

Title:

A Comparative Study of Cultural Competence Curricula in Baccalaureate Nursing Programs

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References:

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Abstract Text:

Background & Purpose of the Study: Although cultural competence education has been mandated in baccalaureate nursing education, there are currently three different forms of cultural competence curricula found in baccalaureate nursing programs: those with a nursing culture course, those with a non-nursing culture course and those that integrate culture content throughout the nursing curriculum. The

primary purpose of this study was to determine if one of these three forms is more efficacious in improving cultural competence and confidence in nursing students than the other two, and the secondary purpose was to determine if one of the three forms of curricula is more efficacious in improving cultural competence and confidence across academic levels.

Methods: This study utilized a quantitative methodology with an exploratory, between-groups, cross-sectional and correlational research design to measure cultural competence and confidence in baccalaureate nursing students across three different forms of curricula and three different academic levels. A convenience sample of 759 baccalaureate nursing students across six schools of nursing participated in the study.

Results: Only the students in the Nursing Culture Course Program reached a level of cultural competence. Cultural competence and confidence increased significantly from freshman to junior year in all three programs, but not from junior to senior year. Cultural competence and confidence levels showed a positive correlation. As cultural competence increased, confidence increased as well.

Conclusion: *Educators may need to revise* curricula to include a Nursing Culture Course, taught by nursing faculty and consider including methods to incorporate a patient's culture into their plan of care for patients. More research is necessary to confirm these results and to explore faculty perceptions regarding the importance of incorporating cultural competence education in baccalaureate nursing curricula and whether or not pseudo immersion would facilitate greater cultural competence and confidence levels in junior and senior year students.