

**Sigma's VIRTUAL 31st International Nursing Research Congress (Wednesday, 22 July - Friday, 24 July)**

## **Innovative Educational Strategies for Culturally Competent Care**

**Rebecca Lee Meyer, PhD, MSNed, BSN, RN**

Lisa K. Bursch, DNP, MSN, RN, CPNP-PC

Dayna Herrera, DNP, RN, MSNed, PHN, CHSE

*College of Nursing, California Baptist University, Riverside, CA, USA*

### **Purpose:**

Nurse educators play a significant role in assisting nursing students understand the importance of being culturally competent, or at least culturally sensitive (Andrews, Boyle, & Collins, 2020). With the different cultures seen by nurses in their practice, it can be challenging to teach students how to be culturally competent. The authors decided to create innovative strategies to promote student learning about potential barriers to care related to cultural health beliefs and help students apply what they were reading about in their textbooks (Bradshaw & Hultquist, 2017).

According to the literature, cultural competence and cultural awareness is an important part of nursing care. The research also shows that patient outcomes are improved when nurses develop cross-cultural skills, and deliver care that is congruent with a patient's cultural values, traditions, practices, beliefs, and lifestyles (Purnell, 2013). Simulation based learning is an innovative, effective, and evidence-based educational strategy which can be used to teach the principles of cultural competence (Aebbersold & Tschannan; Botma, 2014; and Gilbert, Johnson, & Voekel, 2016).

### **Methods:**

The authors created cultural-based scenarios which included themes of poverty, health promotion, and disease prevention across the life-span (Holtz, 2017). A set was built to match the scenarios, needs of the students, and training of the standardized participants was completed. The university where the strategy was used has a theater-style room for creating original, immersive simulation learning environments, has trained over 2000 standardized participants, and had over 300 simulation encounters in the past two years. Tools used in the post-simulation period included evidence-based surveys, and the structured debriefing process, promoting excellence and reflective learning in simulation (PEARLS), which has been tested, and proven to be valid and reliable (Eppich & Cheng, 2015).

### **Results:**

Students reported an increase in cultural awareness and ways to promote health in culturally diverse populations. One example of an answer to the qualitative portion of the survey was, "The simulation was extremely realistic – not really what I was expecting. The props and characters drew me in immediately". During the structured debriefing process, there was a paradigm shift in the student's thinking about vulnerable populations and health disparities, which was an unexpected and helpful finding. Students reported an increased awareness of the behavior patterns, beliefs, values, and customs of people from other cultures and self-identified ways to improve their own personal nursing practice.

**Conclusion:**

The use of innovative simulation strategies can support cross-cultural nursing care by providing a safe learning environment for students to conduct a cultural assessment, elicit students' attitudes toward cross-cultural situations, identify potential implicit bias, improve communication, and increase critical thinking. The results demonstrated the effectiveness of using creative, evidence-based simulation strategies to address health disparities, vulnerable populations, increase cultural awareness in nursing students, and could easily be replicated in other nursing programs. Future research could focus on the long-term benefits of this strategy to minimize stereotyping and prejudice in nursing care so that nurses can improve outcomes for patients from all cultures and backgrounds.

---

**Title:**

Innovative Educational Strategies for Culturally Competent Care

**Keywords:**

Cultural Competence, Innovative Simulation Strategies and Nurse Educators

**Abstract Summary:**

Patient outcomes improve when nurses deliver care congruent with a patient's cultural values, beliefs, and lifestyles. The authors created evidence-based, cultural scenarios and placed students into immersion simulations for learning. The results demonstrated the effectiveness of using innovative strategies to address health disparities, increase cultural awareness, and minimize implicit bias.

**References:**

- Aebersold, M., Tschannen, D. (2013). Simulation in Nursing Practice: The Impact on Patient Care. *The Online Journal of Issues in Nursing*, 18(2). Manuscript 6.
- Andrews, M., Boyle, J., & Collins, J. (2020). *Transcultural concepts in nursing care*. (8th ed). New York, NY: Wolters Kluwer.
- Bradshaw, M. J. & Hultquist, B. L. (2017). *Innovative teaching strategies in nursing and related health professions*. (7th ed.). Burlington, MA: Jones and Bartlett.
- Botma, Y. (2014). Nursing students perceptions on how immersive simulation promotes theory-practice integration. *International Journal of Africa Nursing Sciences*, 1, 1-5.
- Eppich, W., & Cheng, A. (2015). Promoting excellence and reflective learning in simulation (PEARLS): Development and rationale for a blended approach to health care simulation debriefing. *Journal of the Society for Simulation in Healthcare*. 10(2), 106-115.
- Voelkel, R., Johnson, C., & Gilbert, K. (2016). Use of immersive simulation to enhance graduate student learning: Implications for educational leadership programs. *Online Journal for Distance Learning Administration*, 19(2),.
- Holtz, C. (2017). *Global Health Care: Issues and Policies*. (3rd ed.). Burlington, MA: Jones and Bartlett Learning.

- Purnell, L. (2013). Transcultural Health Care, A Culturally Competent Approach. (4th ed.) Philadelphia, PA: F.A. Davis Company.

First Primary Presenting Author

***Primary Presenting Author***

Rebecca Lee Meyer, PhD, MSNed, BSN, RN  
California Baptist University  
College of Nursing  
Associate Professor  
Riverside, California  
USA

**Author Summary:** Dr. Meyer has been a nurse for over 30 years. She worked for over 20 years in the PICU, where she was a member of the ECMO Team, Transport Team, IRB Committee, and Manager. She has been teaching for over 12 years, and has written and revised curriculum. She also takes students overseas to learn about service-learning. She is a peer reviewer for the Journal of Pediatrics, and volunteers in professional boards and community activities.

Second Secondary Presenting Author

***Corresponding Secondary Presenting Author***

Lisa K. Bursch, DNP, MSN, RN, CPNP-PC  
California Baptist University  
College of Nursing  
Assistant Professor, Director RN-BSN Completion Program  
Riverside, California  
USA

**Author Summary:** Dr. Bursch is the Graduate Chair in the College of Nursing at CBU. She has taught for many years, writes curriculum, oversees programs, and assessment data. She keeps a current practice as a Pediatric Nurse Practitioner, volunteers on community boards, and takes students overseas to learn about global health.

Third Secondary Presenting Author

***Corresponding Secondary Presenting Author***

Dayna Herrera, DNP, RN, MSNed, PHN, CHSE  
California Baptist University  
College of Nursing  
Department Chair of the Learning Resource Center & Interprofessional Education  
Riverside, California  
USA

**Author Summary:** Dr. Dayna Herrera is the Department Chair of the Learning Resource Center & Interprofessional Education. She has been instrumental in implementing evidence-based simulation practices within the College of Nursing. She

also has a passion for interprofessional education, and has developed an innovative educational strategy across many programs and departments at CBU.