Making a difference: Culturally Competent Approaches in Nursing Education

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Objectives

- Analyze impact of sociocultural differences and institutional practices on achievement of ESL and underrepresented minorities (UM) in nursing.
- Identify best practices in promoting ESL and UM academic success.
- Establish link between cultural competence and effective teaching strategies.
Problem

- Lagging achievement between UM and white students
- Lack of diversity among health professionals
- UM health professionals are likely to work in areas serving large racial and ethnic minority populations
- Need to develop culturally competent healthcare workforce
- Disparities in access, treatment and quality of care
- Longstanding disparities in health status between UM and whites
Origins of culture (Cultural Materialism)

- Social Structure
- Superstructure
- Infrastructure

- Economy, geography, demography, climate
- Family
- School
- Political
- Business
- Legal
- School
- Health

- Beliefs
- Values
- Philosophy
- Morality
Cultural Socialization

- Enculturation – Acculturation
- Segmented Assimilation (Portes & Rumbaut) (downward vs. upward)
- Adaptation (Berry) – Biculturalism, Multiculturalism, Cultural fluency
Locating individuals and communities in social space of capital (adapted from Pierre Bourdieu)
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Findings from the Literature

- Poverty, deprivation and educational achievement
- Effects of lack of social support and social network
- Educational pipeline issues
- Predictability of GPA, SAT, NET Scores
- Effectiveness of remediation in higher education
- Need for multifaceted programs and support
- Need for language fluency
- Facilitating students’ understanding of cultural and professional norms
- Need for UM professional role models
Findings from the Literature

- Schools perpetuate social inequalities in society (Bourdieu; Bowles and Gintis)
- Functional vs. Conflict theory
- IOM, Unequal treatment
- Complex, interactional, integrative model (Tinto)
Educational Cultural Competence

- Capacity to reduce and eliminate disparities in access and outcomes
- Effectiveness in achieving equity in educational outcomes across student groups
- Advocacy and commitment to social justice
Social justice is “an opposition to inequality and demands an equitable distribution of collective goods, institutional resources and life opportunities. Achieving equality requires not merely redressing or ameliorating inequitable outcomes but creating a society that does not produce material inequality”

(Hofrichter, 2003, p. 12).
Ecological Model of Educational Cultural Competence

INDIVIDUAL

COMMUNITY

ORGANIZATIONAL

INDIVIDUAL
Approaches

- Intrusive monitoring
- Financial support
- Parental support
- Multiple pathways to earn grades
- Peer support
- Faculty-student interactions inside and outside classrooms
- Mentoring
- Fairness, helpfulness
Cultural differences

SOCIOCULTURAL CONTEXT

Individualism

Individual Achievement
- Competition
- Assertiveness
- Accountability
- Efficiency
- Productivity
- Intrinsic motivation
- Field independence

Collectivism

Group Achievement
- Conflict avoidance
- Face communication
- Harmony/Cooperation
- Reciprocity/Generosity
- Loyalty/Caring
- Extrinsic motivation
- Field dependence
- Group accomplishment
Pacquiao’s study (1996)

Findings
- Homogeneity in faculty expectations
- Differences between faculty and students’ definition of critical thinking and literacy
- Differential experiences of racial and ethnic students from white students (cultural dissonance)
- Differential expectation of teachers by students
- Importance of exposure to school and professional norms
- Experience with being independent for diverse students
- Impact of large-scale failure of racial and ethnic minorities
- Significance of understanding dominant cultural and linguistic norms reflected in exam questions
- Significance of pre, post and concurrent tutorials (reading for understanding, taking notes, anticipating questions in exam)
Pacquiao’s study (cont’d)

Conclusion
- Women’s ways of knowing: subjective knowledge
  - Understanding differences between self and others
  - Appreciating distinct differences
Organizational Approaches

- Academic support
- Tuition and stipend support
- Organizational commitment to diversity
- Admission policies
- Faculty mentoring and support
- Coaching and mentoring of diverse students
- Evaluation approaches
- Mentored and guided student interactions
- Linkage with families and community
- Curricular integration of diversity
- Fostering a climate respectful of differences
- Faculty workload
Faculty approaches

- Mastery of subject matter
- Process-oriented learning
- Attentiveness to content delivery
- Integrating diversity in classroom and clinical
- Holistic coaching and mentoring
- Intrusive monitoring
- Advisement
- Patience, helpfulness, availability and accessibility
- Commitment to diversity
- Involvement in tutoring
- Sensitivity to bias and prejudices
- Vigilance in addressing racism, prejudice of students, faculty and administrators
Student Approaches

- Mixing groups
- Peer mentoring
- Time for studying and group interaction
- Decrease outside employment
- Understanding school expectations
- Utilization of resources
- Development of in-school and out-of-school social network/capital
- Expanded preparation (language, reading, math, speech)
Community Approaches

- Improve linkage between community and school
- Immersion of school and students in community
- Orientation to expectations and rigor of school
- Assistance with student and staff recruitment
- Community advisory board
- Information hotlines with language assistance
- Partnership with community entrepreneurs and leaders for scholarship support
- Community feedback and organizational report card
School as a sociocultural System (Parsons, Ogbu, Bourdieu, etc)

- Cultural and professional norms that reflect the dominant groups in society
- Creates an experience of cultural dissonance on UM
- Professional socialization creates homogeneity (standardization) and less appreciation of diversities
- Clinical experiences take place in institutions where professional cultural norms predominate
- UM need to give up their previous cultural identities in order to open themselves to new identities
New and old models

- Education for democracy (Dewey)
  - Every citizen is prepared to be *active* participant in society

- Emancipatory education (Freire)
  - Developing *critical consciousness* to create social changes in society and improve lives of disadvantaged groups

- Social-ecological models (Bronfenbrenner)
  - The student is impacted not only by the school but by outside influences (community, family, sociopolitical forces)
“A country is considered the more civilized the more the wisdom and efficiency of its laws [education] hinder a weak man from becoming too weak or a powerful one too powerful.”

Primo Levi