Preparing a New Generation of Culturally Competent Nurses

Joyce Pittman PhD, CRNP, ANP-BC, FNP-BC, CWOCN, WOCNF, FAAN; Emily Bentley DNP, CRNP, FNP-C, AGACNP-BC; Misty Guy DNP, FNP-BC, AGACNP; Pam Johnson DNP, MSN, FNP-C; Jo Ann Otts DNP, RN, NEA-BC; Shannon Powell-Lewis DNP, PMHNP; Bettina Riley PhD, RN, FAAS

University of South Alabama, College of Nursing

UNIVERSITY OF SOUTH ALABAMA

UNIVERSITY OF SOUTH ALABAMA

Introduction

Evidence of health disparities is consistently appearing in pressure injury data. Inaccurate skin assessment and the lack of sufficient nursing education on all skin tones contribute to this disparity. Promoting cultural self-efficacy is a priority in most nursing programs, yet, students often emerge from nursing education programs unprepared to competently care for all populations.

Purpose

To examine and compare transcultural self-efficacy (TSE) in nursing faculty and nursing students related to transcultural health disparities.

AI generated image

Methods

Design: a descriptive, comparative quasi-experimental study

Sample/Setting: nursing faculty and students at a southwest Alabama college of nursing.

Study Procedures: We collected data in 2023 and 2024, using the Transcultural Self-Efficacy Tool (TSET) in a web-based survey format. The survey was built in Redcap. The survey was voluntary and confidential.
Jeffrey's Cultural Competence and Confidence Model was used to better understand the multidimensional process of cultural competence and the cognitive, practical, and affective dimensions of transcultural self-efficacy.

Analysis: Self-efficacy strength scoring was calculated by totaling subscale item responses and dividing by the number of subscale items. Descriptive analysis was conducted.

Intervention: Cultural education and learning experiences were provided throughout 2023-2024 to nursing faculty and nursing students using a variety of learning experiences.
• Lunch & Learn webinars
• REEACH Training workshops
• ECHO webinars
• List of resources created and stored in the CON faculty shared drive
• Field trips- USS Comfort, Mobile historic tour

Results

The sample included 47 faculty and 2 students in 2023, 45 faculty and 13 students in 2024 who completed the TSET. The majority were female (95%) and mean age was 49.6 years old.

Year one (2023) scores: total TSET mean (sd) of 638.55 (115.94). Year two (2024) scores: total TSET mean score (sd) of 664.62 (110.13). Despite higher total mean scores in year two, no statistically significant differences ($p>0.05$) were found.

Results

TSET	Year 1 2023 N= 49		Year 2 2024 N= 58		P value
	Item Mean	Total Mean/SD	Item Mean	Total Mean/SD	
Cognitive Subscale	6.75	182.29/47.27	5.58	192.09/42.5	.262
Practical Subscale	7.25	202.94/50.72	6.16	210.28/46.89	.439
Affective Subscale	5.73	253.33/40.12	4.23	262.26/32.22	.204
TSET Total Score	16.56	638.55/115.93	14.46	664.62/110.13	.236

Conclusions

Addressing transcultural self-efficacy in faculty and students is paramount to improving cultural competency of nurses, health equity, and culturally congruent care. Although no statistical differences were identified in our study, the total subscale mean scores were higher in year two, suggesting a trend toward higher self-efficacy strength.

This study suggests transcultural self-efficacy can change over time through an increased focus on cultural learning experiences.

Bibliography

1. Jeffreys, M. (2016). Cultural Competence Education Resource Toolkit, 3rd edition. Springer Publishing Company, New York, NY.
2. Jeffreys, M. (2006). Teaching Cultural Competence in Nursing and Health Care. Springer Publishing Company, New York, NYCDC, https://www-cdc-gov.libproxy.usouthal.edu/healthyyouth/disparities/index.htm)
3. Ndugga, N, Pillai, D., & Artiga, S. (2024). Disparities in Health and Health Care: 5 Key Questions and Answers (https://www.kff.org/racial-equity-and-health-policy/issue-brief/disparities-in-health-and-health-care-5-key-question-and-answers/)