An Integrated, Multi-faceted Approach to Cultural Competence

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The following personal financial relationships with commercial interests relevant to this presentation existed during the past 12 months:

(1) No relationships to disclose
Learning Objectives

At the end of this symposium, participants will be able to:

• Discuss the importance of an ongoing, integrated approach to the development of cultural competence in faculty and students.

• Describe clinical experiences that enhance student understanding of different cultures.

• Provide examples of classroom teaching strategies that foster student learning about the healthcare of diverse populations.
Imagine This in the U.S!

No man has ever been elected president.

Nearly all public officials are lesbian or gay.

All North America is sovereign Native American land.

TV shows promote older adults as heroes.

Urban and rural areas enjoy abundant wealth.

Buddhism is the predominant religion.

Smith, Richards, MacGranley & Oblakor (2004)
Multiculturalism

• Everyday, we shift our attitudes & behaviors as we move between various cultures.
  (e.g. Home, school, workplace)

• It is not possible to predict attitudes & behaviors based merely on race or ethnicity.

Multiculturalism Based on Many Identities

- Ethnicity.
- Race.
- Age.
- Gender.
- Sexual orientation.
- Religion.
- Education.
- Residential status.
- Social class.
- Politics.
- Health.
- Ability/Disability.

Components of Cultural Competence

- Awareness of own biases & personal values.
- Knowledge of socio-cultural factors that affect self & client experiences, perspectives, & behaviors.
- Skills in translating awareness & knowledge into culturally sensitive & appropriate professional behaviors.

Cultural Humility

• A lifelong process of self-reflection & critique to develop cultural self-knowledge & respectful communication with clients.

• A process that requires humility in checking the power imbalances that exist in client-nurse communication dynamics.

• Directed efforts to mediate between the biomedical & public health systems and cultural patterns that influence client health behaviors.

• Involves the cultural self-awareness of the nurse & an appreciation for broad cultural meanings of health & illness.

Core Cultural Competencies

QUAD COUNCIL
1. Uses appropriate methods for interacting sensitively, effectively, & professionally with persons from diverse cultural, educational socioeconomic, racial, ethnic & professional backgrounds & persons of all ages & lifestyles.

AACN
1. Applies knowledge of social & cultural factors that affect nursing & health care across multiple contexts.
2. Uses relevant data sources & best evidence in providing culturally competent care.
Core Cultural Competencies

QUAD COUNCIL
2. Considers the role of cultural, social, & behavioral factors in the delivery, access-ibility, availability, & acceptability of public health nursing services.

AACN
3. Promotes the achievement of safe & quality outcomes of care for diverse populations.
Core Cultural Competencies

QUAD COUNCIL
3. Develops & adapts approaches to problems that take into account cultural differences.
4. Understands & can explain dynamic forces contributing to cultural difference

AACN
4. Advocates for social justice, including commitment to the health of vulnerable populations & the elimination of health disparities.
Core Cultural Competencies

QUAD COUNCIL

5. Understands & describes the need for a diverse public health workforce.

6. Assesses the public health organization for its cultural competence.

AACN

5. Participates in continuous cultural competence development.


American Association of Colleges of Nursing (AACN) & Commission on Collegiate Nursing Education. (2003)
Integrated, Multi-faceted Approach to Cultural Competence

• Integrate Quad Council and AACN cultural competencies into the curriculum.

• Emphasize the need for lifelong learning about culture - using cultural humility to develop cultural competence & the ability to act as a cultural broker.
Integrated, Multi-faceted Approach to Cultural Competence

Guide students to apply classroom theory in clinical practice, for example:

• Encourage clients to talk about life stressors, health beliefs, & priorities.

• Include clients in developing relevant & effective health promotion, prevention, & therapeutic interventions.

• Participate in effective cross-cultural communication.
World Health
Honor Student in Costa Rica
Graduate Student in Sub-Saharan Africa

Nursing Education

Expand infrastructure for nursing education

e-learning project in Kenya

Advanced Nursing Studies Program in Kenya, Tanzania, Uganda
HIV Conference in Ecuador

Undergraduate and Graduate Nursing Students join Students from School of Social Work and Brown Medical School
World Health
Nursing 370
Global Health and Globalization

- Application of Nursing Process to the Global community is content covered in textbooks.

- Issues in underdeveloped countries are different from the ones locally and not all students can travel
Cultural Competencies in Baccalaureate Nursing Education

• AACN Competency 1:
  – Apply knowledge of social and cultural factors that affect nursing and health care across multiple contexts

• AACN Competency 2:
  – Use relevant data sources and best evidence in providing culturally competent care
Small Group Activity

• Content related to Global health, epidemiologic transition, NGO’s, epidemiology
• Communicable diseases
• Data sources
Assessing the Health of a Community

- Freeman’s Assessment (adapted)
- Data sources provided by faculty
  - Map of country
  - Global burden of disease
  - CIA Fact book
  - Health Professionals by type (WHO)
  - Pandemics/epidemics by dates
Epidemiologic Transition

• Omran’s (1971) original proposed 3 stages


• Students choose appropriate stage based on data, then plan interventions
Clinical Post-Conference
Windshield Survey

Scituate, Rhode Island
Population 10,641
Windshield Tour

Baptist Church

Semi-rural community in the Northeast corner of Rhode Island
Dark, winding rural roads
Lifestyle disparity
Community Assessment
Community Assessment
Cultural Competencies in Baccalaureate Nursing Education

• AACN Competency 1:
  – Apply Knowledge of Social & Cultural Factors

• AACN Competency 2:
  - Using Relevant Data

• QUAD Competency 4:
  - Understand and Explain Dynamic Influences
Legislative Assignment & Public Policy
Breakfast for a Better Brain: Supporting Children through Universal Breakfast

Dr. Joanne Costello
Deana-Rae Brown
Inna Chvetsova
Daniel Fortin
Alicia Hargreaves
Sherri Knight-Cloud
Pam McQuesten
Rebecca Settle, RN
Kim Wilson
Lost in the Shuffle: The Insanity of Mental Health Care

Robert Comerford
Ann V. Drew
Stacy Melo
Lisa Schiffmann
Tamara Sequeira
Michael Trazi
EVICATIONS Provided by the Economic Downturn

Folasade Adeyo
Julie Andrade, RN
Krystal Bilek
Michael Clark, RN
Yolande Muoio
Ashley St. Amande

Advisor: Dr. Joanne Costello
Cultural Competencies in Baccalaureate Nursing Education

• AACN Competency 3:
  – Promote Safe & Quality Outcomes – Diverse Populations

• AACN Competency 4:
  – Advocate for Social Justice – Eliminate Health Disparities
Cultural Competencies in Baccalaureate Nursing Education

- QUAD Competency 4:
  - Consider Role of Culture

- QUAD Competency 5:
  - Need for a Diverse Public Health Workforce

- QUAD Competency 6:
  - Public Health Organization Cultural Competence
Lecture and Clinical Projects

THE SPIRIT CATCHES YOU AND YOU FALL DOWN
A Hmong Child, Her American Doctors, and the Collision of Two Cultures
ANNE FADIMAN
Cultural Aspects of Pain Management

- Undergraduate & graduate nursing students participate
- Ongoing quality initiative to improve pain management
- Diverse, elderly population supported by a managed-Medicaid program
Cultural Competencies in Baccalaureate Nursing Education

• Competencies: AACN 2 & 3

- Students collect & analyze quantitative & qualitative data through record audits, staff & participant interviews, observation

- Students review research literature for best practices to assess & manage pain in non-English speaking elders
Cultural Competencies in Baccalaureate Nursing Education

• **Quad Council Competencies 3 & 4:**
  - Students present findings to multi-cultural staff
  - QI team members, students & faculty develop & implement staff education programs on cultural issues related to pain
Tools and Resources
References


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THANK YOU - QUESTIONS?