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Evaluating the Level of Cultural Competence in Undergraduate Nursing Students Using Standardized Patients in Simulation

Deborah Byrne, PhD
School of Nursing and Health Sciences, La Salle University, Philadlephia, PA, USA

Abstract

Purpose: Health disparities are a growing concern in the United States. In order to reduce the incidence of health disparities, it is imperative that nurses deliver culturally competent care. Leading bodies of nursing have included appropriate cultural care in their accreditation standards. However, there is no consensus in the literature about effective ways to integrate cultural competence into the curricula of bachelor of science in nursing programs. Simulation is an effective teaching tool that allows students to practice nursing skills in a controlled environment. Simulation using standardized patients (SPs) allows a systematic cultural assessment that is consistent for each student.

Methods: This research study used quasi-experimental mixed-method design to evaluate the level of cultural competence in undergraduate nursing students. A convenience, non-random sample of sophomore level undergraduate nursing students participated. The control group received a specifically designed lecture on cultural competence. The intervention group received both the lecture and a specifically designed simulation using SPs from diverse backgrounds. Both groups received the pretest at the beginning of the semester. The control group received the posttest two weeks after the lecture and the intervention group received it two weeks after simulation. Control group participants received the simulation at a later time. The simulation consisted of a mini-nutritional assessment, physical assessment, and brief health history with SPs from diverse backgrounds. Study Measures: The Inventory Assessing the Process for Cultural Competence Among Healthcare Professionals – Student Version (IAPCC-SV) tool developed by Campinha-Bacote was used for pretest and posttest in both groups. Several open ended questions were also used to gather qualitative data. Theoretical Framework: Campinha-Bacote's conceptual model was integrated in the class lecture and simulation and guided this research.

Results: Descriptive statistics were used to analyze the mean of the control group and intervention group pretest and posttest. There were 38 participants in this study. An analysis of covariance (ANCOVA) with repeated measures showed a statistical significance for time effect (pretest v. posttest) $F(1,36) = 48.819$, $p < .001$ and large effect size (partial eta squared = .576). However, the interaction between the control and intervention groups was not statistically significant: $F(1,36) = .077$, $p = .782$. In addition, a between-groups F test showed the group effect was not significant: $F(1,36) = .117$, $p = .73$. Open-ended questions revealed students felt it helped with communication skills.

Implications: Consequently, further nursing education research is needed in the area of using SPs as an effective teaching strategy to evaluate cultural competence in undergraduate nursing students.

Title:

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Keywords:

Cultural Competence, Simulation and Undergraduate nursing students

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Abstract Summary:

Cultural competences is an important topic in education. This study used standardized patients from diverse backgrounds to participate in a simulation focused on communication in first semester sophomore nursing students in a baccalaureate nursing program.

Content Outline:

 Introduction

A. Cultural competence is an important topic in nursing education. In order to deliver quality nursing care to clients, it is imperative we graduate nursing students who are culturally aware. Simulation is an effective teaching tool to evaluate learning outcomes for undergraduate nursing students. This study used standardized patients from diverse backgrounds in simulation to evaluate the level of cultural competence in nursing students.

II. Body

A. Health disparities are a growing concern in the United States

 a) According to *Healthy People 2020*, there are significant health disparities among minority groups.

 b) An important goal of *Healthy People 2020* is to eliminate health disparities for all groups.

B. Cultural competence needs to be integrated throughout the curriculum in nursing education.

 a) The National League for Nursing (NLN) and American Association of Colleges of Nursing (AACN) include

 culturally appropriate care in their accreditation standards and have developed toolkits for nurse educators to

 assist with incorporating cultural competence in the undergraduate nursing curricula.

 b) There is no consensus in the literature about effective ways to teach cultural competence to undergraduate

 baccalaureate nursing students.

C. Simulation using standardized patients is an effective teaching tool in nursing education to evaluate student

 learning outcomes.

 a) The use of simulation with SPs is an effective strategy that could be integrated throughout the curricula to evaluate a student's cultural competence skills

 b) Practicing a cultural assessment on a patient in clinical provides students with practical experience, this may not occur as interactions in the clinical setting vary from one patient to another.

 c) The use of SPs allows a systematic cultural assessment that is consistent for each student.

D. Conclusion

This study adds to the nursing education literature related to cultural competence and simulation with standardized patients by exploring the effectiveness of using specifically designed classroom lecture and simulation to assess cultural competence.

First Primary Presenting Author

Primary Presenting Author

Deborah Byrne, PhD
La Salle University
School of Nursing and Health Sciences
Assistant Professor
Philadelphia PA
USA

Professional Experience: 2015 - Simulation training and certificate completion at Drexel University. 2015 - 2017 - Key participant in curriculum revision at current employer. 2016 - Publication on cultural competence in scholarly journal. 2017 - Completion of doctoral studies in nursing education.

Author Summary: Deborah has been trained at Drexel University in simulation and is a strong advocate for simulation at La Salle University. Deborah's dissertation study, "Evaluating the Level of Cultural Competence in Undergraduate Nursing Students Using Standardized Patients in Simulation" was completed in the fall of 2016 using a mixed method approach. She received a research grant from the Pennsylvania Higher Education Nursing Schools Association. Deborah completed her PhD in Nursing at Villanova University in 2017.