

Integrating Cultural Competence into Nursing Education

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Building Blocks for Cultural Competence



Individual Level Assessment

- Teach by reflecting on:
 - Your background, worldview and values.
 - How view of the patient can affect the quality of service.
- Identification of:
 - Strengths
 - Challenging areas or implicit and/or explicit biases
 - Areas of improvement



Importance of Students Addressing Individual Level SDoH



- SDH affects student enrollment, experiences in classroom and clinical settings, and progression towards professional goals.
- Enrollment
- Experiences
- Classroom
- Clinical setting
- Peer formation
- Progression

Integrating SDH Threads in Undergraduate Nursing Curriculum

- Early introduction to SDH
- Orientation
- Wellness focus in first semester
- Community focus in second semester
- Windshield survey
- Community assessment
- Pathophysiology/Pharmacology
- Introduction to the pathophysiology of disease related to social and environmental determinants of health

Integrating SDH Threads in Nursing Curriculum

- Continued focus on SDH during clinical in the acute care setting
- Case studies
- Debrief of clinical experiences
- Simulations with standardized patients
- Further introduction in leadership courses
- Institutional
- Policy

SDH Integration in Nursing Curriculum

EVIDENCE in LITERATURE

- Relegating community health courses to “own” content related to SDH
- Lack of clinical experiences that introduce SDH as part of nursing assessment
- Collaboration with other health professionals
- Understanding and teaching the impact of SDH on the health of their patient.

EXPERIENCE in DUSON

- Educating faculty and clinical instructors
- Integrating SDH into case studies and clinical experiences
- SDH simulations at second and final semester to determine effectiveness of curriculum to promote understanding and practical application of SDH.

Mahoney & Jones, (2013). Social determinants of health in nursing education, research and health policy. Nursing Science Quarterly, 26, 280-284.

Use of Cultural Competence Self-Assessment Tools

Awareness		Never	Sometimes/ Occasionally	Fairly Often/ Pretty Well	Always/ Very well
Value Diversity	I view human difference as positive and a cause for celebration.				
Know Myself	I have a clear sense of my own ethnic, cultural and racial identity.				
Share my Culture	I am aware that in order to learn more about others I need to understand and be prepared to share my own culture.				
Be aware of areas of discomfort	I am aware of my discomfort when I encounter differences in race, color, religion, sexual orientation, language and ethnicity.				
Check my Assumptions	I am aware of the assumptions that I hold about people of cultures different than my own.				
Challenge my Stereotypes	I am aware of my stereotypes as they arise and have developed personal strategies for reducing the harm that they may cause.				

Source: <http://static.diversityteam.org/files/414/cultural-competence-self-assessment-checklist.pdf>71342126927

SKILLS

Objective

- Understanding your student requires more than just knowing the history. Cultural skills include:
 - Adapting communication and behavior based on the different cultures
 - Active listening
 - Establishing a trusting relationship
 - Identifying concerns
 - Awareness of non-verbal communication

Current Strategies

- Pre-matriculation community immersion opportunities.
- Windshield surveys
- Therapeutic communication techniques
- Motivational Interviewing
- Community health local and global experiences
- Simulations and in class activities such as “triage” calls

KNOWLEDGE – Student Centered

Objectives

- Cultural knowledge requires an understanding of others’ norms, values and beliefs.
 - Physical and biological variations,
 - Concepts of time
 - Space and physical contact
 - Styles and patterns of communication
 - Physical and social expectations
 - Socials structures and gender roles.

Current Strategies

- Collaboration with School of Medicine on LMS video modules “Know where you work”.
 - Local history
- Integration of various cultures with special guest lectures
 - Transgender
 - LGBTQ
 - Developmental Day
- Simulations

Knowledge – Faculty/Student Centered

Objectives

- Cultural immersion is experiential and allows you to gain insights to one's values, biases and emotional responses.
- Cultural knowledge also includes evaluating the degree of acculturation of the individual in order to assess whether the student is fully immersed in his/her own cultural values as opposed to having been acculturated and consciously rejecting his/her group's cultural practice

Current Strategies

- Take a cultural plunge which is exposing yourself to people or groups that have a markedly different culture (ways of thinking, ethnicity, socioeconomic status, sexual orientation, and/or disability).
 - Physically immerse yourself into cultures common to your student population.
 - Visiting churches and other locations that provide immersion experiences
 - Keep a journal and reflect on your experiences as well as your emotional response.

VALUE

Objectives

- Cultures have visible and invisible elements but most of our cultural identity is hidden cultural differences which includes values.

Current Strategies

- Engaging in activities that help you to frame your thinking and allow you to hear and understand the worldview and perspectives of others.

Cultural Competence Strategies

Faculty Development

- Teaching for Equity
- Institute for Educational Excellence “Faculty Workshops”
- Clinical Instructors “Intensive”

Student Development

- Individual level
- Pre-Immersion
- Classroom
 - Case studies
 - Test Questions
 - Discussion
- Simulations
 - Standardized patients
- Clinical

Next Steps

- Additional faculty development workshops that focus on creating safe spaces for open conversations on cultural differences and addressing explicit biases in the classroom.
- Review of curriculum to identify additional areas to incorporate cultural competence concepts.
- Develop educational strategies to enhance ability of the clinical instructors and preceptors to address cultural competence in the clinical setting.

References

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