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What is Cultural Competence & Cultural Humility?

February 11-12, 2021

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Learning Outcomes

1. Identify an evidence-based tool to assess faculty cultural competence.
2. Apply principles of cultural competence and cultural humility in the context of educating nursing students.
3. Articulate strategies to prevent stereotype practice in classroom or clinical settings



“All the diversity, all the charm, and all the beauty of life are made up of light and shade.”

- Leo Tolstoy, Anna Karenina

- Behaviors and attitudes utilized to work effectively in cross-cultural environments (Cross et al., 1989)

“To be culturally competent doesn’t mean you are an authority in the values and beliefs of every culture. What it means is that you hold a deep respect for cultural differences and are eager to learn, and willing to accept, that there are many ways of viewing the world.”

- Okokon O. Udo

Defining Cultural Humility

- Lifelong process...Having a true sense of awareness and sensitivity to other cultures (Tervalon & Murray-Garcia, 1998)
- Having a mindset to set aside any generalizations about individuals and their culture (Papps & Ramsden, 1996)

Differentiating Two Concepts

Who dares to teach must never cease to learn.
- John Cotton Dana

Cultural Humility Video:

https://www.youtube.com/watch?v=c_wOnJJExE

Roadmap to Cultural Competence & Cultural Humility

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“A setting, situation and/or relationship where all differences are considered, identified, acknowledged, accepted, valued and respected so that strengths and skill-based effective contextual interactions are possible.”

(ncgCARE.com)

Inventory For Assessing The Process of Cultural Competence Among Healthcare Professionals Revised

– *IAPCC-R* <http://transculturalcare.net/iapcc-r/>

- Self-assessment of the status of cultural competence among health professionals. (Campiniha-Bacote, 2007)
- Five subscales: cultural awareness, cultural knowledge, cultural skill, cultural encounters, cultural desire. Each subscale has five items.
- Twenty-five items with a 4-point Likert-type scale scored from 1 to 4 (agree, knowledgeable, aware, involved, comfortable)

Score ranges from 25 to 100

- 25-50 culturally incompetent
- 51-74 culturally aware
- 75-90 culturally competent
- 91-100 culturally proficient

Reliability – Coefficient alpha of .81 for total scale and .36-.75 for five subscales (Chen, et al., 2019)

Exemplar: Faculty perceptions regarding teaching cultural competence (Chen, et al., 2020).

- Mixed methods approach
 - Semi structured interviews with faculty ($n=14$)
 - **IAPCC-R survey** administered
- Four major themes emerged to address barriers to teach student culture competence:
 - Student communication skills
 - Student cultural skills
 - Engaged learning
 - Activities for practice

(Chen, et al., 2020)

Subthemes included:

- Need to create a safe place for students to ask questions.
- Faculty taught students to recognize diversity.
- Faculty as role models; search for opportunities to practice.
- Activities for practice included case studies and class discussions.

IAPCC-R survey results indicated faculty were culturally aware and approaching cultural competence.

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Program Sustainability: Stakeholder Analysis

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Program Sustainability

- Recruitment, retention, and successful outcomes for diverse students.
- Holistic Admissions
- Office of Student Success
- Office of Diversity, Equity, and Inclusion
- Student Mentorship
- Recruitment, hiring, retention of diverse faculty

Stakeholder Analysis: The What and the Why?

- When making a decision, need to identify whose interest should be taken into account.
- Analysis needs to indicate why those interests should be taken into account.
 - Need to know if an individual or group is in a position that has the ability to damage or weaken the individual or organization making the decision or policy.
 - Group's presence and/or support may deliver a net benefit, or enhance the decision-maker's authority.
- If an individual or group has the ability to influence the direction of an organization's activities – needs to be counted as a stakeholder.

Case study of the University of Portsmouth (Chapleo & Simms, 2010):

- Analyzed stakeholder management in **higher education**
- Conducted interviews with opinion formers within the university – included leadership such as the Dean, Vice Chancellor, Department Heads, Managers as well as the Governor

Three key factors affecting influence of University stakeholders:

- Student recruitment and satisfaction.
- Financial implications.
- Potential impact on the strategic direction.

Keys to decision making and planning strategy – Stakeholder Analysis Matrix

- Identify problems to be solved.
- Impact – does the project impact the stakeholder?
- Influence – does the stakeholder have influence over the project and if so at what level? (low, medium, high)
- What is important to the stakeholder?
- How could the stakeholder contribute to the project?
- How could the stakeholder block the project?
- What is your strategy for engaging the stakeholder?

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Stakeholder Analysis Matrix

Stakeholder Name	Contact Person <i>Phone, Email, Website, Address</i>	Impact <i>How much does the project impact them? (Low, Medium, High)</i>	Influence <i>How much influence do they have over the Mentoring Program? (Low, Medium, High)</i>	What is important to the stakeholder?	How could the stakeholder contribute to the project?	How could the stakeholder block the project?	Strategy for engaging the stakeholder

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