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Where Are We?

Cultural Competence of Nurse Educators

- Antonea' Jackson, PhD, RN, CNE



Introduction

- Necessity for health equity amid an increasingly diverse American population
- Emphasis on need for culturally competent health care professionals, particularly nurses.
 - Health disparities and relationship to nursing
 - Increased responsibility of nurses
- Diversity
 - Nursing and general population
 - Nursing education and student diversity trends
 - Role and impact of nurse educators

Cultural Competence Definition

Cultural Competence - The National Center of Cultural Competence (2020) defines cultural competence as a “set of congruent behaviors and policies in a system or agency that enables effective work in cross-cultural situations” (para. 3)

The American Association of Colleges of Nursing (AACN) defines cultural competency as “the attitudes, knowledge, and skills necessary for providing quality care to diverse populations”.

Cultural competence in nursing education – “the ability to teach within the beliefs and values of students from diverse ethnic backgrounds” (Reneau, 2013, p. 78).

Purpose

- 1) determine the cultural competence of nurse educators teaching in licensed vocational, associate, baccalaureate, and graduate degree nursing programs
- 2) explore the association between cultural competence and nurse educator attributes/characteristics.

Specific Aims, Research Questions, & Hypotheses

RQ. 1.1. What is the level of cultural competency of faculty teaching across all levels of nursing programs measured by the total CDQNE-R?

RQ. 1.2 What is the level of cultural competency of faculty teaching across all levels of nursing programs as measured by each of the subscale scores of the CDQNE-R?

RQ. 1.3. What is the level of cultural competency of faculty teaching across all levels of nursing programs in Texas as measured by the total CCAI-UIC?

RQ. 1.4. What is the level of cultural competency of faculty teaching across all levels of nursing programs in Texas as measured by the subscale scores of the CCAI-UIC?

- **Aim 1.** Identify the cultural competency of nurse faculty currently teaching at four different program levels (i.e. Licensed Vocational, Associate Degree, Baccalaureate, and Graduate Degree Programs) as measured by the Cultural Diversity Questionnaire for Nurse Educators-Revised (CDQNE-R) and the Cultural Competence Assessment Instrument (CCAI-UIC).

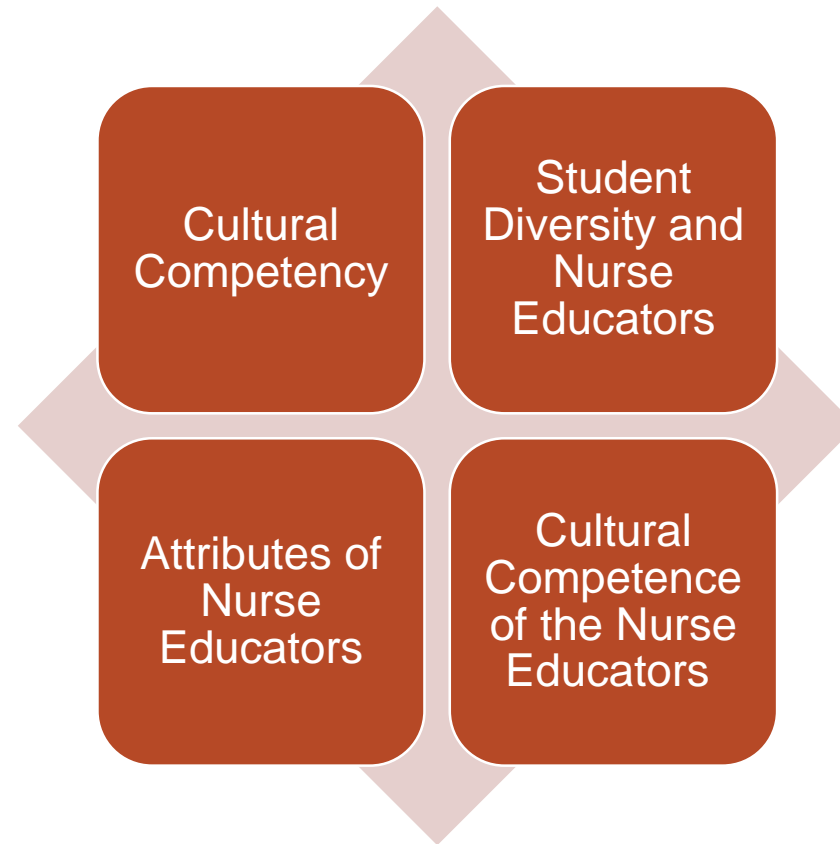
Specific Aims, Research Questions, & Hypotheses

H 2.1 Is there a relationship between cultural competency, as measured by the CDQNE-R, of nursing faculty and the contributory attributes of age, ethnicity, teaching experience, nursing specialty and highest degree attained?

H 2.2 Is there a relationship between cultural competency, as measured by the CCAI-UIC, of nursing faculty and the contributory attributes age, ethnicity, teaching experience, nursing specialty and highest degree attained?

- **Aim 2.** Explore the relationship between the contributory attributes and the overall cultural competency score of faculty teaching across all levels of nursing programs

Review of Literature



Methodology & Measurement Methods

- A non-experimental, descriptive, correlational design was utilized to address the research questions and proposed hypotheses.

Cultural Diversity Questionnaire
for Nurse Educators (CDQNE-
R)

- Based on Campinha-Bacote Theory
- 5-point Likert Scale; 41-items
- Cultural Awareness, Knowledge, Skills, Encounters, Desire
- Cultural Teaching Behaviors

Cultural
Competence Assessment
Instrument (CCAI-UIC)

- Based on Campinha-Bacote Theory
- Awareness/Knowledge
- Skills
- Organizational Support
- Originally designed for rehabilitation practitioners

Results

- Socio-demographics
 - Caucasian women
 - Assistant Professor
 - Full-time
 - BSN Programs
 - 6-10 years experience
 - Master's prepared
 - Public colleges

Results – Research Question 1.1

- What is the level of cultural competency of faculty teaching across all levels of nursing programs measured by the total score of the CDQNE-R?
 - Moderate cultural competence
- Mean = 167.8824
- Standard Deviation = 17.26013
- 131-201 = Moderate (Ume-Nwago, 2012)

	Mean	N	Std. Deviation
Associate Degree Nursing Program	171.0000	31	18.39471
Baccalaureate Nursing Program	168.5862	58	16.67232
Graduate Nursing Program	165.4444	18	17.74732
Licensed Vocational Nursing Program	166.4615	13	17.36191
Multiple Levels	163.1812	16	19.15662
Total	167.8824	136	17.26013



Hypothesis 1.1

- Is there a difference in the overall score on the CDQNE-R by the four program levels?
 - *No statistically significant difference*
- Associate Degree Nursing Programs – highest
- Multiple Program Levels - lowest

Research Question 1.2

- What is the level of cultural competency of faculty teaching across all levels of nursing programs measured by each of six subscale scores of the CDQNE-R?
 - Moderate cultural competence in each of the six subscales.
 - *No statistically significant difference with subscales by program type*

		Cultural Awareness	Cultural Desire	Cultural Encounters	Cultural Knowledge	Cultural Skills	Transcultural Teaching Behaviors
Licensed Vocational Nursing	Mean	34.4615	33.4615	22.5385	43.5385	32.4615	47.3077
	N	13	13	13	13	13	13
	Std. Deviation	3.71069	4.59375	4.17563	3.95001	4.4626	5.39111
Associate Degree Nursing	Mean	35.4516	34.6774	23.9032	44.0323	32.9355	47.5484
	N	31	31	31	31	31	31
	Std. Deviation	3.89734	3.84176	4.10978	4.48318	4.49396	4.95203
Baccalaureate Degree Nursing	Mean	35.5000	34.7069	23.1724	42.9138	32.2931	47.5345
	N	58	58	58	58	58	58
	Std. Deviation	3.39375	3.72290	4.02247	4.65770	4.12527	4.96025
Graduate Degree Nursing	Mean	33.5556	33.4444	23.778	43.1111	31.5556	44.8889
	N	18	18	18	18	18	18
	Std. Deviation	3.89905	3.45087	3.38779	5.23438	4.42217	5.65570
Multiple Levels	Mean	36.2500	34.2500	23.2500	43.05126	31.03845	47.6541
	N	16	16	16	16	16	16
	Std. Deviation	3.29140	4.45346	3.97911	4.09972	6.41413	5.51570
TOTAL	Mean	35.0221	34.2500	23.3456	43.1324	32.1324	47.0000
	N	136	136	136	136	136	136
	Std. Deviation	3.61164	3.86197	3.95227	4.56039	4.51632	5.15105



Hypothesis 1.2

- Is there a difference on the six subscales on the CDQNE-R by the four program levels?

Scale	Highest	Lowest
Awareness	MPL	Grad
Desire	BSN	Grad
Encounters	ADN	LVN
Knowledge	ADN	BSN
Skills	ADN	MPL
CTB	MPL	Grad

Research Question 1.3

- What is the level of cultural competency of faculty teaching across all levels of nursing programs measured by the total score of the CCAI-UIC?
 - Moderate cultural competence
- Mean = 64.3382
- Standard Deviation = 4.78457
- 33-65 = Moderate (Suarez-Balcazar, 2009)

	Mean	N	Std. Deviation
Associate Degree Nursing Program	66.1935	31	6.63033
Baccalaureate Nursing Program	64.3448	58	3.85506
Graduate Nursing Program	63.7222	18	4.62481
Licensed Vocational Nursing Program	62.6154	13	3.50092
Multiple Levels	62.4807	16	4.31010
Total	64.3382	136	4.78457



Research Question 1.4

- What is the level of cultural competency of faculty teaching across all levels of nursing programs measured by the total score of the CCAI-UIC?
 - Moderate cultural competence
- Mean = 64.3382
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- 33-65 = Moderate (Suarez-Balcazar, 2009)

		Cultural Knowledge/ Awareness	Cultural Skills	Organizational Support
Licensed Vocational Nursing	Mean	23.3077	20.0000	19.3077
	N	13	13	13
	Std. Deviation	1.65250	1.9578	1.75046
Associate Degree Nursing	Mean	24.2581	20.9355	21.0000
	N	31	31	31
	Std. Deviation	2.67043	2.56821	2.85190
Baccalaureate Degree Nursing	Mean	23.5172	20.8276	20.0000
	N	58	58	58
	Std. Deviation	1.78926	1.6768	1.87317
Graduate Degree Nursing	Mean	23.6111	20.5000	19.6111
	N	18	18	18
	Std. Deviation	1.88302	2.03643	1.71974
Multiple Levels	Mean	23.2115	20.2115	19.0577
	N	16	16	16
	Std. Deviation	1.9513	1.06819	2.97233
TOTAL	Mean	23.6985	20.6250	20.0147
	N	136	136	136
	Std. Deviation	2.02327	1.93960	2.16617



Hypothesis 1.4

- Is there a difference in the scores on the three subscales of the CCAI-UIC by the four program levels?

Scale	Highest	Lowest
Awareness	ADN	MPL
Skills	ADN	MPL
CTB	ADN	MPL

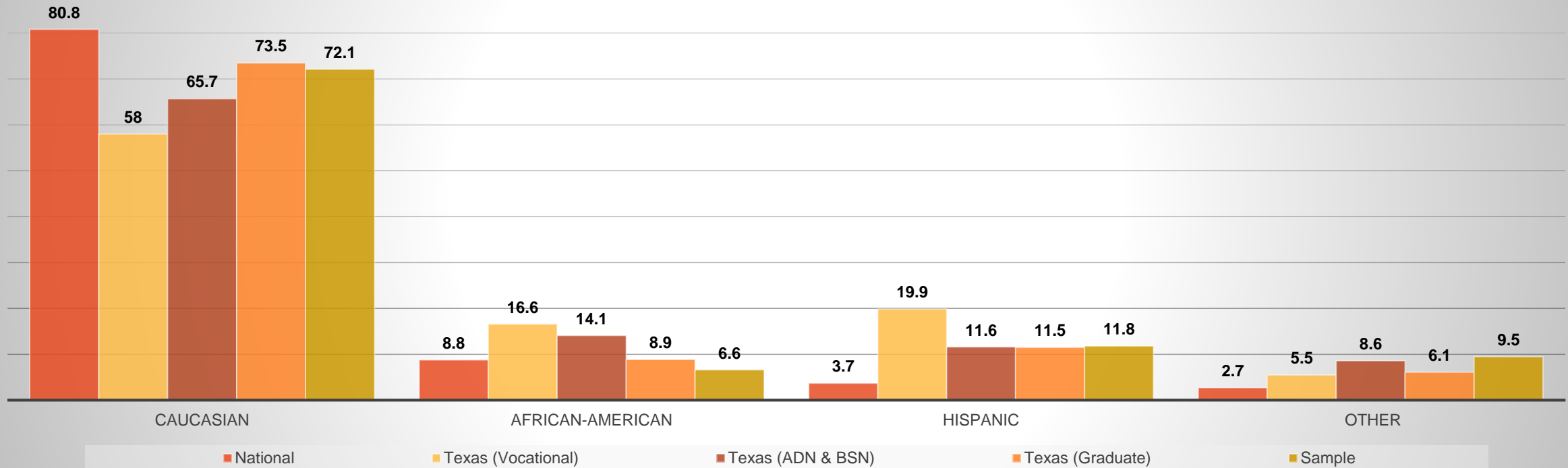
Specific Aim 2 and Hypotheses

- **Aim 2:** was to explore the relationship between the contributory attributes and the overall cultural competency score of faculty teaching across all levels of nursing programs.
- H2.1: Is there a relationship between cultural competency, as measured by the CDQNE-R, of nursing faculty and the contributory attributes of age, ethnicity, teaching experience, nursing specialty, and highest degree attained?
 - *No statistically significant difference*
 - 23% variance
- H2.2: Is there a relationship between cultural competency, as measured by the CCAI-UIC, of nursing faculty and the contributory attributes of age, ethnicity, teaching experience, nursing specialty, and highest degree attained?
 - *No statistically significant difference*
 - 24.9% variance

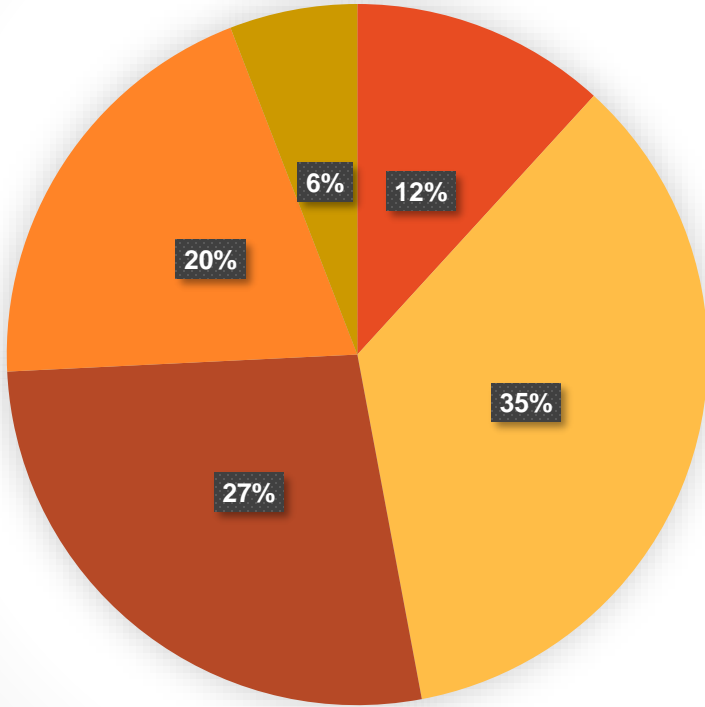
Conclusions, Discussion, & Recommendations



Race & Ethnicity

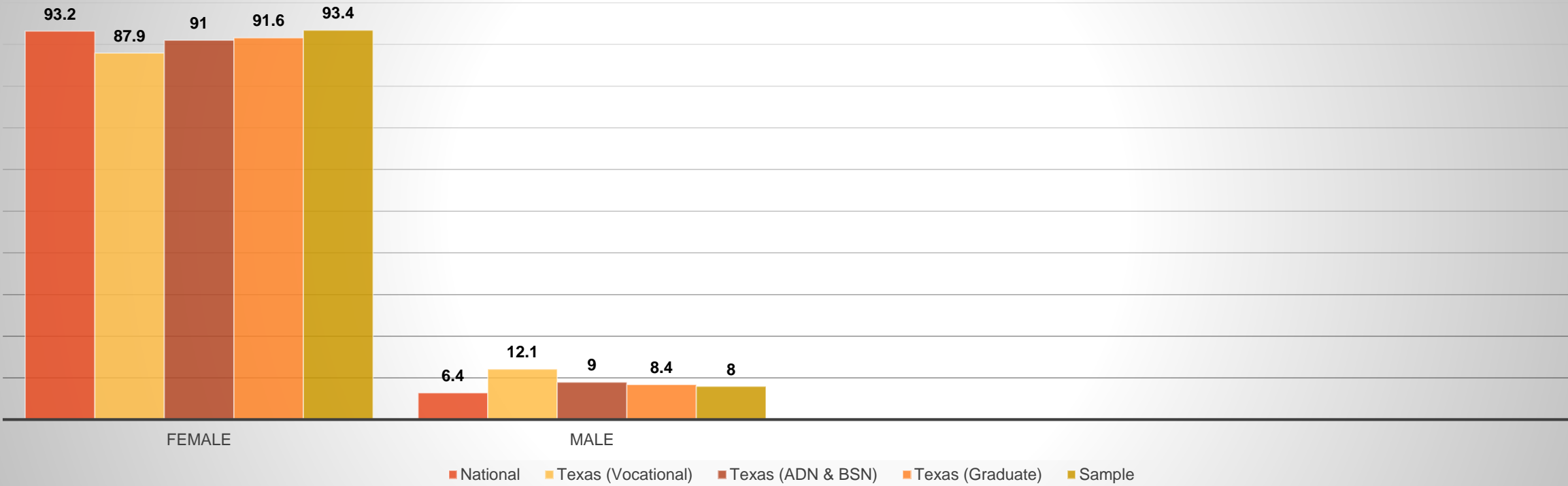


Age of Sample Participants

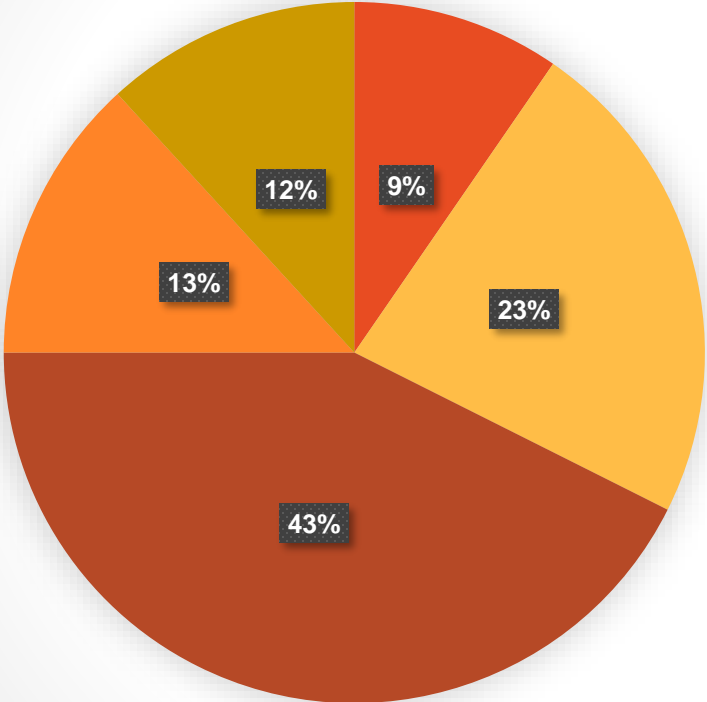


- 65-75
- 56-65
- 46-55
- 36-45
- 26-35

Gender



Program Type



- LVN
- ADN1
- BSN
- Graduate
- Multiple Program Levels

Types of Cultural Competency Training

Type of Cultural Competency Training (N = 136)	Frequency	Percent of Total
I took a required class that specifically focused on this topic in school	53	39.0
I took an elective class that focused specifically on this topic in school	37	27.2
This topic was covered in various classes in school	89	65.4
I learned about this during my clinical experience in school	78	57.4
I took continuing education workshops or CE courses on this topic	89	65.4
I gained knowledge from reading about this topic on my own	97	71.3
I learned about it through supervision on the job	42	30.9
I learned about it through interaction with professionals from other disciplines at my workplace	94	69.1
I have had no formal training on cultural competency	9	6.6

Types of Cultural Competency Training

Race/Ethnicity (N = 136)	Frequency	Percent of Total
African American/Black	117	86.0
Asian	133	97.8
Caucasian	120	88.2
Hawaiian/Pacific Islander	2	0.6
Hispanic/Latino(a)	125	91.9
Native American/Alaskan Native	0	0.0
Other	4	2.9

Perception of Teaching Success

		Frequency	Percent	Cumulative Percent
African American/Black	No Response	2	1.5	1.5
	Successful	77	56.6	58.1
	Undecided	20	14.7	72.8
	Unsuccessful	2	1.5	74.3
	Very Successful	35	25.7	100.0
	Very Unsuccessful	0	0.0	100.0
Asian	No Response	11	8.1	8.1
	Successful	69	50.7	58.8
	Undecided	21	15.4	74.3
	Unsuccessful	6	4.4	78.7
	Very Successful	28	20.6	99.3
	Very Unsuccessful	1	0.7	100.0
Hawaiian/Pacific Islander	No Response	25	18.4	18.4
	Successful	30	22.1	40.4
	Undecided	63	46.3	86.8
	Unsuccessful	9	6.6	93.4
	Very Successful	5	3.7	97.1
	Very Unsuccessful	4	2.9	100.0
Native American/Alaskan Native	No Response	29	20.6	20.6
	Successful	30	22.1	42.6
	Undecided	62	45.6	88.2
	Unsuccessful	8	5.9	94.1
	Very Successful	4	2.9	97.1
	Very Unsuccessful	4	2.9	100.0
Hispanic/Latino(a)	No Response	4	2.9	2.9
	Successful	56	41.2	44.1
	Undecided	8	5.9	50.0
	Unsuccessful	1	0.7	50.7
	Very Successful	67	49.3	100.0
	Very Unsuccessful	0	0.0	100.0
Caucasian	No Response	4	2.9	2.9
	Successful	57	41.9	44.9
	Undecided	6	4.4	49.3
	Unsuccessful	0	0.0	49.3
	Very Successful	69	50.7	100.0
	Very Unsuccessful	0	0.0	100.0
Other	No Response	87	64.0	64.0
	Successful	11	8.1	72.1
	Undecided	24	17.6	89.7
	Unsuccessful	2	1.5	91.2
	Very Successful	10	7.4	98.5
	Very Unsuccessful	2	1.5	100.0

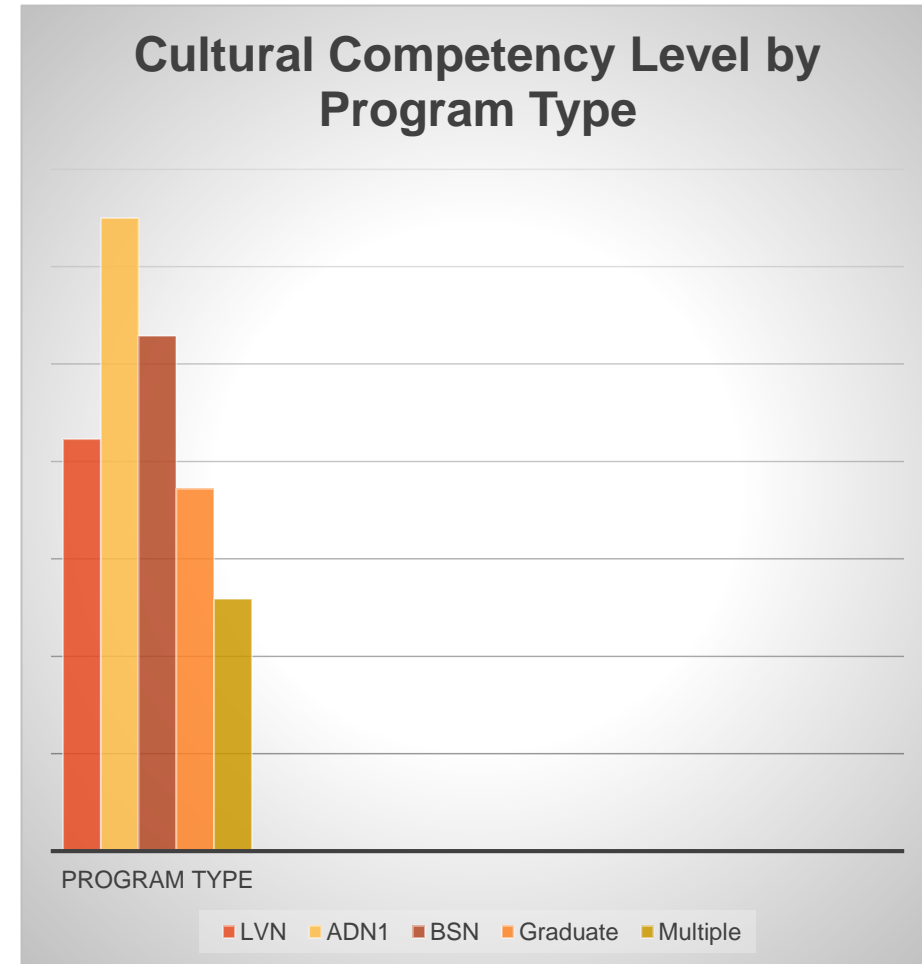
Perception of Retention Success

		Frequency	Percent	Cumulative Percent
African American/Black	No Response	8	5.9	5.9
	Successful	75	55.1	58.1
	Undecided	14	10.3	71.3
	Unsuccessful	5	3.7	75.0
	Very Successful	34	25.0	100.0
	Very Unsuccessful	0	0.0	100.0
Asian	No Response	15	11.0	11.0
	Successful	54	39.7	50.7
	Undecided	21	15.4	66.2
	Unsuccessful	3	2.2	68.4
	Very Successful	43	31.6	100.0
	Very Unsuccessful	0.0	0.0	100.0
Hawaiian/Pacific Islander	No Response	32	23.5	23.5
	Successful	18	13.2	36.8
	Undecided	72	52.9	89.7
	Unsuccessful	7	5.1	94.9
	Very Successful	6	4.4	99.3
	Very Unsuccessful	1	0.7	100.0
Native American/Alaskan Native	No Response	34	25.0	25.0
	Successful	22	16.2	41.2
	Undecided	68	50.0	91.2
	Unsuccessful	4	2.9	94.1
	Very Successful	7	5.1	99.3
	Very Unsuccessful	1	0.7	100.0
Hispanic/Latino(a)	No Response	7	5.1	5.1
	Successful	67	49.2	54.4
	Undecided	8	5.9	60.3
	Unsuccessful	4	2.9	63.2
	Very Successful	49	36.0	99.3
	Very Unsuccessful	1	0.7	100.0
Caucasian	No Response	10	7.4	7.4
	Successful	56	41.2	48.5
	Undecided	7	5.1	53.7
	Unsuccessful	0	0.0	53.7
	Very Successful	63	46.3	100.0
	Very Unsuccessful	0	0.0	100.0
Other	No Response	92	67.6	67.6
	Successful	9	6.6	74.3
	Undecided	24	17.6	91.9
	Unsuccessful	1	0.7	92.6
	Very Successful	9	6.6	99.3
	Very Unsuccessful	1	0.7	100.0



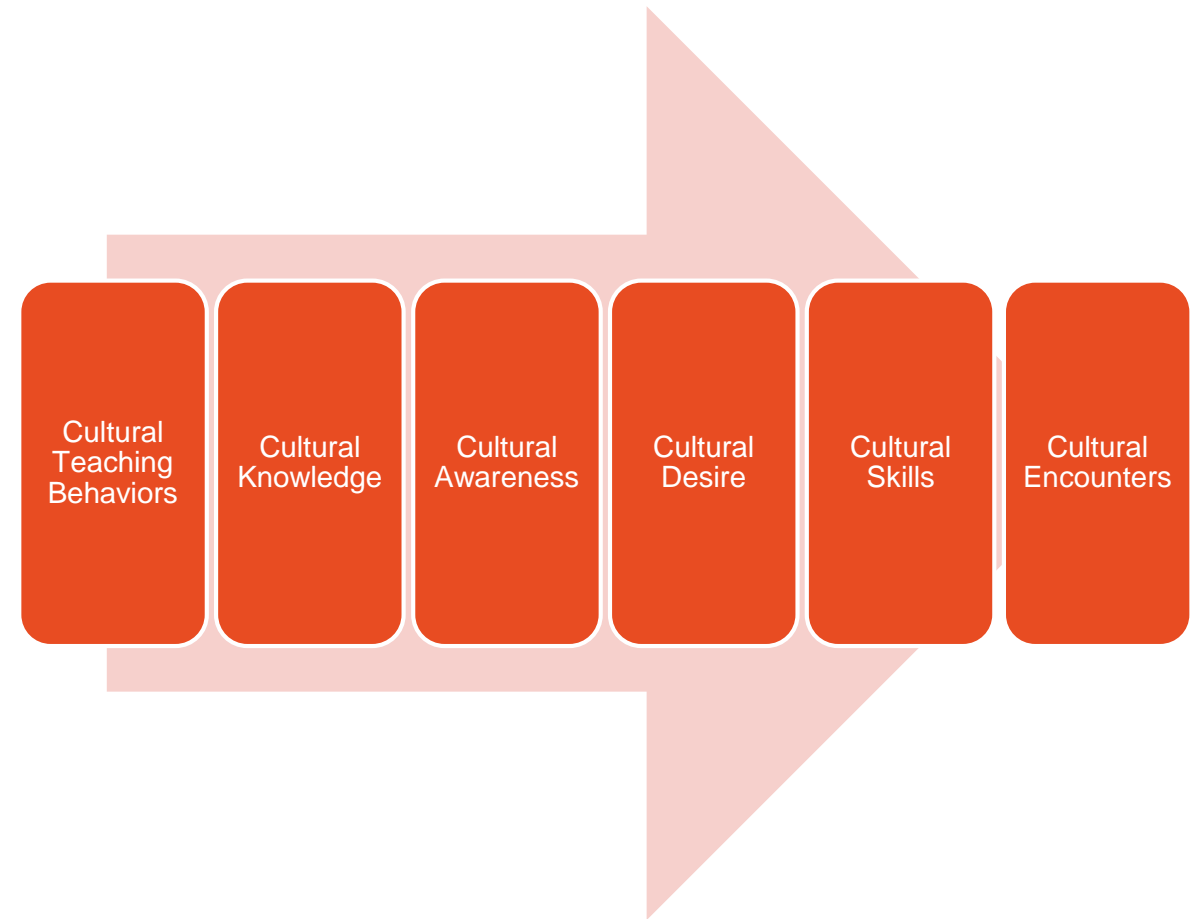
Research Question 1.2

- Specific Aim 1
 - Research Question 1.1
 - ADN - highest
 - Multiple Program levels
 - Student composition

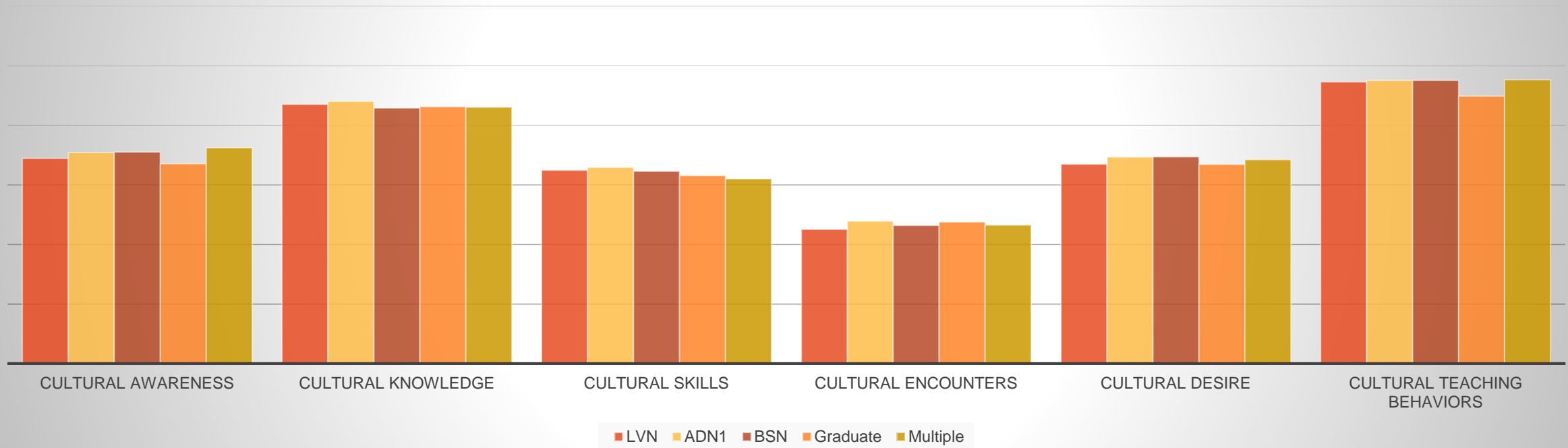


Research Question 1.2

- Associate Degree Nursing Programs
 - Cultural knowledge, skills, and encounters
- Graduate Degree Nursing Programs
 - Cultural awareness, desire, teaching behaviors



CDQNE-R Comparison of Subscale Mean Score by Program Type



CDQNE-R Subscale Comparison

Cultural Awareness

- change, graduate programs

Cultural Knowledge

- **Statistically significant item:** “I require that students be knowledgeable about diseases that have a high incidence among clients in our service area from diverse cultural, racial, and ethnic groups”.

Cultural Skills

- 2nd lowest index
- Comfort with diverse backgrounds
- Farber, 2018 –Lack of cultural skills
- **Statistically significant item:** "I teach my students to recognize presenting signs and symptoms as they are manifested in individuals who are culturally, racially, and ethnically diverse”.
- ADN & MPL and BSN & MPL

CDQNE-R Subscale Comparison

Cultural Encounter

- consistent

Cultural Desire

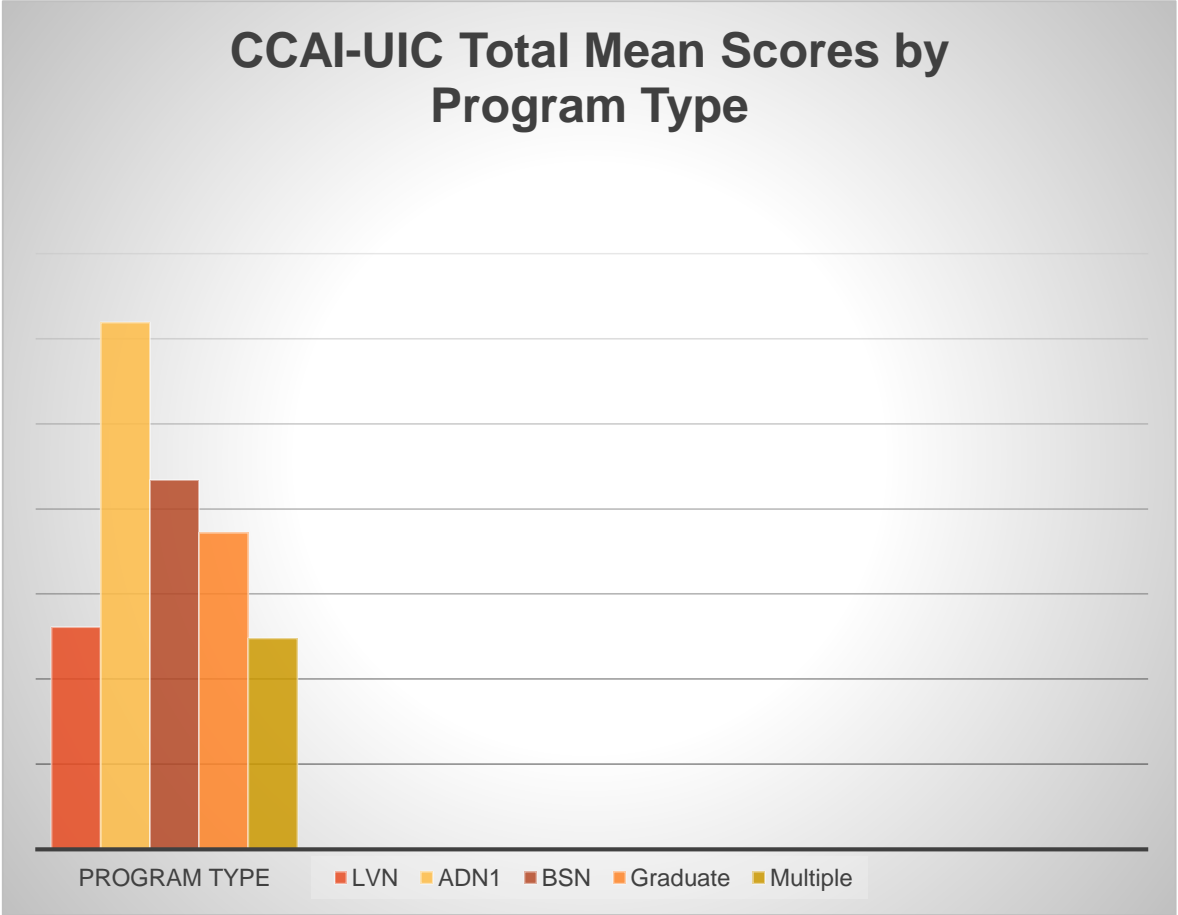
- **Statistically significant item:** “I keep abreast of the major health concerns and issues of culturally, racially, and ethnically diverse client populations residing in my program's service area”.

Cultural Teaching Behavior

- **Statistically significant item:** “I require that students be knowledgeable about diseases that have a high incidence among clients in our service area from diverse cultural, racial, and ethnic groups” and “I teach my students to recognize presenting signs and symptoms as they are manifested in individuals who are culturally, racially, and ethnically diverse”

Research Question 1.3

- Consistent with CDQNE-R
- Previous studies



Research Question 1.4

Construct	
Cultural Skills	“I would find it easy to work competently with ethnic minority students”
Organizational Support	“I receive feedback from colleagues on how to improve my teaching skills when teaching students from different ethnic groups”.



- Specific Aim 2
- Nearly one-fourth of the variance with each instrument

Limitations

Design – descriptive, correlational

One state

Potential self-bias

Topic self-interest

Time

Implications

Continued need for cultural competence research

Cultural competence remains steady – moderate level

- Lack of increase in a decade or more

Formal Professional development

- Required and ongoing
- Extension beyond cultural awareness and knowledge
- Focus on cultural skills and encounters, and organizational support.
- Extend to organizational and program level

Additional exploration of contributory attributes

Recommendations

- Further exploration of cultural competence of program types
 - Associate
 - Graduate
 - Methods to increase faculty diversity
 - Contributory attributes
- Effects of professional development on cultural skills, encounters, and organizational support
- Cultural competence of nurse educators from student perspective



Conclusion



Moderate cultural competence of nurse educators in Texas across four program types.

Support previous research of moderate level

Need to shift current competence level through professional development

Continued research needed

HOW? WHERE? Where? WHO? WHAT? WHEN? WHERE? WHAT? WHERE? WHERE? HOW? WHEN? Where? When? **QUESTIONS?** What? When? When? WHERE? WHY? WHEN? When? WHAT? When? What? WHERE? When? Why? When? What? WHO? HOW? Why? WHAT? When? where? When? WHAT? When? What? WHERE? Why? WHERE? When? Why? HOW? When? Why? What?