

Promoting Excellence Through Multimodal Pediatric Cultural Humility Education in Accelerated BSN Student Curriculum

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What We Learned

- Multimodal cultural humility education increases students' perceptions of their knowledge and practical skills when caring for clients with differing cultural backgrounds.
- Student scores for select TSET Affective Subscale items suggest further education is needed to enhance students' affective skills.

Background/Purpose

- Increasingly culturally diverse children and families live in Wisconsin
- Multimodal cultural humility education is an effective strategy to address health inequity and is lacking within nursing programs
- There is a gap in pediatric-specific cultural humility education at the University of Wisconsin-Madison School of Nursing, UW-Madison SoN, identified as an area of interest by the organization for further education
- The purpose of this project was to evaluate the effectiveness of research-based multimodal cultural humility education for accelerated BSN students at the UW-Madison SoN

Methods

Setting: A state-of-the-art undergraduate nursing school in Wisconsin

Students: 42 accelerated BSN students were enrolled and completed the education

Cultural humility multimodal education:

- 1) Online recorded pre-learning video
- 2) Simulation
- 3) Debrief with future application

Measures: The validated Jeffreys' Transcultural Self-Efficacy Tool (TSET) and the Simulation Effectiveness Tool-Modified (SET-M)

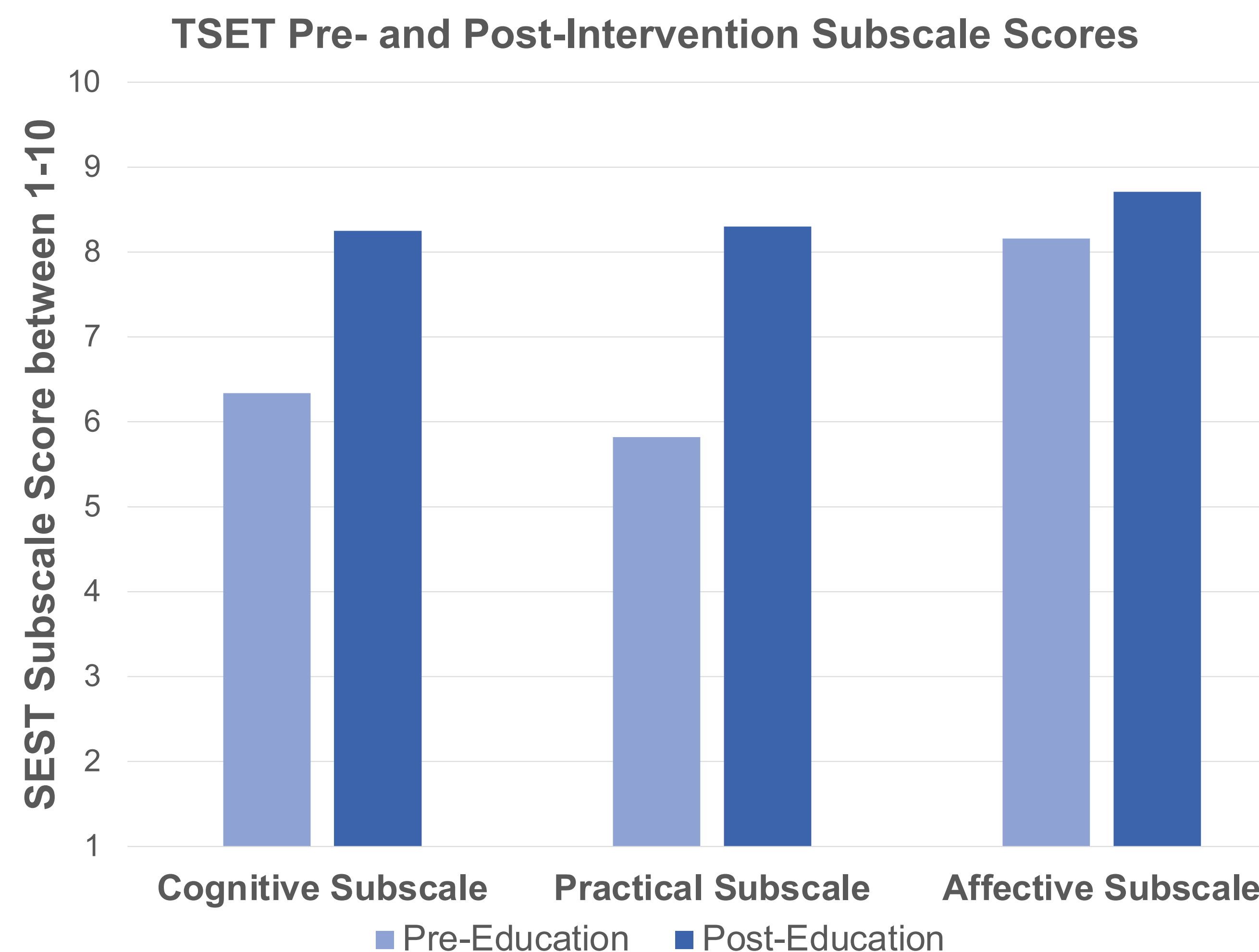
Analyses:

- TSET and SET-M scores were analyzed using descriptive statistics
- Wilcoxon Signed-Rank test was used to compare pre- and post-TSET scores
- Field notes were evaluated for themes

Acknowledgements

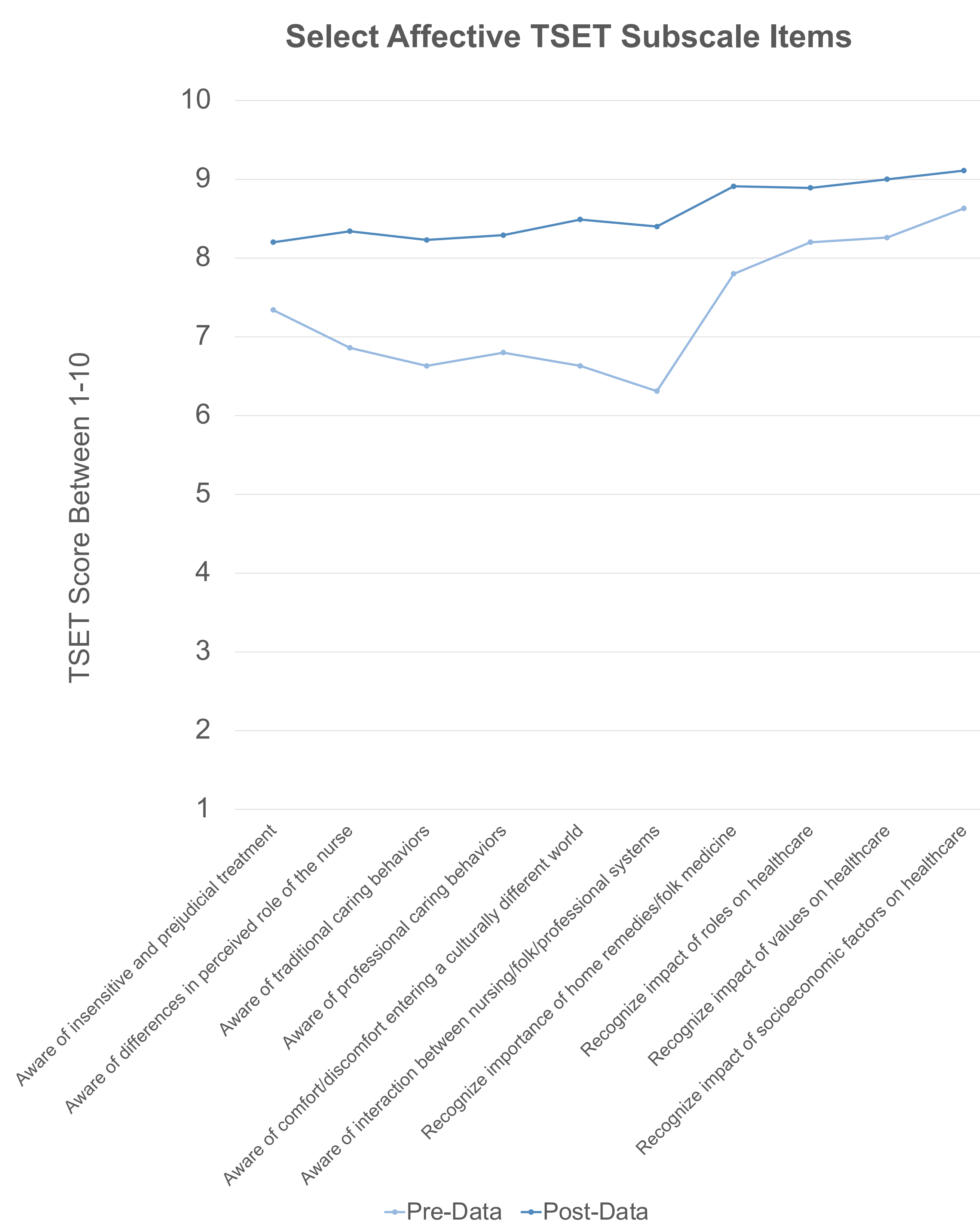
University of Wisconsin-Madison School of Nursing Center for Technology-Enhanced Nursing Staff for the use of simulation learning space

Mark Loudon, PhD and content expert relating to the Plain population, who contributed to the pre-learning, simulation, and debrief



"Great experience and I feel more comfortable working with patients from different backgrounds"

"Very useful experience! I feel like I learned a lot and I'm better prepared to be an advocate for my patient!"



Affective Subscale Questions regarding Degree of Confidence among Clients of Different Cultural Backgrounds

Results

SET-M Data (N=41 students)

- 81% strongly agreed the simulation pre-briefing was beneficial to learning
- 86% strongly agreed they are more confident communicating with patients after the simulation
- 98% strongly agreed the simulation debriefing contributed to their learning

TSET Pre- and Post-Data (N=37 students with matched responses)

- Cognitive and practical subscale scores showed a statistically significant increase post-education
- Student scores for TSET affective subscale were higher than the cognitive and practical subscales at baseline
- The affective subscale items with the lowest scores pre-education were related to awareness and recognition of healthcare roles and values for clients of differing backgrounds
 - This multimodal education resulted in significant improvement in these items of the affective subscales

Field Notes

- 100% of the nursing students identified relevant cultural needs of the child and family in the simulation scenario

Discussion

- Multimodal cultural humility education was effective at increasing all cognitive and practical subscales, consistent with learners' educational training at the BSN level
- Our project results are consistent with other studies evaluating educational interventions to improve transcultural nursing
- Longitudinal data is needed to evaluate the retention and application of knowledge and skills over time
- Multimodal education should be expanded to all undergraduate nursing students
- Further work is needed to develop a scalable multimodal educational program that can be tailored to different nursing program sizes

References/Resources

