

Incorporating Online Education Modules Along with Community Clinical Experiences to Enhance Cultural Competency Among Student Nurses

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Problem Statement

Cultural competency can be a challenging and overwhelming topic for student nurses to understand. The nursing program at Pensacola State College currently incorporates cultural competency as part of the program curriculum, but the information included is sporadic or minimal in some courses.

Purpose of the Study

The purpose of the present pilot project is to provide senior student nurses with an additional online educational training coupled with their community clinical to enhance their knowledge about cultural competency. In addition to improve the students’ clinical skills in communicating with patients from other cultures.

Design & Methods

An inferential comparative design using a pre and post-test method was implemented to evaluate students’ knowledge and awareness related to cultural competency before and after an educational intervention.

The opportunity to participate in the pilot study was offered to 55 students enrolled in NUR 2811L (Preceptorship) during the course orientation. Students who participated in the project were asked to complete the Campinha-Bacote’s Inventory questionnaire (IAPCC-SV[®]), and then asked to complete the continuing education program on line while they were working to fulfill their required clinical hours in a community setting.

Participants

Participants invited to join the project consisted of (n=55) Associate Degree senior nursing students enrolled in NUR 2811L Preceptorship course at Northern Florida State College. Twenty-six (n=26) students who agreed to participate in the program were consented and completed the (IAPCC-SV) pre-test. All students are at least 18 years of age and have successfully met the requirements for entrance into the preceptorship course.



Data Collection Instruments

Dr. Campinha-Bacote’s (IAPCC-SV[®]) is a copyright tool used with written permission from the author. It is a 20 question Likert scale assessment tool, and took 10-15 minutes for the students to complete. The (IAPCC-SV[®]) assessed the students’ level of understanding in the following characteristics of cultural competency: desire, awareness, knowledge, skill, and encounters.

Findings from the assessment tool did show that the combination of the online modules and community clinical experiences to be beneficial in enhancing cultural competency among senior nursing students.

Table 1: IAPCC-SV Category Ranges

Category	Score Range
Culturally Proficient (CP)	75-80
Culturally Competent (CC)	60-74
Culturally Aware (CA)	40-59
Culturally Incompetent (CI)	20-39

Table 2: Students’ Competency Levels Pre & Post-Test

Time	N	Mean	CP	CC	CA	CI
Pre-Test	26	62.73	4 (15.3%)	11 (42.3%)	11 (42.3%)	0
Post-Test	25	69.80	5 (20%)	20 (80%)	0	0

Table 3: Cultural Characteristics (Constructs & Reflected Items)

Time	N	Cultural Awareness	Cultural Knowledge	Cultural Skill	Cultural Encounters	Cultural Desire
Pre-Test	26	93.67	71.20	72.00	79.00	89.25
Post-Test	25	95.67	81.40	86.00	85.40	93.50
P value		0.71	0.07	0.04	0.32	0.15

Procedure

Following Institutional Review Board approval from Duquesne University and Pensacola State College, the investigator verbally explained the pilot project as well as distributed a recruitment letter to discuss the project to senior student nurses. After explaining the educational project, ample time was given for questions and answers regarding the project. Students were informed that the data would be collected anonymously, and the information will be stored in a locked cabinet.

Setting

The setting of this educational project was implemented in Northwest Florida. The Northern Florida State College and The Sacred Heart Women's Health Clinic in Pensacola, Florida have a contractual agreement for the students to complete their required clinical hours.

Data Analysis

Data analysis was completed using inferential statistics with Microsoft Excel: Microsoft Office 2010. Twenty-six pre-tests were distributed and returned to the investigator. However, one student was unable to complete the study. A total of twenty-five post-test were completed by participants. The (t= -3.15, df= 49) of the completed pre and post-tests showed no significant difference.

The mean for each cultural characteristic was obtained (Table 3). P value for the characteristics of cultural knowledge (0.07) and cultural skill (0.04) indicates that these results are statistically significant.

Results

Fifty-five students were eligible for participation in the pilot study; twenty-six students (52%) agreed to participate in the project. These participants (n= 26) completed the pre-test. One student dropped out of the study prior to completing the post-test. The online modules along with the clinical experience showed some improvement as evidenced by the mean score of the student nurses (Table 2) on the (IAPCC-SV[®]) assessment pre-test was 62.73 and the post-test was 69.80 which indicated that the students as a group were culturally aware and competent. No participant pre or post-test scored in the Culturally Incompetent range. Four students scored in the Competently Proficient range pre-test and five students scored in that range post-test One interesting finding was that eleven students scored in the Culturally Aware range, but shifted to the Culturally Competent and Culturally Proficient range on post-test.

Discussion and Conclusion

The (IAPCC-SV[®]) was administered to 26 senior nursing students in an associate degree nursing program. Twenty-five senior nursing students completed the evaluation tool following the educational study. Few studies have examined the impact of the Culturally and Linguistically Appropriate Services (CLAS) online modules in relation to improving cultural competency in healthcare workers. But the results of the individual characteristics demonstrate that the CLAS online modules and community clinical aided the students in increasing their cultural knowledge and skill.

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