & Scott, 2006) guided the development of an online survey consisting of a 73 item Likert-type scale and demographic questionnaire to measure the study’s variables. Data will be analyzed using descriptive statistics, Cronbach’s alpha, factor analysis, Pearson’s correlation, and simultaneous multiple regression. This is a ground breaking study: research on inclusive teaching strategies based in UDI principles in nursing educational environments has not been reported.

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