# A Comparative Study of Cultural Competence Curricula in Baccalaureate Nursing Programs

Donna M. Mesler, PhD, RN, CPNP
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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

# Purpose

- ## 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)

# Data Analysis

▸ 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
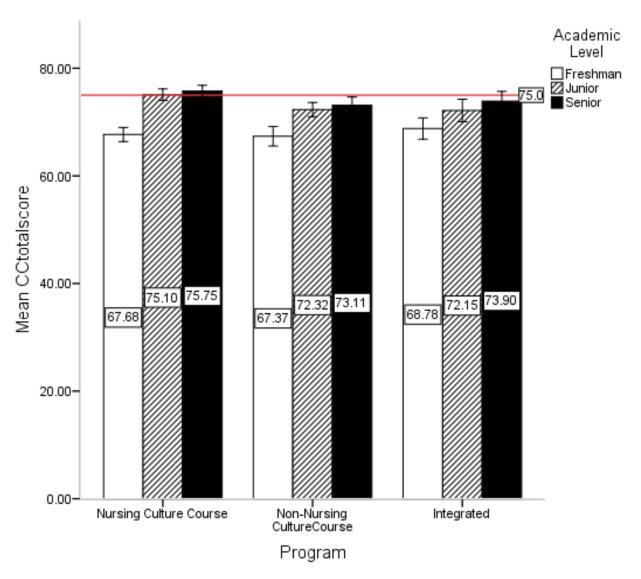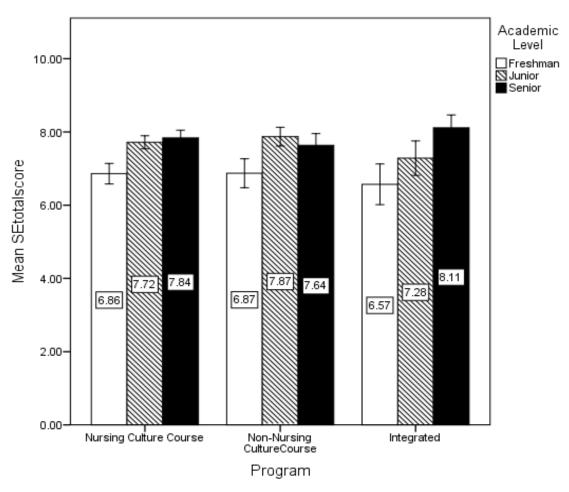
◦ Analyzed frequency, Spearman's rho

Results......

# Table 1

## *Mean Scores for Program and Academic Year*

| Acad Level | | CC Scores/Program | | | SE Scores/Program | | |
|---|---|---|---|---|---|---|---|
| | | NC n=363 | NN n=237 | INT n=159 | NC n=363 | NN n=237 | INT N=159 |
| Freshmen | Mean | 67.68 | 67.37 | 68.78 | 6.86 | 6.87 | 6.57 |
| n=209 | N | 101 | 62 | 46 | 101 | 62 | 46 |
| | Std. Dev | (6.60) | (7.15) | (6.67) | (1.42) | (1.56) | (1.87) |
| Junior | Mean | 75.10 | 72.32 | 72.15 | 7.72 | 7.87 | 7.28 |
| n=322 | N | 164 | 103 | 55 | 164 | 103 | 55 |
| | Std. Dev | (6.98) | (6.71) | (7.73) | (1.16) | (1.32) | (1.75) |
| Senior | Mean | 75.63 | 73.11 | 73.90 | 7.82 | 7.63 | 8.11 |
| n=228 | N | 98 | 72 | 58 | 98 | 72 | 58 |
| | Std. Dev | (5.45) | (6.62) | (6.84) | (1.04) | (1.35) | (1.34) |

# *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?