PIII-24: A Comparative Study to Determine if Diverse Students in a Program Promoting Cultural Competence become Culturally Proficient

Author List:
Presenting Author: Lauren Viego
Additional Author: Ruth Lazard Germain, Sharon L. Pontious

Presenting Author: Lauren Viego
Address: Florida International University
Miami, Florida 33014
United States
Ph: 3055585315
Fax:
Email: lauren.viego@yahoo.com
Institution: Baptist

Additional Author: Ruth Lazard Germain
Address: Florida International University
Miami, Florida 33014
United States
Ph: 305 409 6467
Fax:
Email: Pioeugene@bellsouth.net
Institution: Baptist

Additional Author: Sharon L Pontious
Address: College of Nursing and Health Sciences
Miami, Florida 33014
United States
Ph: 3053482000
Fax:
Email: pontious@fiu.edu
Institution: Baptist

Presentation Preference: Student poster submission

Abstract Categories:
Research Interest Groups (RIGs)

Abstract:
Introduction: The Culturally Competent Nurse Educator Certificate program’s overall goal is to develop cultural proficiency in teaching of new nursing faculty members. The purpose of this study was to: Compare entering MSN Nurse Practitioner Students (NPs) with nurse educator
students (NEs) and graduating MSN NPs with completing NEs to determine the degree of change in cultural proficiency levels and among five cultural constructs; to compare levels of cultural proficiency of graduating NPs and NEs with the levels of current faculty and to obtain a qualitative understanding of the themes identified within the cultural constructs by NEs and current faculty.

**Method(s):** IRB approval as well as student and faculty informed consent were obtained for this study. Data was collected from randomly selected groups of students in addition to current faculty. A comparative analysis of cultural proficiency of 50 NPs versus 20 NEs in their first semester and 49 graduating NPs versus 20 NEs in the final semester plus 40 current nursing faculty. All completed the Inventory for Assessing the Process of Cultural Competence among Healthcare Professionals-Revised (IAPCC-R; Campinha-Bacote, 2007). In order to reduce bias or coercion, the surveys were administered by research assistants who do not teach courses. The NPs were selected from a pool of 380 NP students currently attending the program. There were no costs or compensation to participants. Data from all groups was collected and analyzed per Campinha-Bacote’s levels of cultural competence and theoretical cultural constructs. Overall cultural proficiency levels were scored using the Campinha-Bacote survey and themes were determined by using content analysis methodology. An ANOVA test was used to determine statistical significance between all groups.

**Results:** Data analysis will be completed by December, 2009.

**Discussion & Conclusions:** Thus far findings suggest there is a statistically significant difference between first and last semester MSN NPs on overall cultural awareness and cultural competency. There is also evidence to suggest that implying graduating NPs need to increase cultural proficiency through continuing cultural encounters after graduation.

**Abstract History:**
This abstract has been presented or accepted for presentation in whole or in part at the SNRS or other scientific meeting.

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Submitted by:
lauren.viego@yahoo.com