

Improving Transcultural Self-Efficacy in Prelicensure Nursing Students

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Niagara University



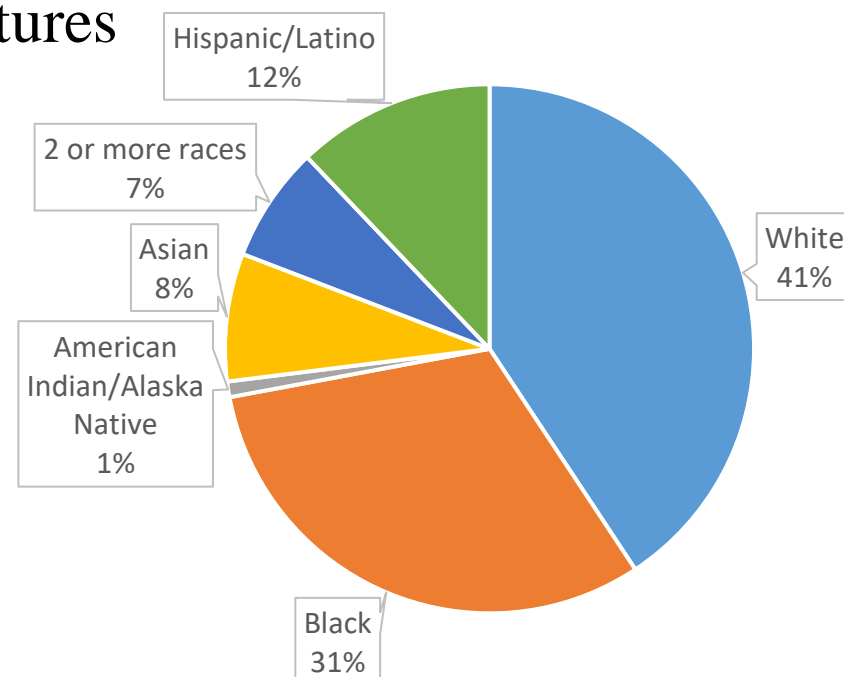
Diversity in the United States

As of March 2024, the foreign-born population of the U.S. reached a record high of 51.6 million (Camarota & Zeigler, 2024)

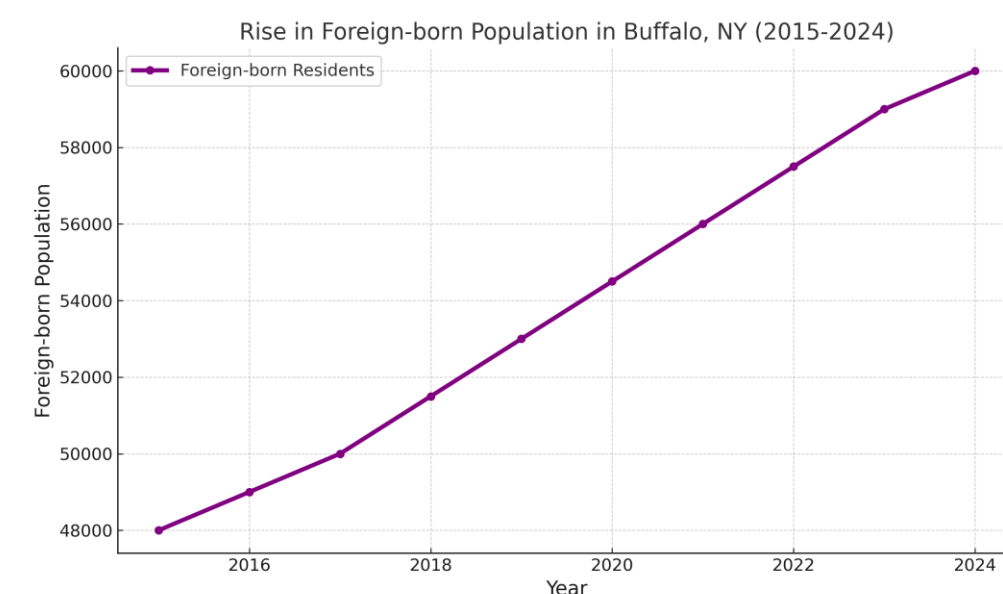
Underserved populations, particularly immigrants and refugees, face issues of stigma, discrimination, poverty, food and housing insecurity, and difficulty accessing health care (WHO, 2023).

Local Impact

Buffalo and Niagara Falls, NY, have an array of diverse cultures



In Buffalo and Niagara Falls, NY, 10.5% of residents are foreign-born, and more asylum seekers, immigrants, and refugees relocate here every year (U.S. Census Bureau, 2024).



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Problem

Nursing care that respects cultural beliefs and values improves patient outcomes (Cerveney et al., 2022). Novice nurses often lack the preparation to provide culturally competent care (Anton-Solanas et al., 2022; Markey et al., 2017).

Niagara University College of Nursing's current curricula have a limited focus on promoting cultural competence and transcultural self-efficacy. There are isolated cultural references in the Health Assessment course and occasional clinical assignments throughout the curriculum.

Educational Program

The program will be presented to the College of Nursing's curriculum committee for integration into the undergraduate Health Assessment course:

Day	Focus	Objectives
1	Understanding social identity	Awareness of the social identity and the “diversity of diversity” Activity: social identity wheel
2	Diversity Awareness	Identify similarities and differences among cultural groups and describe how it can enhance nursing care Activity: partner interview (ex: where did you grow up, what language does your family predominantly speak at home, cherished family tradition)
3	Exploring Cultural Diversity	Identify and describe cultural groups in US, and specific to Western NY Activity: group work to analyze cultural beliefs and values that influence health behaviors and patient care
4	BARNGA Simulation Game	Simulation game to bring awareness to experience of diverse cultures within the US, focusing on unspoken cultural norms and communication.
5	Cultural Competence	Describe theories around cultural competence Discuss the importance of incorporating these theories into nursing practice Activity: case studies
6	Cultural Assessment	Identify key components of cultural assessment Activity: practice cultural assessment with partner
7	Simulation	Simulation focused on care of culturally diverse patients, students will conduct a cultural assessment and identify culturally appropriate patient teaching strategies

Transcultural Self-Efficacy

Defined as a person's confidence in their ability to learn and apply cultural skills and knowledge (Jeffreys, 2016)

It is a critical component of motivation, persistence, and performance, acting as a foundation for developing cultural competence.

Future Direction

1. Approval and pilot integration into the undergraduate Health Assessment course
2. Full curriculum expansion across undergraduate and graduate offerings, embedding cultural competence and transcultural self-efficacy activities into all classroom and clinical courses
 - Enhance lessons on caring for diverse populations in the classroom
 - Clinical reflections and assignments focused on integrating patients' cultural values

References





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Biography

Kristina Sinsabaugh is a doctoral candidate in nursing education at Oakland University and a dedicated faculty fellow at Niagara University College of Nursing. With over 15 years of clinical experience as a bedside nurse in a level 1 pediatric trauma center, Kristina brings a rich pediatric and emergency nursing background to her academic roles.

Kristina's scholarly focus centers on advancing cultural competence in nursing education. Her proposed dissertation explores the cultural competence of prelicensure nursing students, aiming to close gaps in educational strategies and prepare students to deliver equitable, patient-centered care.

Kristina actively contributes to nursing education through her service on multiple academic committees, including chairing the Diversity, Equity, and Inclusion Committee at Niagara University. She is a proud member of the American Nurses Association, Sigma Theta Tau International Honor Society of Nursing, and the Professional Nurses Association of Western New York. Her passion lies in inspiring future nurses to embrace lifelong learning, cultural humility, and excellence in patient care.

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