Cultural Self Awareness of the Academic Nurse Educator

Maureen D. Hermann, DNP, RN
Toufic Khairallah, MSN, APN, FNP-BC, PCCN, CHSE
Welcome

Presenters:

▪ Maureen Hermann, DNP, RN
  • Assistant Professor - Saint Francis Medical Center College of Nursing
  • Doctorate of Nursing Practice & Leadership Graduate Student, Saint Francis Medical Center College of Nursing

▪ Toufic S. Khairallah, MSN, APN, FNP-BC, PCCN, CHSE
  • Clinical Education Nurse Scholar - OSF Saint Francis Medical Center
  • Clinical Medical Associate Faculty - University of Illinois College of Medicine at Peoria
Faculty Disclosure

- There are no known or potentially perceived conflicts of interest
- There is no sponsorship or commercial support as part of the information to be presented.
Session Goal and Objectives

▪ **Goal:**
Session attendees will have a greater understanding of the importance of cultural self-awareness and its impact on nursing education.

▪ **Objectives:**
Session attendees will identify that academic nurse educators must assess their own cultural self-awareness, knowledge, skill, understanding, and desire.

Session attendees will understand that one’s person attitudes, perceptions, understanding, and knowledge of cultural awareness can provide one the opportunity to empower nursing students by embracing the diverse needs of the patient population.

Session attendees will acknowledge the need for ongoing education related to cultural self-awareness and cultural competency education.
Background & Significance

- Nurses must address:
  - Needs of the surrounding community
  - Be aware and provide patient-centered therapies related to specific beliefs, values, religion, language, and other cultural and socioeconomic factors
  - Identify positive outcomes

- Since 1986, national standards state that nursing colleges must provide culturally competent education within the curriculum.
  (American Association of College of Nursing, 2008; Long, 2012)
The beginning..

- This begins with the Academic Nurse Educator (ANE):
  - Mentors
  - Empowering
  - Environment of communication, understanding, and guidance in providing culturally competent cares to the patient population
  - Ongoing, never ending…
Analysis of Needs Assessment

- 10 question electronic survey sent via Survey Monkey©
- Electronically sent to SFMCCON ANE (n=57)
- Total number of respondents (n=38)
- 37.14% (n=13) have not received formal training related to cultural competency education (CCE)
- 94.29% (n=33) identify with the importance of implementing CCE into nursing education
- 100% (n=38) identify that each individual has unique needs
- 17.14% (n=6) feel that personal bias should be taken into account
Analysis of Needs Assessment

- Appreciate continual use of CCE
- Support the need for continual CCE for ANE
- Identify with the importance of implementation into nursing education
- Lack an understanding of how one’s own cultural awareness and personal bias may inhibit teaching strategies
Research Question

- Does the faculty nurse educator who attends an educational program have a measurable difference in self-awareness regarding cultural competence?
Benefits to the College

- Prepared nursing professionals
- Safe and quality care provided to patient population
- Student satisfaction: Surveys
- Accreditation requirements
- ANEs excited to implement new strategies in curriculum
- Catholic healthcare institutions are guided by the commitment to provide and defend human dignity, and respect every human life.

(United States Conference of Catholic Bishops, 2009)
Impact if Change not Implemented

- Nurse population does not match patient population
  - 83.2% of the RN workforce is non-Hispanic Caucasian females (2008)

- Legislative requirements
- Poor healthcare outcomes

(Harris, et al., 2013)
Theoretical Framework

- Campinha-Bacote’s The Process of Cultural Competence in the Delivery of Health Care Services: A Culturally Competent Model of Care

- 5 dimensions of cultural competence:
  - Cultural awareness, Cultural knowledge, Cultural skill, Cultural desire, Cultural encounter

(Campinha-Bacote, 2002; Kelly, 2011)
Campinha-Bacote's Model

- All healthcare providers to follow in order to provide positive patient experiences
- Ability to work beneficially with patients and families in regards to serving their healthcare needs.
- Strive for or desire to become culturally competent rather than just being culturally competent
- Inspirational caregiver in the presence of cultural conflict.

(Campinha-Bacote, 2011)
Literature Review

- 30 articles identified
- Limits: English, full text, and years 2010-2015
- The Cumulative Index to Nursing and Allied Health Literature–Plus (CINAHL-Plus), PubMed, and Google
- Keywords: culture, awareness, diversity, competency, nursing, teaching strategies, nurse educator, and education.
Literature Review: Triggers for Practice Change

▪ Diverse changes in global environment
  – By 2010, 32% of population represented by minority cultures

▪ Shortage of ANE educational/clinical resources
  – Disparities in healthcare

▪ Increasing global epidemics and healthcare needs of the population
  – Nurses must provide effective care to varied population groups

▪ Healthcare organization cultural assessment tool
  – Age, gender, religion, marital status

▪ Increased need for ANE related to application of CCE in nursing education
  – Unique needs of each individual

(AACN, 2008; Harris et al., 2013; Leininger & McFarland, 2006)
Literature Review: Recommendations

- Cultural competence in education
- Cultural competency of the ANE
- ANE’s self-assessment of cultural competence
- Barriers to CCE and cultural self-assessment
- Teaching strategies related to the implementation of CCE in the curriculum
Program Development

- 4 hour program
- Support from College Administration
- All ANE at College were invited to attend
- 3.3 Contact Hours awarded by The Ohio Nurses Association for attendees
- IRB Approval
  - Research Subject Informed Consent
- Agenda
  - Defining key terms & individual perceptions
  - Triggers, rationale, barriers & communication
  - Stereotypes & roleplaying
Examples of Activities

Activity: Legos

- Communication
Examples of Activities
Examples of Activities

Activity: Student Skit
Cultural Awareness
Lesson Plans

Walk Apart, and Walk Together
Overview:
This is a great activity that can be appropriate in almost any setting. It is a great activity to do as
groups are forming, or as an icebreaker later in the semester to identify similarities, differences,
and the importance of acceptance.

Goal:
To help others recognize the differences among people as well as the similarities shared.

Time: 10-15 minutes

Activity:
- Two volunteers stand with their backs together.
- The audience states things that are different between the 2 volunteers.
- As a difference is stated, the volunteers take one step apart.
- The audience now states things that are the same between the 2 volunteers.
- As a similarity is shared, the volunteers take one step towards each other.

Debriefing:
- Think about the differences. How many can we see?
- Think about the similarities. Are they as visible?
- Discuss the similarities and differences, and focus on the importance of accepting others.

Cultural Competency of the Faculty Nurse Educator
Saint Francis Medical Center College of Nursing
Maureen Hermann, DNP, RN
May 19, 2016

A Tradition of Excellence in Nursing Education
Pre & Post Assessment

- The Inventory for Assessing the Process of Cultural Competence among Healthcare Professionals–Revised (IAPCC-R)
  - Dr. J. Campinha-Bacote

- 25 questions (5 questions for each category below)
  - Cultural awareness
  - Cultural knowledge
  - Cultural understanding
  - Cultural encounter
  - Cultural desire
IAPCC-R

- Self Administered – paper & pencil
- 10-15 minutes to complete
- Immediate Feedback
- 25 question test, value of 1-4 points for each question
- Level of Cultural Competence (LOCC)
  - Culturally Proficient 91-100
  - Culturally Competent 75-90
  - Culturally Aware 51-74
  - Culturally Incompetent 25-50
# Pre-test vs. Post-test

<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td># Participants</td>
<td>n=31</td>
<td>*n=29</td>
</tr>
<tr>
<td>Culturally Proficient</td>
<td>3.1% (n=1)</td>
<td>27.59% (n=8)</td>
</tr>
<tr>
<td>Culturally Competent</td>
<td>38.7% (n=12)</td>
<td>65.52% (n=19)</td>
</tr>
<tr>
<td>Culturally Aware</td>
<td>58% (n=18)</td>
<td>6.9% (n=2)</td>
</tr>
<tr>
<td>Culturally Incompetent</td>
<td>0% (n=0)</td>
<td>0% (n=0)</td>
</tr>
</tbody>
</table>

*2 participants were unable to complete the post-test due to outside obligations

All results are based on the participant’s individual perceptions
### Additional Information

<table>
<thead>
<tr>
<th>Group Average</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culturally Competent or greater (scores 75-100)</td>
<td>41.9%</td>
<td>93.11%</td>
</tr>
<tr>
<td>Culturally Aware or greater (Scores 51-100)</td>
<td>72.39%</td>
<td>84.62%</td>
</tr>
</tbody>
</table>
Post Program Evaluation Narrative Comments

- Participant support
  - “Good job! Awesome presentation!”
  - “Excellent comprehensive program – great use of active learning! Thank you!”
  - “Very engaging presentation – Great job!!”
  - “I am so in awe of the presentation.”
  - “It was fun, interactive, and informative! Loved it.”

- Administrative support
Lessons Learned

- Communication
- Barrier identification
- Self reflection
- Addressing personal bias and cultural self-awareness
- Cultural education is never ending
- Additional learning activities are appreciated
Future Endeavors

- Present annual fall ANE educational programs
- Incorporate cultural self awareness educational program into new faculty orientation program
- Developed and presented a 1 hour program entitled: *The Cultural Assessment*
  - Three questions from the IAPCC-R results related to the need of cultural skill and knowledge maintained overall low scores.
- Student exposure and understanding of cultural competence provided on College surveys
- Continue to encourage ANE to include cultural teaching methodologies into nursing education opportunities
Questions?
References


References


