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## **Cultural Competence in Direct Care Nurses**

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# Introduction

- The United States (US) has experienced massive population growth over the last two decades

# Introduction

- One of the most prominent growths occurred among racial minority groups as defined by the US Census Bureau. The increase in the racial minority population was predicted to result in a non-White majority between the years 2030 and 2050 (US Census, 2010).
- History of nursing education

# Introduction

- Cultural differences and the impact on health and healthcare
- Culture and the learning process

# Definitions

- **Cultural competent care:** cultural competent care is defined as the delivery of healthcare with deference to a patient's culture, traditions, or decisions (Leininger, 2007)

# Definitions

- **Cultural awareness:** cultural awareness is the first step in the process of cultural competence. Cultural awareness is the ability to recognize personal uniqueness in another person's beliefs, values, preferences, or needs (Campinha-Bacote, 2011).

# Definitions

- **Culturally based assignment (CBA):** for the purpose of the current research project, CBA is defined as a semester-long assignment with six components related to identification of self-awareness

# The CBA

## Developing a culturally based assignment

- It all started with this video:

[https://www.youtube.com/watch?v=cDDWvj\\_q-o8](https://www.youtube.com/watch?v=cDDWvj_q-o8)

Why are you a nurse?

What is your story?

Why do you want to be a nurse?

# **The CBA**

## **Developing a culturally based assignment**

- A culturally based assignment (CBA) was created to address the need for increased cultural education in nursing curricula

# **The CBA**

## **Developing a culturally based assignment**

- The CBA was referred to as the Voice Project and was modified from a multicultural project developed in the education field by Alston and Strange (Alston & Strange, 1998)

# The CBA

## Developing a culturally based assignment

- Instructions for the CBA include the objectives of the assignment which include defining cultural awareness, discussing aspects of different cultures and self-reflection of perceptions on cultures, and any achieved changes regarding different cultures

# Two-Degrees Different

- Different
  - race
  - ethnicity
  - gender
  - age
  - sexual orientation
  - socioeconomic status

# Purpose Statement

- The purpose of the current research study was to examine the differences in levels of self-reported cultural awareness of senior nursing students who completed a semester-long CBA while enrolled at a large, public university located in the southern region of the United States

## Examples



# Patient Demographics

- Age/gender
  - 45-year-old Caucasian male
- Socioeconomic
  - low-income class
  - single
  - no children
  - high school dropout
  - construction worker
- Erikson's stage
  - generativity vs. stagnation
- Medical diagnosis
  - esophageal varices related to cirrhosis
  - concern for patient
    - depression

# Two-Degrees Different

- A degree of separation is a measure of social distance between people. My patient was two-degrees different than myself because he was:
  - Caucasian
  - alcoholic
  - low-income status
  - single with no children
  - depressed

**My Story...I just can't catch a break!**



**What is wrong with me?**



# Diagnosed but Missed the Other Signs

I'm

~~depressed, sad, hurt, confused, lonely,  
unloved, judged, misunderstood,  
insignificant, broken, dying insi~~

**Fine.**

## I Do Not Seem Worthy Anymore



# My Reflection

What did you observe that you predicted?

When I first walked in and introduced myself to my Voice Project, I did not have a clue of what was wrong with him mentally, however, I did know he was an alcoholic. Risk factors for depression may include experiences that older people may be more prone to such as poor social integration, loneliness, adverse life events, physical frailty/illness, and lack of support.

(Mayali et al 2004. Dennis et al 2005)

# My Reflection

What did you observe that you predicted?

My patient was very hesitant to open up to me and talk to me about all his medical problems. After I showed him that I was very interested to hear his story, he became very open with me. He explained to me that he drank every day and it helped ease his pain. Depression leads to increased levels of alcohol consumption and the persistence of alcohol dependence as a form of self-medication.

("Alcohol Misuse and Depression Symptoms among Males and Females" 2010)

# My Reflection

What did you observe that you predicted?

I was able to establish a trusting bond because I cared about hearing his story and I knew that he could tell that. If you saw my patient, you could not tell that he was really sad about his whole life. He hid his feelings very well, as most people do. I was just thankful that I was able to let him know that everyone has a purpose here on earth. He smiled and laughed and said thank you.

# My Reflection

How did the assignment change the way you perceive your voice?

At first, I did not think that this was going to be a good project until I started actually building these slides together. Thinking back and going over my notes made me realize how important this project really was. I might just have helped this patient out more than I thought during that time. It was really great to hear his story and especially writing about how we think he really felt.

# Research Results

- Theme 1: Discovery of unconscious biases

## Case

“Eighteen-year-old patient, she was very needy and OCD about her care. She made a notecard of what she expected, requested vitals every hour, and would not accept care from another race than hers. I avoided this room.”

# Research Results

- Theme 1: Discovery of unconscious biases

## Case

“This activity allowed me to gain so much insight and knowledge about someone I would usually cast judgment on, or have a certain mind-set before taking care of them.”

# Research Results

- Theme 1: Discovery of unconscious biases

## Case

“I think my voice as a Hispanic male will be frustrated by his medical diagnosis because typically men do not like to be dependent on other people for help. I anticipate a day of challenges.”

# Research Results

- Theme 2: Impact felt by participants on their personal levels of cultural awareness.

## Case

“After talking to him, I realized that culture awareness was something that I was definitely going to work on and I will never judge anyone else without knowing their background.”

# Research Results

- Theme 2: Impact felt by participants on their personal levels of cultural awareness.

## Case

“Cultural awareness is the foundation of communication and it involves the ability of standing back from ourselves and becoming aware of our values, beliefs, and perceptions.”

# Research Results

- Theme 2: Impact felt by participants on their personal levels of cultural awareness.

## Case

“We tend to assume, instead of finding out what a behavior means to a person involved.”



# Research Results

- Theme 3: Impact of cultural awareness on nursing practicing.

## Case

“As professionals in the healthcare industry, it is our responsibility to see each patient as their own and treat each one with the equal amount of respect, because we may truly never understand how they feel in their current state.”

# Research Results

- Theme 3: Impact of cultural awareness on nursing practicing.

## Case

“By doing this project and raising our awareness, I feel we can have a major impact on how healthcare where we work can be improved for those patients with different cultures and languages.”

# Research Results

- Theme 4: Participant's interaction with different cultures beyond the classroom.

## Case

“I look at people that are standing at the bus stop differently.”

# Research Results

- Theme 4: Participant's interaction with different cultures beyond the classroom.

## Case

“It helped me understand how hard having an addiction is, especially given the current situation that was presented to him at this time in his life.”

# Research Results

- Theme 4: Participant's interaction with different cultures beyond the classroom.

## Case

“I went into this project knowing that mental health wasn't given enough attention, but hearing my voices' stories makes me want to do something to raise even more awareness to the severity of mental illnesses because they are indeed neglected.”

# Discussion

## Quantitative Results

- Nonsignificant results
  - Why were results nonsignificant?
    - investigation into previous course work
    - semester in which the project was implemented

# Discussion

## Quantitative Results

- Significant results
  - What impacted the significant results?
    - cognitive awareness section
    - questions that were asked
    - faculty relationship between cohort A and cohort B

## Other Outcomes

- Faculty who were involved in evaluation of the CBA during the course of the semester mentioned the impact of the project multiple times. Discussion regarding how the CBA refreshed their nursing drive or brought back a desire to reduce discrimination towards patients.

# Other Outcomes

These were informal comments, not researched in the current project and should be evaluated for future research.

# Implications

- So what next?
- How does this impact you?
- What can you do to help with cultural competency?

# Subtitles

- A. I grew up in Nazareth.
- B. Uh, yea
- C. Once
- D. Lubbock
- E. No
- F. I wanted to move away.
- G. Yes
- H. Snyder
- I. Spanish is a big thing in Snyder.
- J. Hale Center
- K. Houston
- L. Northwest side, like Katy. Closer to Katy.
- M. So, it has more suburban, you know the husband, wife, kids
- N. East side is kind of like east side here... lots of gangs and violence.
- O. So, in the medical center, it's totally different than outside, so...
- P. Just right down the road.
- Q. I was raised in the Air Force.
- R. Hmm...every three years.
- S. Because it's easy, easier for them to go one through however many...without having to go to each room and talk to them.
- T. I said, Amen!

# Tools to Assess CC

- What tools are available for your units?

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3683494/>

# Tools to Assess CC

- What tools are available for your units?

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3683494/>

- Cultural Self-Efficacy Scale

## Personal Bias

**I don't like smelly, unkempt people.**

Do we need age?  
Do we need gender??

## **Audience**

**In the pediatric world, you need age.**



# **Audience**

Both

# **Challenge**

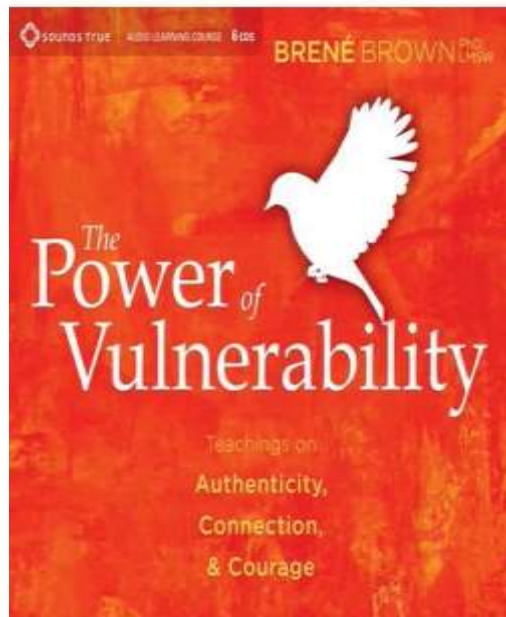
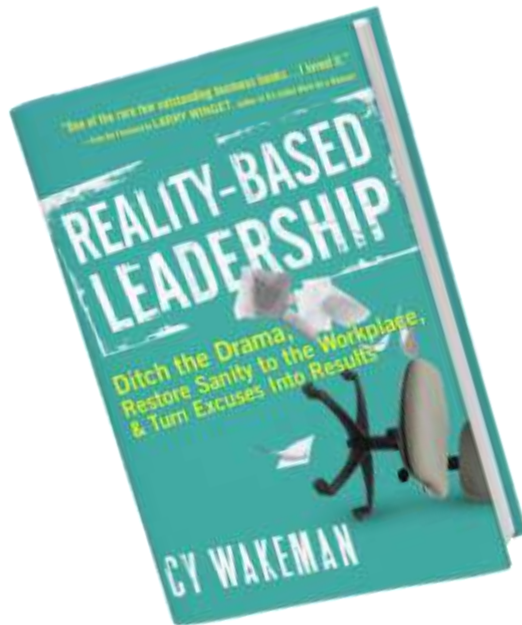
Is it working because there are nurses that connect and nurses that don't?

# **Question**

**So, what's happening outside the room?**

# **Audience**

**Cause they feel they have a duty to warn you if they had a bad shift with the family or something**



# Summary

- Nurses are the kindest people, yet, we avoid individualized care
- Are you or your teammates robots?

If you have a policy, you have  
to follow it!

Standards  
Guidelines  
Protocols

## Question

Just for your input...One of the big concerns was not necessarily what they saw in the room but what the students saw back at the nurse's station? So, do you have any questions or reflections like that specifically you guys use to address that, or...?

## Question

What did you change after the first one?

## Question

What did you change after the first one?

*“We were doing it in the acute care setting; we don’t do it in the acute setting anymore, we do it in the community setting.”*

# **Audience**

**But that was such a learning experience.**

How do you instill in your nurses  
not to do it?

Can you motivate someone to be  
different?

Can you motivate someone to change?

Can you motivate your staff to change?

## **Final Thoughts**

<https://www.youtube.com/watch?v=3sK3wJAxGfs>



*Thank you!*

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