INTRODUCTION

- Nurses and nursing students encounter patients and families from diverse ethnic and cultural backgrounds.
- Nursing students need to be educated on culturally competent care so they may provide quality care and improve patient outcomes for diverse populations (AACN, 2016; NLN, 2016).

PURPOSE

- To present different teaching strategies to enhance cultural competency in nursing students.
- To suggest the use of simulation as an innovative strategy to enhance cultural competency in nursing students.

CULTURAL COMPETENCY

CULTURE
- The patterns and lifeways that guide a group of people’s worldview and decision-making (Leininger, 2002).

CULTURAL COMPETENCY
- Specified as a core competency in providing patient-centered care (IOM, 2003; QSEN, 2014).
- Encompasses knowledge, skills, awareness, and comfort within diverse cultures (Giger, 2016).
  - Cultural awareness: Being aware of one’s own thoughts and feelings and reflecting on how it affects interactions with others.
  - Cultural sensitivity: Being sensitive and appreciative of the diversity of another culture, expressed through respectful behaviors like intentional choice of certain words.

STRATEGIES TO IMPROVE CULTURAL COMPETENCY IN NURSING STUDENTS

<table>
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<tr>
<th>Teaching Strategies</th>
<th>PROs</th>
<th>CONs</th>
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</table>
| Group Discussions   | • Active learning  
|                     | • Promote exchange of ideas  
|                     | • Improvement in attitude or knowledge | • Distractions  
|                     | • Unmanaged group dynamics  
|                     | • Lack of long-term behavior changes |
| Guest Lectures/Educational Partnerships | • Helpful insights  
|                     | • Creates a rich background of understanding | • Availability of guest lectures |
| Student Written Reports/Modules | • Self-directed |
| Clinical Experiences | • Real-life experience  
|                     | • Increase student comfort and confidence | • Limited clinical settings |
| Lived Immersion/Study Abroad | • Decrease anxiety about new culture  
|                     | • Increase second language skills  
|                     | • Promote cultural self-awareness, sensitivity, flexibility | • Cost |

(Long, 2012)

SIMULATION

- A scenario-based experiential learning activity using high-fidelity mannequins or standardized patients to simulate a real patient encounter.
- Students assume the role of primary nurse and apply the nursing process to provide holistic patient care.
- Students participate in guided reflection during debriefing sessions after all simulation experiences.
- The NLN Jeffries Simulation Theory is used to guide the design, implementation, and evaluation of scenarios to ensure high quality learning experiences (Jeffries et al., 2015).

IMPLICATIONS FOR EDUCATORS

- Educators across disciplines may contribute to improving cultural competency of the students by:
  - Identifying cultural objectives for student education
  - Developing simulation scenarios focused on cultural aspects of human interaction
  - Pursuing opportunities for interdisciplinary collaborations
  - Advocating for increased cultural awareness and sensitivity

USING SIMULATION TO ENHANCE CULTURAL COMPETENCY

- Simulation allows students who are in a less diverse environment to experience diverse cultures.
- Cultural diversity can be incorporated into simulation scenarios by using culturally specific names, language, interpreter services, clothing, ethnic-oriented jewelry, and mannerisms.
- Debriefing allows students to reflect on their performance and examine how they demonstrated cultural awareness and sensitivity.
- By participating in activities that include cultural components, students may improve their ability to care for diverse patients and apply learned cultural competency to future practice.

Figure 1. A Nursing Student Performing Health Assessment in a Simulated Environment