

MULTICULTURALISM IN NURSING: RESEARCH & APPLICATION

Dr. Sara Traylor, PhD, RN, CNE

Director of Nursing

Bethany Lutheran College

sara.traylor@blc.edu

“After this I looked, and behold, a great multitude that no one could number, from every nation, from all tribes and peoples and languages, standing before the throne and before the Lamb, clothed in white robes, with palm branches in their hands, and crying out with a loud voice, ‘Salvation belongs to our God who sits on the throne, and to the Lamb!’” Revelation 7:9,10 (ESV)

Diversity in the US

- The foreign-born population in the United States (U.S.) is expected to increase nearly 20 percent between 2010 and 2020 (Colby & Ortman, 2015)
- Rates of the uninsured have declined for Blacks and Hispanics which has resulted in improved access to health care services for diverse populations (U.S. Department of Health and Human Services [USHHS], 2015)
- Minorities are projected to comprise 57% of the population in 2060 (U.S. Census Bureau, 2012)
- Minority groups will together outnumber non-Hispanics over the next four decades (U.S. Census Bureau, 2012)

RESEARCH & APPLICATION TO NURSING EDUCATION

- The topic studied was associate degree nursing faculty experiences incorporating multiculturalism within didactic nursing courses
- Nurses must be prepared to provide culturally competent care to diverse populations
- Culturally competent care has a positive impact on the patient
- Multiculturalism must be included in nursing curricula to best prepare nursing students to provide culturally competent nursing care
- Results of Culturally Competent Care
 - Patient-centered care
 - Interpersonal interactions with healthcare providers
 - Improved health and wellness outcomes
 - Better patient compliance with plan
 - Improved quality of health care provided
 - Equity of health care provided (Saha et al., 2008)
- Multiculturalism must be included in nursing curricula to best prepare nursing students to provide culturally competent nursing care
- Research was needed to explore nursing faculty experiences incorporating multiculturalism within didactic nursing courses to increase understanding of how students are prepared to provide culturally competent nursing care.
- Three main themes emerged from the data
 - Challenges with teaching multiculturalism
 - Methods used to teach multiculturalism
 - Student preparedness to provide culturally competent nursing care

Challenges with teaching multiculturalism

- Faculty feel unprepared to teach multiculturalism
 - ◆ Most participants expressed feeling very unprepared to teach multiculturalism and only one participant expressed confidence in feeling prepared to teach one aspect of multiculturalism
- Homogenous faculty body of Caucasian female professors
 - ◆ “We have a very homogenous faculty so it’s very difficult to incorporate some of those multicultural aspects. The faculty don’t represent the population, it’s very White female.”
- Faculty are uncomfortable with teaching multiculturalism
 - ◆ Discomfort was evident in trying to engage students in diversity and sensitivity as well as avoiding stereotyping and racism.
 - ◆ “I remember thinking that you do have to be careful that you don’t innocently say something that’s offensive to people.”
 - ◆ “So learning how to present these things so it doesn’t appear to one group that they’re being singled out or that we’re racist.”
 - ◆ “I feel like there is a lot of faculty supposed preparation on how to be culturally sensitive but in reality it’s a lot of stereotyping.”
- Variance in the definition of multiculturalism
 - ◆ Faculty defined multiculturalism as inclusive of ethnicity and gender or inclusive of ethnicity, gender, and religion and one defined multiculturalism as only multiple ethnicities.
- Inconsistent incorporation of multiculturalism within didactic nursing courses.
 - ◆ Faculty thought incorporation of multiculturalism within didactic nursing courses was important but needs improvement and consistency
 - ◆ “I think we could probably do a better job of trying to incorporate that into our theory. And if it’s touched on frequently enough and examples are given throughout four semesters of the program, then maybe they [nursing students] actually come out with a little better education about it.”

Methods Used to Teach Multiculturalism

- Participant responses identified eight main methods used to teach multiculturalism:
 - ◆ case study, discussion, faculty experiences, lecture, role-play and video, speakers, written assignments and journaling, and clinical
- Methods were used to help students examine their own cultural values beliefs, and practices; develop cultural awareness, knowledge, and sensitivity; and synthesize and apply cultural awareness, knowledge, and sensitivity to patient care

Student Preparedness to Provide Culturally Competent Nursing Care

- Incorporating multiculturalism prepared students with cultural awareness
 - ◆ “I think the first step is awareness. It helps them become more aware of their own feelings, it helps them become more aware of what they know and what they don’t know. So then you would hope that would carry over so they would provide culturally competent care.”
 - ◆ “It gives them another perspective so that they don’t walk into a hospital not knowing. I think they will think more than just tunnel vision.”

- Incorporating multiculturalism prepared students to be open and understanding of others.
 - ◆ “I think it helps develop empathy and understanding of someone who is different from them. I mean any student, not just majority white students. I think it’s important for students from other cultures that we have here to also be sensitive to someone from a different culture than theirs.”
 - ◆ “...if we are receptive, if we are open, if we realize that there’s going to be some differences, so if we take that into consideration and are culturally sensitive and culturally responsive then we are likely able to give that person patient centered care.”

Recommendations

- Further research
 - ◆ Quantify and analyze the efficacy of the teaching methods to prepare students to provide culturally competent nursing care
 - ◆ How faculty are prepared to teach multiculturalism
- Nursing programs are highly recommended to:
 - ◆ Assess for consistency of incorporation of multiculturalism within curricula
 - ◆ Evaluate what teaching methods are used to incorporate multiculturalism within didactic courses
 - ◆ Revise curricula using cultural care nursing theories

CLINICAL APPLICATION

- Describe the ways diversity may influence policies, programs, services, and the health of a community
 - ◆ Family structure
 - ◆ Socioeconomic status
 - ◆ Nutrition
 - ◆ Religion/Spirituality
 - ◆ Aging
 - ◆ Communication
 - ◆ Health-Related Beliefs & Practices
- Recognize the contribution of diverse perspectives in developing, implementing, and evaluating policies, programs, and services that affect the health of a community
 - ◆ Start with cultural awareness and knowledge
 - ◆ Make an effort to be culturally sensitive
 - ◆ Involve local community leaders who are members of the targeted group
 - ◆ Involve families, churches, employers, and community organizations as support system
 - ◆ Recognize political issues affecting diverse populations
- Address the diversity of individuals and populations when implementing policies, programs, and services that affect the health of a community
 - ◆ Increase health information & education
 - ◆ Public awareness
 - ◆ Provide culturally appropriate health information
 - ◆ Health messages should acknowledge existing cultural beliefs and not conflict with cultural beliefs and practices

- ◆ Continuity of care
 - ◆ Enhance patient-provider communication and trust
 - ◆ Use community health workers among underserved and minority populations
 - ◆ Facilitate access to services
 - ◆ Interpreter, transportation
- Describe the effects of policies, programs, and services on different populations in a community
 - ◆ Evaluate via surveys: use of services by target population
- Value of a diverse public health workforce
 - ◆ Minorities represent approximately 12 percent of registered nurses even though minorities represent approximately 30 percent of the US population (Giddens, 2008; Noone, 2008).
 - ◆ The highest attrition rates from nursing programs and the highest failure rates on the National Council Licensure Examination for Registered Nurses (NCLEX-RN) continues to be among minority students (Giddens, 2008; Noone, 2008).
 - ◆ Essential to have a healthcare workforce that reflects the population
 - ◆ Healthcare providers from ethnic and racial minority groups understand the experiences of others in their groups
 - ◆ Patients' better relate to and more apt to seek health care from providers of their ethnic or racial group
 - ◆ Improve patients' satisfaction and health outcomes
 - ◆ "...strong connection between a culturally diverse [healthcare] workforce and the ability to provide quality, culturally competent patient care" (Michigan Nurses Association, 2016)
- Conclusion
 - ◆ Think about how you will improve your culturally competent healthcare delivery
 - ◆ What specific actions will you do?
 - ◆ What goal(s) will you set for yourself regarding your cultural competence?
 - ◆ How will you help your team improve your overall cultural competence?
- Small Group Activity
 - Research important considerations regarding your assigned culture and health care
 - Identify 3-5 pertinent considerations for each of the following areas:
 - Family structure
 - Socioeconomic status
 - Nutrition
 - Religion/Spirituality
 - Aging
 - Communication
 - Health-Related Beliefs & Practices
 - Share your considerations with the large group