A Comparative Study of Cultural Competence Curricula in Baccalaureate Nursing Programs

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Why is Cultural Competence (CC) Education Needed?

- Health care disparities exist
- Changing Demographics
- Nurses lack CC
- Nurses need CC Education
3 Types of CC Curricula in BSN Programs

- Required nursing course
- Required non-nursing course
- Integrated
Purpose

Primary Purpose

To determine if one of 3 curriculum types is more efficacious than the others on improving CC and Self-efficacy (SE).

- Nursing culture course
- Non-nursing culture course
- Integrated throughout the curriculum
Secondary Purpose

To determine if one of 3 curriculum types is more efficacious than the others in improving CC and SE across academic levels.

- Freshman
- Junior
- Senior
Inventory for Assessing the Process of CC Among Healthcare Professionals (IAPCC–R) 
(Campinha–Bacote, 2002)

- **IAPCC–R**
  - Measures CC in healthcare professionals, nurses, students
  - 25 items, 5 on each construct
  - 4 point Likert scale (1–4)
  - Completion time is 15 minutes
  - Has Construct and Content Validity (8 studies)
  - Reliability of 0.71–0.96
  - **Scoring**
    - Culturally Incompetent: 25 to 50
    - Culturally Aware: 51 to 74
    - Culturally Competent: 75 to 90
    - Culturally Proficient: 91 to 100
Transcultural Self–Efficacy Tool (TSET) (Jeffreys, 1994)

- TSET
  - Measures perceived self–efficacy (confidence) in nursing students only
  - 83 items divided into 3 subscales
    - Cognitive: 25 items
    - Practical: 28 items
    - Affective: 30 items
  - 10 point Likert scale (1–10)
  - Completion time is 15 to 20 minutes
  - Has Construct and Content Validity (6 studies)
  - Reliability of .93 – .98
  - Measures the most attributes of cultural competence & is the most promising instrument.
Methods

- **Design**
  - Exploratory, cross-sectional, between groups design
    - Convenience sample

- **Participants**
  - Traditional BSN students (N = 759)
  - 6 Colleges in New Jersey
  - Enrolled in one of the 3 CC curricula types
    - Nursing Culture Course (n=363)
    - Non-Nursing Culture Course (n=237)
    - Integrated Programs (n=159)
Two-way ANOVA (3x3)
- 2 independent variables: IAPCC–R, TSET scored as instructed by authors (Capinha-Bacote, 2002; Jeffreys, 1994)
- 3 program subgroups
- 3 academic subgroups

Tukey’s HSD Post Hoc Analysis with p < 0.05

Demographics
- Used key demographics identified in literature:
  - Program, Age, Gender, Academic Level, Prior Degree(s), Race/Ethnicity, Belief in CC importance
- Analyzed frequency, Spearman’s rho

Results......
<table>
<thead>
<tr>
<th>Acad Level</th>
<th>CC Scores/Program</th>
<th>SE Scores/Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NC n=363</td>
<td>NN n=237</td>
</tr>
<tr>
<td><strong>Freshmen</strong></td>
<td>Mean</td>
<td></td>
</tr>
<tr>
<td>n=209</td>
<td>67.68</td>
<td>67.37</td>
</tr>
<tr>
<td>N</td>
<td>101</td>
<td>62</td>
</tr>
<tr>
<td>Std. Dev</td>
<td>(6.60)</td>
<td>(7.15)</td>
</tr>
<tr>
<td><strong>Junior</strong></td>
<td>Mean</td>
<td></td>
</tr>
<tr>
<td>n=322</td>
<td>75.10</td>
<td>72.32</td>
</tr>
<tr>
<td>N</td>
<td>164</td>
<td>103</td>
</tr>
<tr>
<td>Std. Dev</td>
<td>(6.98)</td>
<td>(6.71)</td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td>Mean</td>
<td></td>
</tr>
<tr>
<td>n=228</td>
<td>75.63</td>
<td>73.11</td>
</tr>
<tr>
<td>N</td>
<td>98</td>
<td>72</td>
</tr>
<tr>
<td>Std. Dev</td>
<td>(5.45)</td>
<td>(6.62)</td>
</tr>
</tbody>
</table>
Figure 1. Nursing Culture Course Program Reached Level of CC

CC Total Scores by Program and Academic Level
Figure 2. SE by Program & Academic Level

Error Bars: 95% CI
Limitations and Implications

• Study Limitations
  • Self reported findings
  • Generalizability of data
  • Sample of convenience
  • Voluntary participation
  • Cross-sectional data collection
  • Senior data collection

• Implications
  • Include nursing culture course in all curricula
  • Nursing faculty advantage
  • Integrated: Culture may not be a priority
Conclusions and Future Research

- **Conclusions**
  - First study
  - Changing demographics

- **Future research**
  - Longitudinal study
  - More comparison studies in other parts of the country
  - More evaluation of pseudo-immersion experiences in nursing clinical courses, especially junior & senior year.
  - Measuring CC & SE of seniors at the end of the last semester.
  - Faculty perceptions
Questions?