A Collaborative Educational Partnership with Student Health Services to Enhance Cultural Sensitivity among Baccalaureate Nursing Students: Understanding Global Cultures

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25 largest public university in the nation with 46,000 students. More than 110,000 FIU alumni live and work in South Florida.

180 bachelor’s, masters and doctoral programs.

Large percentage of economically disadvantaged students.

61% Hispanic
15% White Non-Hispanic
13% Black
0.4% Asian or Pacific Islander
0.7% other minority groups

FIU, 2011a
CNHS looking for clinical site for Community Health Nursing course where students are both learners and educators and the “client” is the “community.”

Student Health Center seeks collaboration with academic unit and outreach to college students’ population.

Leadership of CNHS and SHC has had long-lasting relationships as a site for internships and preceptorship for student nurses.
Students enrolled (2011-2012): 2,685

Student Make-Up:
  - 58% Hispanic
  - 17% African-American
  - 17% Caucasian
  - 6% Asian/Pan-Pacific
  - 2% Other
  - 79% Female
  - 21% Male

Full-Time Faculty: 75
Alumni: 9,000+
Degrees awarded annually: 500 approx.
Provides accessible, professional health services to students for the past 28 years.

Nurse practitioners, registered nurses and part-time physician serve 7,600 students.

Wellness Center includes certified health educators and wellness assistants.

Partnered with College of Nursing and Health Sciences since its first year at FIU.

Opportunities for FIU’s nursing students to meet global learning goals.

Opportunities for internships, preceptorships and mentoring for enrolled students.
Provide access to quality health care to the University community

Encourage healthy lifestyles through health promotion, education, mentorship and research.

Work with faculty, departments, and community agencies to expand access to health-related resources.
Framework

- ACHA Cultural Competency Statement
- AACN Cultural Competency in Baccalaureate Nursing Education
- FIU Quality Enhancement Plan Global Learning for Global Citizenship
Integration with the Learning Mission of Higher Education

Collaborative Practice

Cultural Competence

Theory-Based Practice.

Evidence-Based Practice

Continuing Professional Development and Service

“The capacity for an individual, an organization, an institution to respond to the unique needs of the populations whose cultures are different from that which might be referred to as “dominant.”

ACHA Guidelines, 2011
<table>
<thead>
<tr>
<th>ACHA-(Institution Level)</th>
<th>American Association of Colleges of Nursing</th>
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<tbody>
<tr>
<td>Promote a diverse and inclusive campus</td>
<td>Apply knowledge of social and cultural factors that affect nursing and health care across multiple contexts.</td>
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<tr>
<td>Provide campus health professionals with meaningful opportunities to enhance their cultural competency skills and opportunities</td>
<td>Use relevant data sources and best evidence in providing culturally competent care</td>
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<td>Add cultural competency as one of the essential skills reviewed in performance evaluation</td>
<td>Promote achievement of safe and quality outcomes of care for diverse population</td>
</tr>
<tr>
<td>Ensure compliance with all appropriate federal, state, and local legislation</td>
<td>Advocate for social justice including commitment to the health of vulnerable population and the elimination of health disparities</td>
</tr>
<tr>
<td>Build strong connections throughout the campus health professionals</td>
<td>Participate in continuous cultural competence development</td>
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ACHA Guidelines, 2011; AACN, 2008
Global Citizenship—disposition that guides individuals to take on responsibilities within interconnected local, global, intercultural and international context.

Global citizens discern the distinctive and common qualities between their own perspective and the perspective of others.

Global citizens accept and are willing to take responsibility for solving problems in a diverse and interconnected world.

FIU, 2010
Health education programs developed by nursing students with UHS staff.

Smoking cessation.

STD prevention for all Biscayne Bay Campus students.

Developed cultural simulation scenarios and implemented them in the nursing lab.

UHS internship, preceptorship and mentoring for students.

Clinical site for community nursing course.

Skin cancer screening.

Muslim culture, STD prevention for one class students.

Haitian culture, Chinese culture.

Developed cultural simulation scenarios and implemented them in the nursing lab.

Teaching and learning activities were dictated by course objectives and become the foundation of several culturally competent health promotion projects.
Description of the Projects

• Promotion of healthy behaviors in student population
• Incorporate global learning component and moves students outside their cultural comfort zone
• Students embrace diversity and value differences (students expand teaching and learning project to include cultural practices such as food and the arts).
The Purnell Model for Cultural Competence

Purnell, 2008
The Purnell’s Model - Guiding Framework of Collaborative Partnership

• The macro aspects of this interactional model include the metaparadigm concepts of a global society, community, family, person, and conscious competence.

• The 12 domains of the Purnell Model.

• No single domain stands alone; they are all interconnected.

• Educational Goal: to Incorporate global learning and cultural competencies using *Purnell’s Model for Cultural Competence* to prepare culturally competent students and health care professionals.

Purnell, 2008
A comprehensive syllabus was developed by the nursing faculty member with guidelines, requirements, and evaluation criteria.
Analyze and conduct focused comprehensive assessments of diverse communities, groups and populations. Evaluate one’s role and participation in emergency preparedness and disaster response with an awareness of environmental factors and the risks they pose to self, patients/clients, communities, groups, and populations in a multicultural environment.

Use decision making skills to deliver evidence-based care in health promotion, maintenance, and restoration, disease and injury prevention, and rehabilitation of health and during disasters/emergencies, mass casualties, and other crises that impact communities, groups, and populations, using developmentally and culturally appropriate approaches.
Critically analyze evidence-based practice guidelines/research, nursing theories and theories from other disciplines that support the identification of clinical problems, prioritization of activities, implementation of nursing skills, and quality outcomes in the care of diverse communities, groups, and populations.

Develop clinical prevention and population-focused interventions, using appropriate technological aids, with attention to effectiveness, efficiency, cost-effectiveness, and equity.
Engage in purposeful collaboration and communication within a team to develop plans of care for communities, groups, and populations that take into account determinants of health, available resources, and the range of activities that contribute to health promotion, prevention of disease and injury, and emergency preparedness.

Examine professional nursing concepts of social justice, advocacy, autonomy, human dignity, integrity, and altruism related to the health of vulnerable communities, groups, and populations and elimination of health disparities in a multicultural global environment.
Community Health Nursing Service-Learning Project

- Health promotion project (2 groups)
  - Easter Seals Disability Services Groups
  - FIU Health Services Biscayne Bay Campus

- Cultural project (1 group)
Community Health Project Requirements

1. Divide class into 3 groups.
2. Groups to select motto, leader, the secretary, and the spokesperson. Groups to sign contract.
3. Group leader to stay in contact with assigned coordinators weekly and brief group during required weekly meetings.
4. Groups to have interventions in their chosen communities. Total hours 30 (12 hours of service learning, 10 hours of preparation, and 8 hours of community simulations).
5. Final presentation and reflection paper.
Group Working with UHS

- UHS wanted to expand educational experiences to FIU students in health promotion and disease prevention.
- Group facilitator at University Health Services selected topic.
- Group to advertise and market their program to the Biscayne Bay Campus Community.
- Developed Pre and post test surveys to assess colleagues' knowledge about the selected culture and health-related issues.
- Group to develop a marketing strategy (age dependent) for the program and power point presentation for the event.
- A program evaluation to obtain feedback from the participants.
“The mission of Easter Seals South Florida is to provide exceptional services to ensure that all children and adults with disabilities or special needs and their families have equal opportunities to live, learn, work and play in their communities.”

Students provide Community Services at three centers located in Miami-Dade and Broward Counties. Example of activities identified by the centers:

• Prepare in-service on body mechanics for the nursing assistants
• Prepare in-service on Universal Precautions
• Prepare in-service on the proper use of wheelchair
Team Based Learning Elements

• **Groups:** Groups must be properly formed and managed.

• **Accountability:** Students must be accountable for the quality of their individual and group work.

• **Feedback:** Students must receive frequent and timely feedback.

• **Assignment Design:** Group assignments must promote both learning and team development.
Guiding Principles for the Project

- Students worked on evidence-based nursing and global healthcare issues.
- Students could not be members of the cultural group studied so they could learn and explore cultural differences.

Activity must expand the students’ knowledge and experiences in health promotion and disease prevention.

Outreach to local community and students on campus.
Contract Terms

1. Students determine group members’ responsibilities
2. Specify rules for all group members
3. Identify project milestones and deadlines.
4. Establish schedule of group meetings
5. Create a contract that was mutually agreed upon & signed by all within the first week of classes
Project Phases

PLANNING

EVALUATION

INTERVENTION
Planning Phase

- Analyze target community (other nursing students)
  - Develop plan outline and timeframe to complete the project

- Meet with UHS coordinators and prepare contract
  - Prepare questionnaire to assess knowledge deficits related to selected culture and their health risks

- Plan outreach to the local community
  - Meet weekly with the UHS coordinators
**Intervention Phase**

- Administer questionnaire to target group
  - Analyze questionnaire results
  - Interview representatives of selected community
- Develop and organize cultural event
  - Create Power Point presentation
- Pre and post test surveys
  - Oral presentation
  - Education materials
  - Food display
  - Art display
  - Music
Evaluation Phase

- Analyze results of pre and post test surveys to determine increase in knowledge of selected culture health beliefs and practices
- Tabulate participants’ evaluations of the event
  - Design a power point presentation based on the program outcomes and present to the senior nursing students
- Submit a written report about the community project for grading
Students conduct Windfield Assessment

- Student meet with coordinators from University Health Services
- Students create the assessment tools for the target groups
- Students collaborate with faculty to prepare a cultural event
- Cultural Event Presentation
  - Students collect EBP data to prepare presentation
  - Pre and posttest to evaluate learning outcomes
  - Students outreach to the cultural community
  - Analyze results, submit written report and the project

Weeks:
- Week 1
- Week 2
- Week 3
- Week 4
- Week 5
- Week 6
- Week 7
- Week 8
- Week 9
## Windshield Assessment

A method of community assessment where an observer travels through the neighborhood to observe the community.

<table>
<thead>
<tr>
<th>Residential Area Demographics</th>
<th>Location of Health Services</th>
<th>Safety Environment Transportation</th>
<th>Building Amenities Open Spaces</th>
<th>Social Systems, Schools, Places of Worship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban or rural?</td>
<td>Drug stores, public &amp; private clinics?</td>
<td>Active or inactive neighborhood and retail areas?</td>
<td>Parks, tennis courts, swimming pools, recreational areas, movie theaters, sports arenas?</td>
<td>Goverment offices?</td>
</tr>
<tr>
<td>Densely or sparsely populated?</td>
<td>Hospitals, drug &amp; alcohol treatment facilities, doctors’ offices?</td>
<td>People mingling, children playing?</td>
<td>Type of retail stores and other services?</td>
<td>Type of religious centers and denominations?</td>
</tr>
<tr>
<td>General condition of area?</td>
<td></td>
<td>Presence of police, gangs?</td>
<td>Are common areas available?</td>
<td>Grafitti, political signs, and bulletin boards?</td>
</tr>
<tr>
<td>Type of residencesObservation of the people</td>
<td></td>
<td>Are homes fortified?</td>
<td></td>
<td>Schools: public or private, colleges, technical/vocational, universities</td>
</tr>
<tr>
<td>Gender?</td>
<td></td>
<td>Public or private transportation?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ages?</td>
<td></td>
<td>Condition of air, water, &amp; soil?</td>
<td></td>
<td></td>
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<tr>
<td>Cultural and ethnic characteristics?</td>
<td></td>
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</tbody>
</table>
What do you know about this culture?

Which of the following subjects would you like to know more about?

Gender roles
Education
Religious beliefs
Marriage practices
Parenting
Pregnancy and fertility practices
Labor and delivery
Breast feeding
Recovery after birth
Ceremonies related to birth
Nutrition
Natural remedies
Health risks
Diet and nutrition
Diseases and health conditions
Diet practices
Students’ Responses

♀ Identified knowledge deficits usually includes:

• Gender roles
• Dietary practices
• Religious beliefs
• Family planning
• Common health problems
• Traditional natural remedies
• Ceremonies related to birth and death
Topics Highlighted in Cultural Events

Health  Religion  Music  Art  Food  Customs  Economics  Traditions
East Indian Culture Outcomes

Graph showing East Indian culture outcomes with pretest and posttest results for questions Q1 to Q7.
Haitian Culture Outcomes

96 participants

Pretest
Posttest

Q1 Q2 Q3 Q4 Q5 Q6 Q7
Outcomes of Collaboration

- Promoting an opportunity for underrepresented/underserved groups to interact with campus health professionals
- Assessment of the campus climate for multicultural inclusion and sensitivity
- Organize events that celebrate diversity and highlight specific cultures
- Provide students an opportunity to interact with the diverse communities to gain real clinical experience
- The integration between different services in the university and community to teach students partnership skills
- Development of competent nurses who can recognize the problems of diverse communities and provide culturally competent care
- Outreach to the University’s student population.
- Additional clinical site for CNHS

UHS
Community
CNHS
Expertise of UHS staff in health promotion, disease prevention, and community outreach

Collaboration of the student through team-based learning

Community Health Nursing course objectives and content

Learning Outcomes

- Increased knowledge of social and cultural factors that affect nursing and health care
- Application of nursing process to assess diverse communities, groups, and populations
- Learned how to reach out to diverse communities to gain culturally specific information
- Examined professional nursing concepts of social justice, advocacy, and human dignity in multicultural global environment
- Utilized valid data sources and evidence-based information in providing culturally competent care
- Decision making skills to organize and deliver community health project
- Learned how to reach out to diverse communities to gain culturally specific information
For the Student Health Center

- Increases Student Health Center’s (SHC) visibility within the university, the division and administration/faculty
- Expands SHC’s role in educating students about value of culture and addressing health concerns/risks
- Provides opportunity for other UHS staff to participate in the education and training of students
- Students recognize SHC staff as academic partners
- Students more likely to support the services of SHC (and its role on campus)
Student Affairs Department is recognized by other national and international nursing organizations.

Contribute to student learning by providing campus site for student training and mentoring – recognizes value of SHC to the university.

Potential demonstration project for “working collaboratively with academic units”.

Meets SACS accreditations criteria for QEP.
For the University’s Students

- Teaches students value of cultural competence in working with patients and the community
- Encourages students to move outside “personal cultural comfort zone” and to explore other cultures
- Teaches students value of community assessment
- Students learn new tools to assess participant learning
- Learn marketing tools including basic graphic design, adapting information to level of participants, i.e. poster presentation, handouts
Benefits of Collaboration with CNHS

For the University

Integration of the university mission and vision for global learning and citizenship
Contributes to greater visibility of the university’s mission and programs (through presentations at conferences)
At the beginning, I thought it is going to be easy, but it was not.... Every week emerged a new idea, we were excited about it. Most of all interviewed Haitians people. I felt identify with them in some way because I am also an immigrant. It is so hard get into this American culture, mainly in this city, Miami. We have some classmates from Haiti that help us to understand certain cultural thing and some issues about health. I like to corroborate data from books and websites with real life and experience. Doing my practicum at the hospital we saw people from this culture, and I learned from there. Give them the space and respect that they deserve. It works for all cultures
Through the preparation of this project all the members of the group did an extent research. This research contained all the demographics of the Haitian population, socioeconomic problems, immigration problems, traditions, and beliefs. Creating the questionnaires, typing and reviewing were the way we learned and acquired cultural competency. Also from working in the hospital field, I get tools to be competent in the Haitian culture. I learned how proud they are of their race, of their country and their traditions. As a vivid example our friend Marie and her family did a lot of things for us like it was their project as well.
Student 3

The best way to get more cultural competence is through the practice in the field, interacting with regular people and the in the hospital field with patients. Next time I will have a patient from Haiti I will have tools and knowledge of the country to deal in a better attitude with any of the members of this particular community.
Master Level Nursing Students

Two master level NP students working on their Graduate Certificate in Culturally Competent Nursing Education had opportunity to gain experience with creation, implementation, and dissemination of the project.
Challenges

• Student participation in weekly group meetings and conflict with their job demands;
• Students learning basic skills of communication (i.e., tailoring information to interest and learning level of participants);
• Turning challenges to opportunities during project implementation (i.e., wheel of fortune STD program, doing pre and post tests in public space).
• Planning and logistics of doing community health programs (i.e. reservations for tables, media equipment, food, prizes, handouts, marketing, etc.)
Future

• Continue current relationship with University Health Services in expanding the educational experiences to the FIU students in health promotion and disease prevention.
• Mobile simulations
• Grant writing for future community mobile cultural events
References


