Cultural Competency in Baccalaureate Nursing Education

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How is Your School Promoting Cultural Competency Education….

- In the Classroom?
- In the Clinical Setting?
History of the AACN and CA Endowment Cultural Competency Project

- Grant awarded in 2006
- Workgroup members chosen
- Cultural competencies written
- Competencies endorsed by AACN Board of Directors (March 2008)
- Toolkit developed to provide resources (placed on AACN website September 2008)
Members of the Cultural Competency Work Group

- Jean Ballantyne, PhD, RN, Chair
  Dean, University of Anchorage
- Evelyn Calvillo, DNSc, RN
  Professor, California State University, Los Angeles
- Lauren Clark, PhD, RN, FAAN
  Professor, University of Utah
- Carolyn Harvey, PhD, RN
  Dean, East Texas Baptist University
Members of the Cultural Competency Work Group (cont)

- Dula Pacquaio, EdD, RN, CTN
  *Associate Professor, U. of Med/Dentistry of NJ*
- Larry Purnell, PhD, RN, FAAN
  *Professor, University of Delaware*
- Antonio M. Villarruel, PhD, RN, FAAN
  *Professor, University of Michigan*
AACN Staff

- Polly Bednash, PhD, RN, FAAN
  Executive Director
- Pam Malloy, MN, RN, OCN
  ELNEC Project Director
- Horacio Oliveria
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Purpose of the Work

- To support the development of a specific set of standards for cultural competency in the educational curriculum for baccalaureate nursing students
Rationale for Cultural Competency in Nursing

- To support the development of patient-centered care, identifying, respecting and addressing differences in patients’ values, preferences and expressed needs (IOM, 2003)

- To eliminate health disparities (DHHS, 2005)
Outcomes

- Clearer and stronger integration of cultural competency into the *Essentials of Baccalaureate Nursing Education* and clinical training of nurses
- Tool kits and resource materials provided to support the integration of cultural competency in baccalaureate nursing education and training programs
- Recommendations to incorporate additional content regarding cultural competency into the NCLEX
Key Competencies

- 5 competencies were developed to identify the key elements considered essential for baccalaureate nursing graduates in providing culturally competent care

- The competencies serve as a framework for integrating suggested content and learning experiences into existing curricula
COMPETENCY #1:

- Apply knowledge of social and cultural factors that affect nursing and health care across multiple contexts

*Rationale:* Understanding and applying knowledge about patient’s value systems, beliefs, and practices relevant to health and illness, affect nursing care/practice
Examples of Integrative Learning Strategies

- Critique case studies
- Present theories, models, and approaches to cultural assessment
- Create cultural care plans for patients from a variety of cultures and across the life span
- Encourage students to increase their cultural self-awareness through exercises
- Invite people from the community to tell their cultural stories
COMPETENCY #2:

- Use relevant data sources and best evidence in providing culturally competent care

*Rationale:* Nurses must be cognizant of sources of evidence and be able to critically analyze it to design appropriate care
Examples of Integrative Learning Strategies

- Conduct cultural assessments in diverse communities
- Incorporate research studies from racial and ethnic specific research journals
- Discuss systematic reviews of research
- Evaluate sources of knowledge
- Identify and evaluate sources of evidence
COMPETENCY #3:

- Promote achievement of safe and quality outcomes of care for diverse populations

  Rationale: Positive health outcomes for diverse populations are achieved by care this is grounded in collaboration between the interprofessional team, patients, and families
Examples of Integrative Learning Strategies

- Design a health teaching plan for culturally diverse patients
- Integrate an understanding of cultural resources in planning care by:
  - Shadowing a translator/interpreter in actual patient care situations
  - Visiting a botanica, ethnic grocery store, etc
  - Observing an espiritista, acupuncturist, herbalist or other folk practitioner
COMPETENCY #4:

- Advocate for social justice, including commitment to the health of vulnerable populations and the elimination of health disparities

**Rationale:** Nurses work collaboratively with patients, families and the interprofessional team to eliminate health inequalities and discriminatory healthcare practices
Examples of Integrative Learning Strategies

- Compare and contrast behavior of healthcare team members that meets or fails cultural competency expectations
- Debate the impact of health and social policy legislation on the health of various populations
- Review a proposed bill and take/support a position (write letter to editor or visit an elected official)
COMPETENCY #5:

- Participates in continuous cultural competence development

**Rationale:** Becoming culturally competent is an active progression of learning and practicing, which evolves over time and requires a lifelong commitment.
Examples of Integrative Learning Strategies

- Conduct self-awareness and self-reflection exercises about values and prejudices
- Discuss patient case studies/vignettes that bring to light stereotyping, ethnocentrism, discrimination, and racism
- Participate in role plays or other activities to begin to experience stereotyping, racism
- Participate in celebrations or religious ceremonies to understand various cultures
Recommendations

1. Foster organizational commitment and leadership
   - Allocate resources
   - Develop collaborative relations to recruit and graduate diverse students
   - Consult with culturally-diverse communities
Recommendations (cont)

#2: Promote faculty commitment and involvement

- Participate in ongoing development
- Mentor colleagues and students
- Recruit diverse faculty and students
TOOLKIT

- Purpose: To provide resources and exemplars and to facilitate implementation of cultural competencies in baccalaureate nursing education

- Contents include references, organizations, and web links related to cultural competency
Toolkit Includes:

- Key definitions/concepts
  - Assists in developing an understanding of the interrelatedness of cultural concepts
  - Provides websites for further definitions
Toolkit includes:

- Nursing models
  - Campinha-Bacote Model of Cultural Competence
  - Giger and Davidhizar’s Model of Transcultural Nursing
  - Leininger’s Cultural Care Diversity and Universality Theory/Model
  - Purnell’s Model of Transcultural Health Care Model
  - Spector’s Health Traditions Model
Toolkit Includes:

- Integrative Learning Strategies
  - Classroom teaching strategies
  - Clinical teaching strategies

- Curricular Resources
  - Case studies
  - Program curricula
Toolkit Includes:

- Evidence-based practice
- Research of culturally competent interventions
  - Websites available
  - Research references
  - Resources
  - Journals for cultural competency-related topics
To View Toolkit........

www.aacn.nche.edu