Cultural Humility in Simulation Education: A State of the Science

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Introduction
The National League for Nursing, a voice for nursing education, has identified diversity as a core value. Leading organizations including the Institute of Medicine and American Association of Colleges of Nursing have indicated a need for cultural competency education. To prepare nursing students to aptly care for a multicultural population, education regarding cultural humility is necessary.

Studies have indicated that students of minority backgrounds appreciate integration of race and culture in simulation. However, current international simulation standards lack an emphasis on diversity and cultural humility; thus, simulation curricula may be missing this essential component.

Purpose
The aim of this poster is to provide the state of the science on the presence of cultural humility in simulation education to provide direction for simulation education research, education, and policy development.

Methods
We searched the databases of PubMed, CINAHL, EMBASE, and ERIC for articles describing cultural competence or cultural humility in simulation with the assistance of a library scientist (Figure 1). Search terms included cultural competence, cultural, culturally humble, humility, competence, competent, and simulation. Twenty studies were included in this review.

Results
Research regarding culture in simulation was performed with the following learners:

- Med Students
- Nursing students
- Pharmacy Students
- Global Health Students
- Child Welfare Professionals
- Nurses
- Physicians

Four themes emerged:

- Cultural Sensitivity and Cultural Competence
- Communication
- Comfort and Confidence
- Insight and Understanding

Simulated patient populations included: Latino families, Arab American Muslim patients, diverse older adults, geriatric patients, individuals who live in rural areas, native English speakers, individuals and communities who live in poverty, colorectal cancer screening patients, and obstetric patients.

Conclusion
Cultural humility must transcend the confines of the classroom and extend to the simulation center to improve student learning, retention, and improve patient care.

References