

Cultural Competency in Nursing Education

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Cultural Competence

- A set of behaviors, attitudes, and skills that enables nurses to work effectively in cross-cultural situations
- Attitudes, knowledge, and skills necessary for providing quality care to diverse populations
- The ability to work effectively within the patient's cultural context, which includes individual, family, and community cultural values, beliefs, and behaviors

Omhr. (2005). What is Cultural Competency. Retrieved Sept. 01, 2009 from <http://www.omhr.ca.gov/templates/browse.aspx?%28Mid=11>
California Endowment. (2003). Principles and recommended standards for cultural competence education of health care professionals. Woodland, CA: Author.

Cultural Competence

- Continuous, ongoing, way of being, complex, dynamic, evolving, sensitive, responsive, developmental process, a continuum, intentional, flexible

Rationale for Cultural Competency in Nursing

- To support the development of patient-centered care, identifying, respecting and addressing differences in patients' values, preferences and expressed needs (IOM, 2003)
- To eliminate health disparities (DHHS, 2005)
- Social justice
- Globalization
- Lack of diversity in the nursing workforce

American Association of Colleges of Nursing. (n.d.). Cultural Competency in Baccalaureate Nursing Education. Retrieved Sept. 01, 2009 from <http://www.aacn.nche.edu/Education/pdf/competency.pdf>
Department of Health and Human Services (DHHS). (2005). Healthy People 2010. Retrieved April 16, 2008 from <http://www.healthypeople.gov/About/hpfacl.htm>
Institute of Medicine (IOM). (2003). Health professions education: A bridge to quality. Washington, DC: National Academies Press.

Key Competencies

- 5 competencies were developed to identify the key elements considered essential for baccalaureate nursing graduates in providing culturally competent care
- The competencies serve as a framework for integrating suggested content and learning experiences into existing curricula

Cultural Competencies for Baccalaureate Nursing Education

1. Apply knowledge of social and cultural factors across multiple contexts,
2. Use relevant data sources and best evidence in providing culturally competent care
3. Promote achievement of safe and quality outcomes of care for diverse populations
4. Advocate for social justice
5. Participate in continuous cultural competence development

American Association of Colleges of Nursing. (n.d.). Cultural Competency in Baccalaureate Nursing Education. Retrieved Sept. 01, 2009 from <http://www.aacn.nche.edu/Education/pdf/competency.pdf>

Guiding Principles and Assumptions

- Liberal education provides a strong basis for cultural competency
- Faculty can develop requisite knowledge, skills, and abilities to provide culturally competent learning experiences
- Culturally competent learning experiences occur best in environments supportive of diversity
- Valuing of diverse methods and perspectives
- Valuable resource
- Cultural competency as a journey

American Association of Colleges of Nursing. (n.d.). Cultural Competency in Baccalaureate Nursing Education. Retrieved Sept. 01, 2009 from <http://www.aacn.nche.edu/Education/pdf/cocompetency.pdf>

Overarching Goals for Schools of Nursing

1. Create a culturally competent workplace
2. Educate student nurses to be culturally competent with patients

What makes an organization culturally competent?

- A commitment to racially and ethnically diverse populations in all aspects of the structure and functions of the organization
- Sustained systematic integration and evaluation at all levels
- Significant collaboration from diverse populations integrated in the infrastructure of the organization

National Alliance for Hispanic Health. (2004). *Delivering Health Care to Hispanics Companion Workbook (Third Edition)*. Washington DC: Estrella Press.

Foster organizational commitment and leadership

- Allocate resources
- Develop collaborative relations to recruit and graduate diverse students
- Consult with culturally-diverse communities

American Association of Colleges of Nursing. (n.d.). Cultural Competency in Baccalaureate Nursing Education. Retrieved Sept. 01, 2009 from <http://www.aacn.nche.edu/Education/pdf/cocompetency.pdf>

Promote faculty commitment and involvement

- Participate in ongoing development
- Mentor colleagues and students
- Recruit diverse faculty and students

American Association of Colleges of Nursing. (n.d.). Cultural Competency in Baccalaureate Nursing Education. Retrieved Sept. 01, 2009 from <http://www.aacn.nche.edu/Education/pdf/cocompetency.pdf>

How to get there?

- Cultural competency can not exist in a vacuum
- Need to hold students and faculty accountable for teaching and learning
- Education standards and practice standards need to be linked

Organizational Assessment

- Organizational Self-Assessment (see handout)
- A Guide to Planning and Implementing Cultural Competence Organizational Self-Assessment (NCCC, 2002)
- Future Organizational Assessments
 - HRSA

National Alliance for Hispanic Health. (2004). *Delivering Health Care to Hispanics Companion Workbook (Third Edition)*. Washington DC: Estrella Press.

NCCC. (2002). <http://www11.georgetown.edu/research/kuohd/nccc/documents/ncccorgselfassess.pdf>

Cultural Competence Continuum

- Level I
 - Cultural Destructiveness
 - *See the difference; stomp it out*
 - Destructive to cultures

Cecil County Public Schools. Cultural Proficiency Continuum. (n.d.) Retrieved Sept. 1, 2009 from <http://staffdevelopment.ccps.org/ETMA/pdf/Cultural%20Proficiency%20Continuum.pdf>

Cross, T.L., Bazron, B.J., Dennis, K., et al. (1998). *Towards a Culturally Competent System of Care, Vol. I*. Washington DC: National Institute of Mental Health, Child and Adolescent Service System Program.

Cultural Competence Continuum

- Level II
 - Cultural Incapacity
 - *See the difference; make it wrong*
 - No capacity to help clients from other cultures

Cecil County Public Schools. Cultural Proficiency Continuum. (n.d.) Retrieved Sept. 1, 2009 from <http://staffdevelopment.ccps.org/ETMA/pdf/Cultural%20Proficiency%20Continuum.pdf>

Cross, T.L., Bazron, B.J., Dennis, K., et al. (1998). *Towards a Culturally Competent System of Care, Vol. I*. Washington DC: National Institute of Mental Health, Child and Adolescent Service System Program.

Cultural Competence Continuum

- Level III
 - Cultural Blindness
 - *See the difference; act like you don't*
 - Predominant system...philosophy of being unbiased

Cecil County Public Schools. Cultural Proficiency Continuum. (n.d.) Retrieved Sept. 1, 2009 from <http://staffdevelopment.ccps.org/ETMA/pdf/Cultural%20Proficiency%20Continuum.pdf>

Cross, T.L., Bazron, B.J., Dennis, K., et al. (1998). *Towards a Culturally Competent System of Care, Vol. I*. Washington DC: National Institute of Mental Health, Child and Adolescent Service System Program.

Cultural Competence Continuum

- Level IV
 - Cultural Pre-Competence
 - *See the difference; respond to it inappropriately*
 - Movement towards reaching out to other cultures

Cecil County Public Schools. Cultural Proficiency Continuum. (n.d.) Retrieved Sept. 1, 2009 from <http://staffdevelopment.ccps.org/ETMA/pdf/Cultural%20Proficiency%20Continuum.pdf>

Cross, T.L., Bazron, B.J., Dennis, K., et al. (1998). *Towards a Culturally Competent System of Care, Vol. I*. Washington DC: National Institute of Mental Health, Child and Adolescent Service System Program.

Cultural Competence Continuum

- Level V
 - Cultural Competence
 - *See the difference; understand the difference that difference makes*
 - Acceptance of and respect for differences

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Cross, T.L., Bazron, B.J., Dennis, K., et al. (1998). *Towards a Culturally Competent System of Care, Vol. I*. Washington DC: National Institute of Mental Health, Child and Adolescent Service System Program.

Cultural Competence Continuum

■ Level VI

□ Cultural Proficiency

- *See the difference; respond positively.
Engage and adapt.*
- Holding culture in high esteem

Cecil County Public Schools. Cultural Proficiency Continuum. (n.d.) Retrieved Sept. 1, 2009 from <http://staffdevelopment.ccps.org/ETM/Avodf/Cultural%20Proficiency%20Continuum.ppt>

Cross, T.L., Bazron, B.J., Dennis, K., et al. (1998). Towards a Culturally Competent System of Care, Vol. 1. Washington DC: National Institute of Mental Health. *Child and Adolescent Service System Program*.

EXEMPLARS

Resources for more information

- American Association of Colleges of Nursing. (n.d.). Cultural Competency in Baccalaureate Nursing Education. Retrieved Sept. 01, 2009 from <http://www.aacn.nche.edu/Education/pdf/competency.pdf>
- American Association of Colleges of Nursing. (n.d.). Tool Kit of Resources for Cultural Competency Education for Baccalaureate Nurses. Retrieved Sept. 01, 2009 from <http://www.aacn.nche.edu/Education/pdf/toolkit.pdf>
- National Center for Cultural Competence (NCCC). (n.d.). Retrieved Sept. 01, 2009 from <http://www11.georgetown.edu/research/gucchi/nccc/>
- Office of Minority Health, United States Department of Health and Human Services: <http://www.omhrc.gov>
- U.S. Department of Health and Human Services (DHHS). Cultural Competency Resources for Health Care Providers. Retrieved Sept. 01, 2009 from <http://www.hrsa.gov/culturalcompetence/>