A Comparative Study of Cultural Competence Curricula in Baccalaureate Nursing Programs

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Why is Cultural Competence (CC) Education Needed?

- Health care disparities exist
- Changing Demographics
- Nurses lack CC
- Nurses need CC Education
3 Types of CC Curricula in BSN Programs

- Required nursing course
- Required non–nursing course
- Integrated
Primary Purpose

To determine if one of 3 curriculum types is more efficacious than the others on improving CC and Self-efficacy (SE).

- Nursing culture course
- Non-nursing culture course
- Integrated throughout the curriculum
Secondary Purpose

To determine if one of 3 curriculum types is more efficacious than the others in improving CC and SE across academic levels.

- Freshman
- Junior
- Senior
Inventory for Assessing the Process of CC Among Healthcare Professionals (IAPCC–R)
(Campinha-Bacote, 2002)

- **IAPCC–R**
  - Measures CC in healthcare professionals, nurses, students
  - 25 items, 5 on each construct
  - 4 point Likert scale (1–4)
  - Completion time is 15 minutes
  - Has Construct and Content Validity (8 studies)
  - Reliability of 0.71–0.96
  - Scoring
    - Culturally Incompetent: 25 to 50
    - Culturally Aware: 51 to 74
    - Culturally Competent: 75 to 90
    - Culturally Proficient: 91 to 100
Transcultural Self-Efficacy Tool (TSET) (Jeffreys, 1994)

- **TSET**
  - Measures perceived self-efficacy (confidence) in nursing students only
  - 83 items divided into 3 subscales
    - Cognitive: 25 items
    - Practical: 28 items
    - Affective: 30 items
  - 10 point Likert scale (1–10)
  - Completion time is 15 to 20 minutes
  - Has Construct and Content Validity (6 studies)
  - Reliability of .93 – .98
  - Measures the most attributes of cultural competence & is the most promising instrument.
Methods

- Design
  - Exploratory, cross-sectional, between groups design
    - Convenience sample

- Participants
  - Traditional BSN students (N = 759)
  - 6 Colleges in New Jersey
  - Enrolled in one of the 3 CC curricula types
    - Nursing Culture Course (n=363)
    - Non-Nursing Culture Course (n=237)
    - Integrated Programs (n=159)
Data Analysis

- Two-way ANOVA (3x3)
  - 2 independent variables: IAPCC-R, TSET scored as instructed by authors (Capinha-Bacote, 2002; Jeffreys, 1994)
  - 3 program subgroups
  - 3 academic subgroups

- Tukey’s HSD Post Hoc Analysis with p < 0.05

- Demographics
  - Used key demographics identified in literature:
    - Program, Age, Gender, Academic Level, Prior Degree(s), Race/Ethnicity, Belief in CC importance
  - Analyzed frequency, Spearman’s rho

Results......
<table>
<thead>
<tr>
<th>Acad Level</th>
<th>CC Scores/Program</th>
<th>SE Scores/Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NC n=363</td>
<td>NN n=237</td>
</tr>
<tr>
<td>Freshmen</td>
<td>Mean</td>
<td>67.68</td>
</tr>
<tr>
<td>n=209</td>
<td>N</td>
<td>101</td>
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<tr>
<td></td>
<td>Std. Dev</td>
<td>6.60</td>
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<tr>
<td>Junior</td>
<td>Mean</td>
<td>75.10</td>
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<tr>
<td>n=322</td>
<td>N</td>
<td>164</td>
</tr>
<tr>
<td></td>
<td>Std. Dev</td>
<td>6.98</td>
</tr>
<tr>
<td>Senior</td>
<td>Mean</td>
<td>75.63</td>
</tr>
<tr>
<td>n=228</td>
<td>N</td>
<td>98</td>
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<tr>
<td></td>
<td>Std. Dev</td>
<td>5.45</td>
</tr>
</tbody>
</table>
Figure 1. Nursing Culture Course Program Reached Level of CC

CC Total Scores by Program and Academic Level
Figure 2. SE by Program & Academic Level

Error Bars: 95% CI
Limitations and Implications

- **Study Limitations**
  - Self reported findings
  - Generalizability of data
  - Sample of convenience
  - Voluntary participation
  - Cross-sectional data collection
  - Senior data collection

- **Implications**
  - Include nursing culture course in all curricula
  - Nursing faculty advantage
  - Integrated: Culture may not be a priority
Conclusions and Future Research

Conclusions
- First study
- Changing demographics

Future research
- Longitudinal study
- More comparison studies in other parts of the country
- More evaluation of pseudo-immersion experiences in nursing clinical courses, especially junior & senior year.
- Measuring CC & SE of seniors at the end of the last semester.
- Faculty perceptions
Questions?