

Innovating Cultural Competence Education for Nurses: A Quality Improvement Project

QI Project Team:

Darian Frieson, SRNA

Walker Corless, SRNA

Abigail Coulthard, SRNA

Dr. Jennifer Patrick, DNP, CRNA (UTK DNP Project Chair)

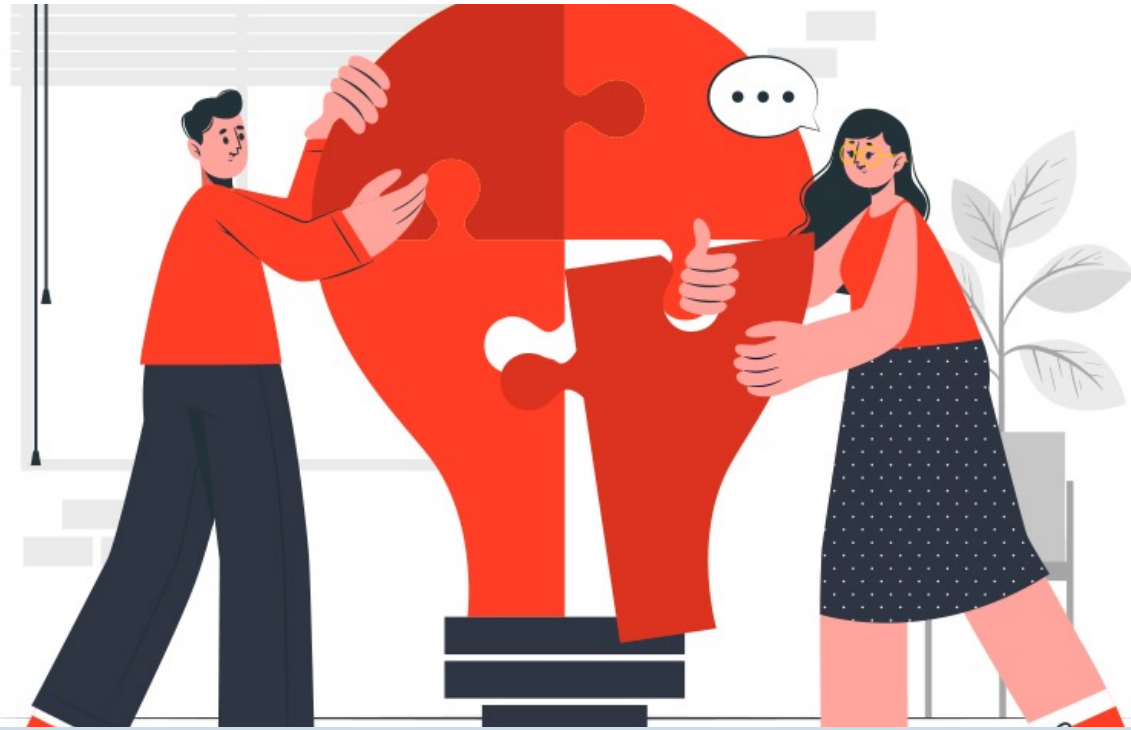
Rebecca Fogerty, Diversity, Equity, & Inclusion Vice President (Community Member)

Background of the Problem

- Policymakers have suggested organizational implementation of cultural competence education as a method to improve health outcomes, increase the quality of care and reduce health disparities, particularly in minority populations (Castillo & Guo, 2011).
- National research has largely revealed insufficient education or a complete absence of education, resulting in nurses that are not appropriately equipped to properly care for culturally diverse patients (Joo & Liu, 2020; Kaihlanen et al., 2019).
- Nurses at the project site reported that the cultural education was limited and insufficient.

Project Purpose and Goal

- **Purpose:** Educate nurses at UTMCM on cultural competence via an educational module.
- **Goal:** Improve cultural competency levels of registered nurses on the Mother/Baby unit.



IMPLEMENTATION

Intervention

- Cultural Competency Module
 - Created with resources provided from the US Department of Health and Human Services Office of Minority Health
- Topics covered include:
 - Cultural competence
 - Cultural and social identity
 - Intersectionality
 - Race and racism
 - Effects of racism on maternal outcomes
 - Self awareness
 - Power
 - Bias
 - Microaggressions
 - Tools to provide culturally competent care



Participants

- Inclusion Criteria
 - RN licensure
 - Employed on 3W (Mother/Baby unit)
 - At least part time FTE
 - Completed current UTMC TMS cultural competence education module within the past 12 months
- Exclusion Criteria
 - On orientation
 - Per diem
 - Did not complete current UTMC TMS cultural competence education module within the past 12 months

Implementation & Data Collection

- Goal: 15 nurse participants
 - 3 West- 57 registered nurses
- Role of the nurses
 - Complete the module (20 min.)
 - Complete pre-test and post-test (10 min.)
 - Estimated time requirement ~30 minutes
- Data Collection
 - Sealed consent forms and pretest surveys were collected from the unit manager prior to educational module distribution
 - Sealed posttest surveys were collected from the unit manager two weeks after education module completion
 - Module feedback for PDSA cycles was collected from the unit manager and participants via staff meetings, 1 month after posttest collection.



FINDINGS

Aim Statement

- By October 2022, baseline scores of registered nurses that complete the cultural competency education module will increase by 20%.

Statistical Analysis

Survey questions (IAPCC-R tool) with Likert scales for answers	Descriptive statistics
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Match pre-test and post-test scores confidential unique identifier	Paired T tests
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IAPCC-R Tool Survey Responses



Sum of scores:

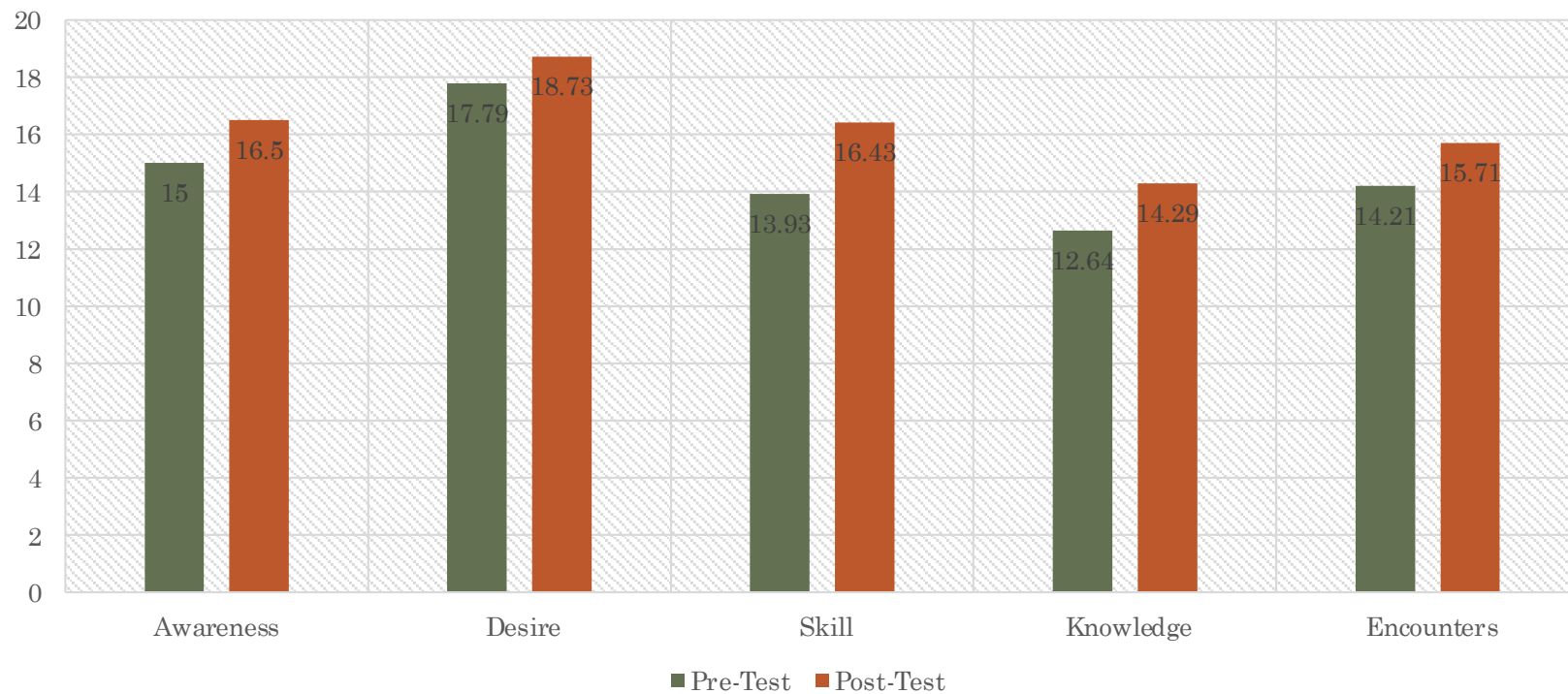
Cultural Proficiency (91-100)

Cultural Competence (75-90)

Cultural Awareness (51-74)

Cultural Incompetence (25-50)

IAPCC-R Construct Scores



Score range: 5-20

IMPLICATIONS



Implications

- Cultural competency education significantly increased overall cultural competency levels of registered nurses on the mother/baby unit.
- Culturally competent education was associated with improved awareness, desire, skill, and encounters, which in turn supports the development of patient-centered care.
- Limitations:
 - Limited population size
 - Non-response error
- Strengths:
 - Project theoretical framework correlated with evaluation tool used
 - Reliability and validity
 - Protection of participant confidentiality



Questions?

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