Leading Change Through Collaborative-Partnership: Implementation of a Statewide Cultural-Competence Initiative in the United States

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Study Funded by the Robert Wood Johnson Foundation
Supported by the PA-Action Coalition, Nursing Diversity Council
PA Action Coalition, Nursing Diversity Council Member

Presented at STTI 28th International Nursing Research Congress, Dublin, Ireland July 28th 2017
Project Team

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Assistant Clinical Professor, Drexel University. Co-Chair PA Action NDC
President/CEO Innovative and Inclusive Global Solutions

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**Sarah Hexem, JD,**
NNCC Policy Director, PA Action Coalition Executive Director***
Robert Wood Johnson Foundation (RWJF) Executive Nurse Fellows (ENF) Program

- Three-year, advanced leadership initiative
- 20 Executive Fellows selected annually
- Dr. Rita K. Adeniran’s leadership project (2012 cohort): Cultural Competence and Education Awareness Surveys
- Advised by the PA Action Coalition Nursing Diversity Council
“Campaign for Action” Vision

Everyone in America can live a healthier life, supported by a system in which nurses are essential partners in providing care and promoting health.

Robert Wood Johnson Foundation
PA Action Coalition Initiatives

Diversity  Practice  Education  Leadership  Residency

Presented at STTI 28th International Nursing Research Congress, Dublin, Ireland  July 28th 2017
Nurse Diversity Council (NDC) Charge

The Pennsylvania Action Coalition (PA-AC) Nursing Diversity Council (NDC) is dedicated to enhancing nurses’ knowledge, skills, and attitudes regarding diversity, promotion of inclusion in the workforce, and provision of culturally competent care to all clients, families, and communities.

The NDC works to foster relationships among individuals and communities with the goal of promoting culturally competent nursing care to Pennsylvania’s diverse residents & beyond.

The NDC uses “Gracious Space” Philosophy to guide their work.
The NDC Philosophy: Gracious Space

*Gracious Space is operationalized by:*

- Giving opinions without fear of criticism.
- Having deep respect for difference in spite of disagreements or conflicts.
- Holding off judging each other based on difference perspectives or cultural beliefs.
- Stepping back and reflecting on assumptions, especially in situations of conflict.
- Slowing down and listening.  

Leading Change: The Power of Vision and Collaborative-Partnership

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College of Nursing and Health Professions
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Objectives

- Discuss qualities of visionary leaders that are essential to improving optimal health and health outcomes for vulnerable populations.

- Describe leadership strategies and tactics used to successfully build capacity for conducting and implementing a cultural competency program for registered nurses across the state of Pennsylvania.
Visionary Leaders

- Vision- preferred future
- Organized learning
- Confident humility
- Innovation and pioneering
- Relationship building and collaboration
- Polarity management
- Boundary spanning
Collaboration and Collaborative Partnership

- Shared Mission and vision
- Balanced motivation
- Contextual intelligence
- Transparent
- Authentic
- Active listeners
- Humble
- Open and Frequent communication
- Sufficient and shared resources
Strategies and Tactics

- Self-awareness
- Inspiring others, setting direction, aligning resources and gaining commitment
- Coalition and capacity building
- Leveraging partnerships, stakeholders talents, and expertise
- Problem solving
- Making decisions, managing work and polarities
- Focusing on the goal to enhance quality and optimal healthcare outcomes for vulnerable populations through cultural competence
Inclusion Elevates All… Elaine Hall

Lets’ embrace diversity in its broadest form! Honestly discussing our differences help us to discover our similarities…

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Slippery Rock University of PA, USA

Andy Bhattacharya
Consultant: Health Analytics

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PA Action Coalition, Nursing Diversity Council Member

Presented at STTI 28th International Nursing Research Congress,
Dublin, Ireland July 28th 2017
Objectives

Discuss the rationale and strategy used to successfully conduct a statewide survey of Pennsylvania registered nurses

Explain the quantitative findings of the Pennsylvania Cultural Competence Education and Awareness Survey (CCEAS) of Registered Nurses
Terms

Culture: The learned patterns of beliefs and behaviors of an individual or any groups of people

Diversity: Any dimension that differentiates individuals, groups, and organizations

Equity: Refers to equality with respect to opportunity, requires giving each person what is needed to achieve optimal outcomes

Cultural Competence: The ability of a clinician to meet the unique healthcare needs of culturally diverse populations!
Cultural Competence Education & Awareness Survey

Why CCEAS?

- Evolving global/healthcare/academic environments
- Demographical changes
- Patient safety and quality
- Evidence of disparities, inequalities and inequities
- Ethical/Economics/Moral/Global
- Legal, regulatory & accreditation requirements
The Cultural Competence Education & Awareness Survey (CCEAS)

The top **three** purposes are to identify:

- The desire, interest, and preparedness of PA RNs to provide culturally competent care.
- The sources and availability of education, training, and other information that support PA RNs to provide culturally competent care.
- The extent to which culturally competent care is currently being provided by PA RNs.
Significance

Cultural competency practices vary considerably across:

- Healthcare organizations
- Within and across provider groups

Factors contributing to variations include, but are not limited to:

- Provider’s knowledge, skills and attitudes, and/or the degree of provider’s personal desire
- Availability and limitations of organizational resources
- Provider’s appreciation of the impact of CC in optimizing health outcome

(Alizadeh & Chavan, 2016; Gill, Kuwahara, & Wilce, 2016; Taylor, 2005).
Method

- Campinha-Bacote’s process of cultural competence and the NQF Cultural competence Comprehensive Framework provided the basis for the study (Campinha-Bacote, 2002; National Quality Forum, 2009).

- Design: Exploratory cross-sectional descriptive survey with open ended questions

- Registered Nurses (RNs) in the state of PA participated via an online survey.

- 41 item instrument was used for data collection over a 5-month period via snowball technique

- Quantitative data was analyzed using IBM SPSS Statistics, v22.
Findings

- The final sample consisted of 1,209 participants.
- Demographic findings closely mirror PA’s RN demographics.
- Over 70% of the participants were staff nurses working in acute care settings.
- 73% have received some form of education about cultural competency within previous five years of the study.
- Majority of study participants expressed a desire for continued professional development.
## Survey Participants (n=1209)

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>1,106 (93)</td>
</tr>
<tr>
<td>Male</td>
<td>89 (7)</td>
</tr>
<tr>
<td><strong>Race</strong></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>1,022 (87)</td>
</tr>
<tr>
<td>Black/African American</td>
<td>95 (8)</td>
</tr>
<tr>
<td>Asian</td>
<td>40 (3)</td>
</tr>
<tr>
<td>Some other race</td>
<td>23 (2)</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
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<tr>
<td>Non-Latino/Non-Hispanic</td>
<td>944 (86)</td>
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<tr>
<td>Latino/Hispanic</td>
<td>21 (2)</td>
</tr>
<tr>
<td>Other</td>
<td>134 (12)</td>
</tr>
<tr>
<td><strong>Sexual Orientation</strong></td>
<td></td>
</tr>
<tr>
<td>Heterosexual</td>
<td>1,125 (96)</td>
</tr>
<tr>
<td>Lesbian/Gay/Bi-Sexual/Transgendered/Questioning (LGBTQ)</td>
<td>45 (4)</td>
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## Survey Participants Cont’d

<table>
<thead>
<tr>
<th>Highest level of education</th>
<th>N (%)</th>
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</thead>
<tbody>
<tr>
<td>Baccalaureate degree</td>
<td>530 (43)</td>
</tr>
<tr>
<td>Master's degree</td>
<td>395 (32)</td>
</tr>
<tr>
<td>Associate degree</td>
<td>95 (8)</td>
</tr>
<tr>
<td>Doctoral degree</td>
<td>99 (8)</td>
</tr>
<tr>
<td>Diploma</td>
<td>82 (6)</td>
</tr>
<tr>
<td>Other</td>
<td>39 (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Qualification at licensure as RN</th>
<th>N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate degree in nursing</td>
<td>583 (47)</td>
</tr>
<tr>
<td>Diploma in nursing</td>
<td>315 (26)</td>
</tr>
<tr>
<td>Associate degree in nursing</td>
<td>270 (22)</td>
</tr>
<tr>
<td>Generic Master's degree in nursing</td>
<td>37 (3)</td>
</tr>
<tr>
<td>Other</td>
<td>30 (2)</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Employment</th>
<th>N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acute care hospitals</td>
<td>858 (69)</td>
</tr>
<tr>
<td>Nursing education institutions</td>
<td>133 (11)</td>
</tr>
<tr>
<td>Other clinical settings (e.g. long term &amp; community health center)</td>
<td>112 (9)</td>
</tr>
<tr>
<td>Other</td>
<td>132 (11)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nurse role</th>
<th>N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff nurse/direct care</td>
<td>603 (49)</td>
</tr>
<tr>
<td>Administration/management RNs</td>
<td>240 (19)</td>
</tr>
<tr>
<td>Nurse educators</td>
<td>173 (14)</td>
</tr>
<tr>
<td>Certified RN specialists</td>
<td>80 (6)</td>
</tr>
<tr>
<td>Other</td>
<td>143 (12)</td>
</tr>
</tbody>
</table>
County of Employment

COUNTY OF PRIMARY EMPLOYMENT

Philadelphia 39%
Berks 15%
Other 12%
Erie 8%
Chester 7%
Allegheny 6%
Montour 4%
Lehigh 3%
Delaware 3%
Montgomery 3%

County of Employment

- Philadelphia: 39%
- Berks: 15%
- Other: 12%
- Erie: 8%
- Chester: 7%
- Allegheny: 6%
- Montour: 4%
- Lehigh: 3%
- Delaware: 3%
- Montgomery: 3%
- Counties other than those listed: 12%

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Magnet and Non-Magnet Facilities

MAGNET AND NON-MAGNET FACILITIES

- Magnet facility: 41%
- Non-magnet facility: 59%

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Utility and Access to Phones for LEP Patients

**Language Interpretation Phones Easily Accessible**

- **Yes**: 82%
- **No**: 10%
- **Unsure**: 8%

**The Need and Actual Use of Language Interpreter**

- **Daily or several times per week**
  - Need to use: 27%
  - Actually use: 24%
- **Once or several times a month**
  - Need to use: 27%
  - Actually use: 23%
- **Few times a year or never**
  - Need to use: 46%
  - Actually use: 53%

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Availability of Certified Language Interpreters

CERTIFIED LANGUAGE INTERPRETERS AVAILABLE

- Yes, certified language interpreters are available: 44%
- Yes, language interpreters are available, but unsure if they are certified: 26%
- No, language interpreters are not available: 15%
- Unsure: 15%

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Availability and Value of a CC Team

CULTURAL COMPETENCY TEAM AVAILABLE AS A RESOURCE

- Yes: 41%
- No: 23%
- Unsure: 36%

CULTURAL COMPETENCY TEAM IS A VALUABLE RESOURCE

- Yes: 31%
- No: 25%
- Unsure: 44%

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CC Education in Nursing Program

RECEIVED EDUCATION IN CULTURAL COMPETENCY IN NURSING EDUCATION PROGRAM

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Do not recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>57</td>
<td>26</td>
<td>17</td>
</tr>
</tbody>
</table>

Percentage
Organization’s Influence on Ongoing CC Education

**CULTURAL COMPETENCY EDUCATION AS A REQUIREMENT OF CONTINUED EMPLOYMENT**

- Yes: 43%
- No: 35%
- Unsure: 22%

**MANDATE PROFESSIONAL DEVELOPMENT IN CULTURAL COMPETENCY AS A COMPONENT ANNUAL PROFESSIONAL EVALUATION**

- Yes: 35%
- No: 43%
- Unsure: 22%
Organization’s Influence on Patients’ Assessments

MANDATE A STANDARD CULTURAL ASSESSMENT OF CLIENTS AS A REQUIREMENT OF DOCUMENTATION

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>22</td>
</tr>
<tr>
<td>No</td>
<td>36</td>
</tr>
<tr>
<td>Unsure</td>
<td>42</td>
</tr>
</tbody>
</table>
Barriers

- **N=1,192** - My professional preparation
- **N=1,188** - My professional awareness
- **N=1,191** - Time constraints
- **N=1,178** - My belief that cultural competency is not critical to performance
- **N=1,188** - Lack of resources in my employment setting
- **N=1,178** - Incentive to provide CC care

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Ranking of Preference of Educational Methods

RANKED METHODS OF ADDITIONAL PROFESSIONAL DEVELOPMENT IN CULTURAL COMPETENCY

<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing Education Conference</td>
<td>57</td>
</tr>
<tr>
<td>Grand Rounds Seminar</td>
<td>12</td>
</tr>
<tr>
<td>Journal Articles(s)</td>
<td>13</td>
</tr>
<tr>
<td>Webinar</td>
<td>16</td>
</tr>
<tr>
<td>Blogs</td>
<td>2</td>
</tr>
</tbody>
</table>

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Importance of CC to Performance

<table>
<thead>
<tr>
<th>Importance Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential</td>
<td>56</td>
</tr>
<tr>
<td>Very important</td>
<td>34</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>9.5</td>
</tr>
<tr>
<td>Not important</td>
<td>0.5</td>
</tr>
</tbody>
</table>
Desire for CC Educational Opportunities

RESPONDENTS INTEREST TO RECEIVE ADDITIONAL PROFESSIONAL DEVELOPMENT EDUCATION IN AREAS OF CULTURAL COMPETENCY

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>53</td>
</tr>
<tr>
<td>No</td>
<td>30</td>
</tr>
<tr>
<td>Unsure</td>
<td>17</td>
</tr>
</tbody>
</table>

N=1,216

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Conclusion and Implications

- PA RNs recognize the value of cultural competency.

- Participants expressed interest in acquiring additional knowledge and skills.

- The desire to gain more knowledge and expertise has implications for health outcomes.

- Healthcare leaders, institutions, policy makers and philanthropic organizations have a role in ensuring cultural competency.

- Findings are being used to guide new programs to advance CC!
Cultural Competency Conference

Pennsylvania’s Healthcare Mosaic
Building a Culture of Health Equity

October 20, 2016
8:30am-4:30pm
Robert Morris University
6001 University Blvd
Moon, PA 15108

Please save the date for a conference brought to you by the Nurse Diversity Council of the Pennsylvania Action Coalition.

Pennsylvania’s Healthcare Mosaic: Building a Culture of Health Equity

Featuring keynote speakers:

Dr. Rachel Levine, Pennsylvania’s Physician General
Candi Castleberry Singleton, Founder and CEO of Dignity & Respect, Inc.
Dr. Rita Adeniran, President & CEO of Innovative and Inclusive Global Solutions
Lisa M Lewis, PhD, RN, FAAN, Assistant Dean for Diversity and Inclusivity, UPenn

The conference will explore the concept of health equity and the relevance of cultural competence within health care.

Information to submit an abstract and register will be available soon.

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“Diversity is our reality, let’s make it our strength!”
Fostering Cultural Competency: The Pennsylvania Action Coalition’s Exemplar

Sarah Hexem, JD
NNCC Policy Director, PA Action Coalition Executive Director, USA

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Objectives

- Discuss multiple facets of diversity as leadership opportunities to promote equity, improve quality, and ultimately eliminate health disparities.

- Describe strategies employed to implement a plan to increase the proportion of traditionally underrepresented nurses and a cultural competency program in Pennsylvania.
Pennsylvania Action Coalition

Vision: A healthy Pennsylvania through high quality, accessible, and safe nursing

Mission: Implement the IOM Future of Nursing Recommendations through strategic partnerships
PA Action Coalition Initiatives

Diversity  Practice  Education  Leadership  Residency

The nursing profession has the potential capacity to implement wide-reaching changes in the health care system.

WITH MORE THAN 3 MILLION MEMBERS, NURSES REPRESENT THE LARGEST SEGMENT OF THE U.S. HEALTH CARE WORKFORCE.

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Measuring Diversity

IOM Recommendation:
Make diversity in the nursing workforce a priority

Pre-licensure nursing program graduates by race/ethnicity and by gender compared with the U.S. population

- Two or more races
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- Asian
- American Indian or Native Alaskan
- African American
- White

U.S. Population Pre-licensure RN Graduates

In the U.S., the female/male population is 50.8% female and 49.2% male. In 2015, baccalaureate and graduate nursing students were 88% female and 12% male.

2015 Academic Year
Total Pennsylvania Nursing Graduates

Total Nursing Graduates in Pennsylvania for 2015

Percentage Breakdown by Nursing degree, 2015
- Bachelor's Degree
- Associate's Degree
- Master's Degree
- Doctoral Degree

Race/Ethnicity of Nursing Graduates in Pennsylvania, 2015
- White, Non-Hispanic: 76%
- Black or African American: 7%
- Asian: 4%
- Hispanic or Latino: 3%
- Ethnicity Unk. 2 or more races: 7%; 1%

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Highlighting Diversity

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Supporting Diversity

$250,000

Raised to support a diverse nursing workforce

FUNDING OPPORTUNITY

Promise of Nursing for Pennsylvania

$5,000 to $25,000 grants

Applications Due July 14

Support projects to build the capacity of a diverse nursing workforce prepared to care for all Pennsylvanians.

paactioncoalition.org

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Cultivating Diversity

Pennsylvania’s Healthcare Mosaic
Building a Culture of Health Equity

Presented at STTI 28th International Nursing Research Congress, Dublin, Ireland  July 28th 2017
Sustaining Diversity

“We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly.” –Martin Luther King Jr.

Coalition building and the path for collective impact

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References


References


References


Laskowski-Jones, L. (2012). Let's take cultural competence to another level. Nursing, 42(3), 6-6. doi:10.1097/01. NURSE.0000411429.97892.57


