Purpose

The purpose of this research study was to examine the current state of integration of culture of health into academic nursing education at all education levels in one mid-south state of the United States. 

The study aimed to assess the perceived barriers, facilitators and readiness by deans and directors of schools of nursing about incorporating the concepts within the Robert Wood Johnson Foundation “Culture of Health” framework into the curriculum.

Methods

Design: Mixed methods - Qualitative and Quantitative - Delphi Study with 3 rounds

Participants:

All schools of nursing deans, chairs and directors within the state were eligible to participate.

Data Collection:

- Members of the state’s Action Coalition/Center for Nursing serving as representatives on the Culture of Health team presented an introduction about culture of health and the Delphi study at the biannual schools of nursing leadership meeting in February 2017.
- Round 1:
  - Study team identified deans and directors of schools of nursing to participate in the study. Representatives included various nursing education levels - practical nursing, associate degree, baccalaureate, and graduate nursing programs from various geographic areas around the state.
  - 9 deans and directors participated in phone call interviews by the study team in March and April 2017.
- Round 2:
  - Questionnaire developed reflecting themes from Round 1
  - 6 of the 9 Round 1 deans and directors responded to the questionnaire validating the themes in June and July 2017
- Round 3:
  - Questionnaire developed from Rounds 1 & 2 emailed in fall 2017 to all 52 deans, chairs and directors of all nursing education programs in the state
  - 22 deans and directors responded to the questionnaire with a 38% survey response rate.
- Results were summarized by the COH study team.

Limitations

- Demographic data (e.g., type of nursing education program, number of faculty and students, geographic location within the state) was not collected
- Data is reflective of the deans/directors/chairs and may not reflect the beliefs of the faculty within those programs

Conclusions

The mixed methods design permitted expert respondents to provide data on curricular priorities, barriers and facilitators through their own perspectives without the confines of a pre-determined survey.

Faculty development is needed at all educational levels to integrate culture of health in schools of nursing curricula.

Future Plans

- Presentation of results at the biannual schools of nursing leadership meeting in 2018
- Overarching goal is enabling schools of nursing in curricular culture of health integration
- Specific education and resources for faculty development to be planned and implemented

Limitations

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Findings

<table>
<thead>
<tr>
<th>Aim</th>
<th>Round 1 Results</th>
<th>Round 2 Results</th>
<th>Round 3 Results</th>
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<tbody>
<tr>
<td>Determine the importance of Culture of Health (COH), Population Health (PH), and Social Determinants of Health (SDH) to Deans and Directors in the State</td>
<td>Concepts are lacking in curriculum Concepts are essential Need/willing faculty</td>
<td>Findings and themes from Round 1 were validated. Aim was broken into 2 parts. 1. How important are these concepts? 2. Why are they important?</td>
<td>How important is it in nursing curriculum? [1-10] 6.66</td>
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<tr>
<td>To determine the perceived benefit to implementing Culture of Health (COH), Population Health (PH), and Social Determinants of Health (SDH) in the curriculum.</td>
<td>- Need more faculty development - Need to model these concepts - Students need to be more aware of these concepts. - The shift of health care must move towards prevention if we don’t teach them now, it may lead to poor patient outcomes later</td>
<td>Findings and themes from Round 1 were validated.</td>
<td>[86.4%] Helps nurses to better understand the population that they serve. [86.4%] Helps nurses to better understand the barriers to healthcare.</td>
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<td>Identify perceived barriers to implementing COH, PH, and SDH in nursing curriculum.</td>
<td>- Time - Volume of curriculum - Faculty buy-in - Faculty needs education - Process of changing curriculum</td>
<td>Findings and themes from Round 1 were validated.</td>
<td>Perceived Barriers [1-10]</td>
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<td>Identify perceived facilitators to implementing COH, PH, and SDH in nursing curriculum.</td>
<td>- Multi-disciplinary curriculum - Faculty buy-in - Career development - Leadership development</td>
<td>Perceived Facilitators [1-10]</td>
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