

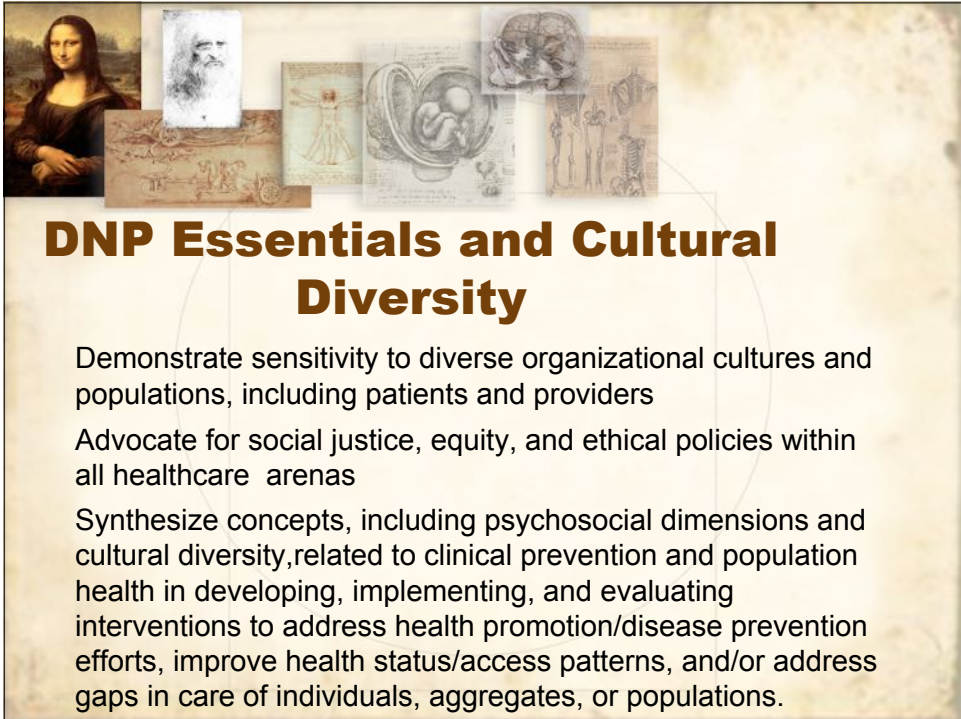


Learning Objectives



By the end of this presentation participants will be able to

- Identify the need for cultural competence training in DNP Education
- Create a template for a cultural immersion experience
- Describe the outcomes from a cultural immersion experience in a DNP program.

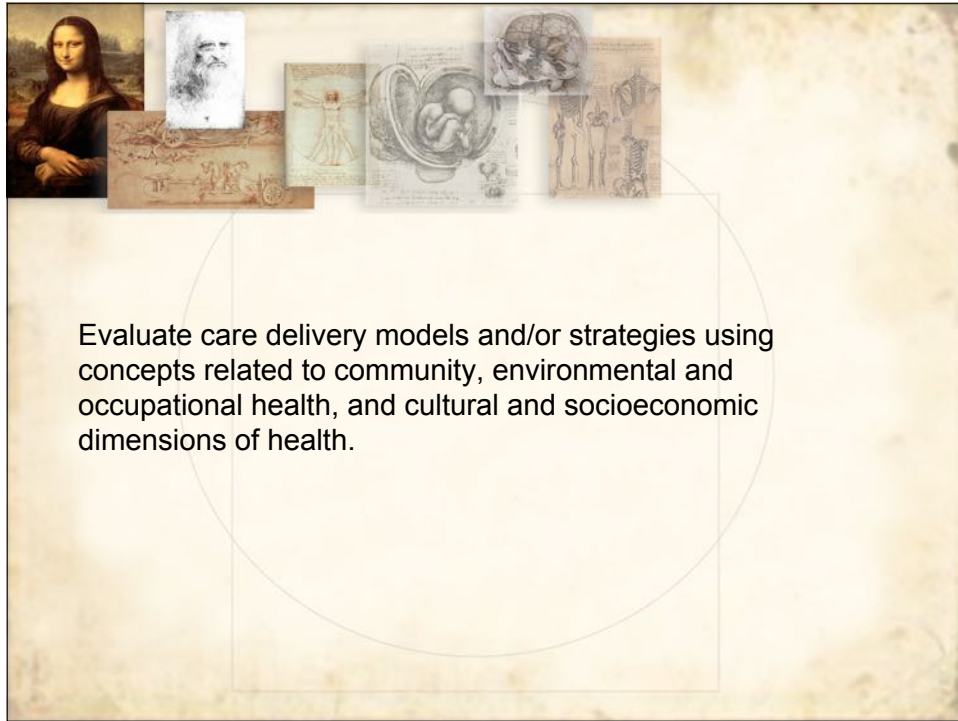


DNP Essentials and Cultural Diversity

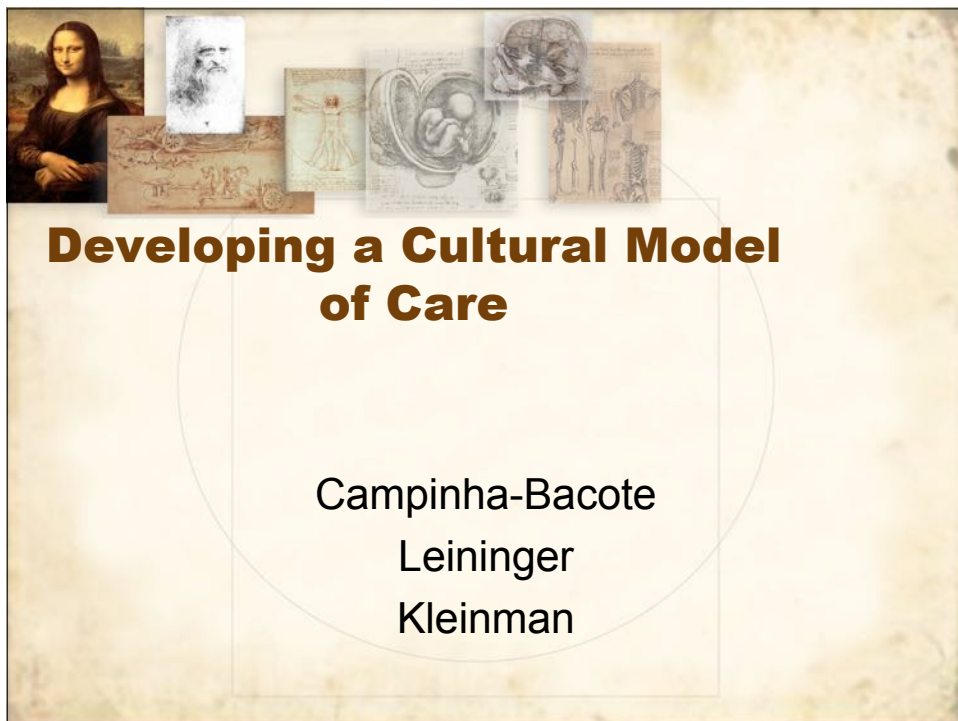
Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers

Advocate for social justice, equity, and ethical policies within all healthcare arenas

Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.




Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.



Developing a Cultural Model of Care

Campinha-Bacote
Leininger
Kleinman



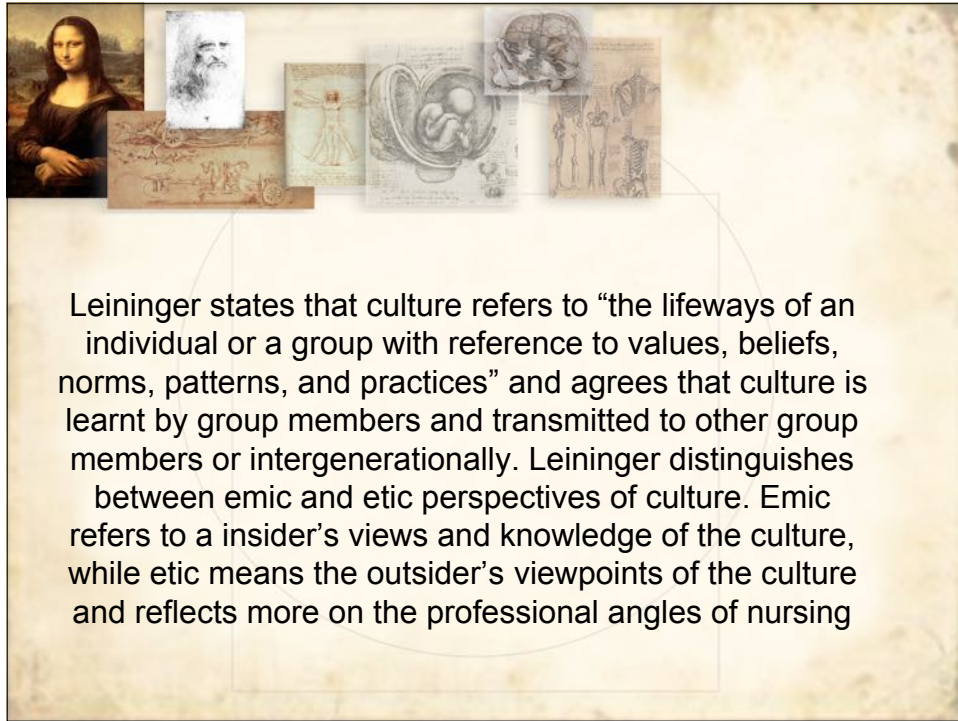
Campinha-Bacote

This model views cultural competence as the ongoing process in which the health care provider continuously strives to achieve the ability to effectively work within the cultural context of the client (individual, family, community). This ongoing process involves the integration of cultural awareness, cultural knowledge, cultural skill, cultural encounters, and cultural desire.

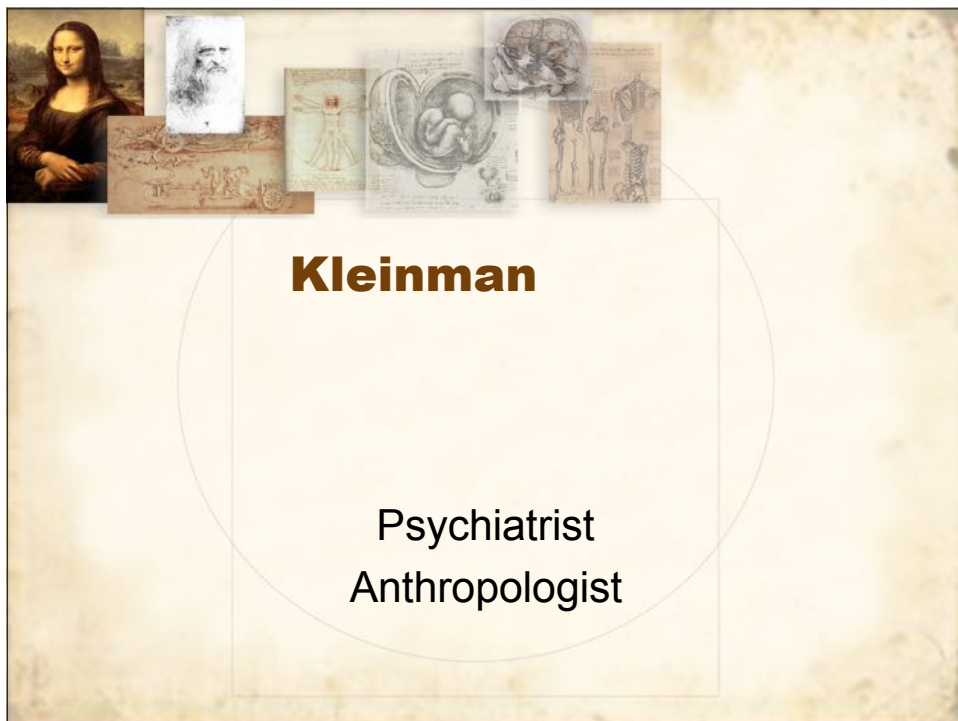


Leininger

Care always occurs in a cultural context. Culture is viewed as a framework people use to solve human problems. In that sense, culture is universal. It is also diverse, as Leininger refers culture to the specific pattern of behavior which distinguishes any society from others. Transcultural scholars define culture by stressing behavioral aspects as an explicit form of it.

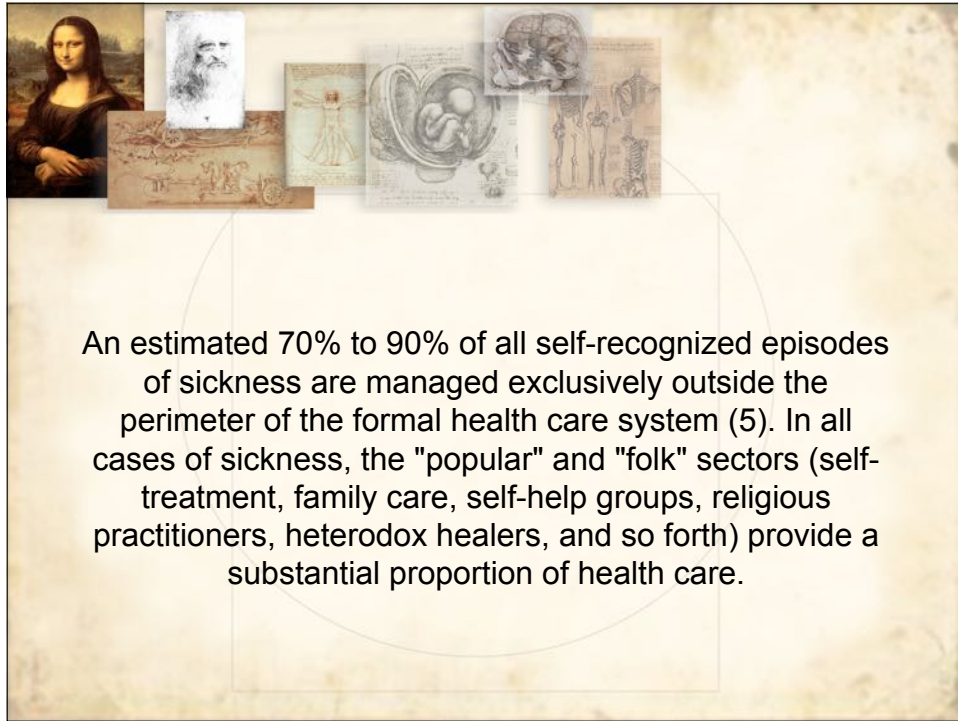


Leininger states that culture refers to “the lifeways of an individual or a group with reference to values, beliefs, norms, patterns, and practices” and agrees that culture is learnt by group members and transmitted to other group members or intergenerationally. Leininger distinguishes between emic and etic perspectives of culture. Emic refers to a insider’s views and knowledge of the culture, while etic means the outsider’s viewpoints of the culture and reflects more on the professional angles of nursing

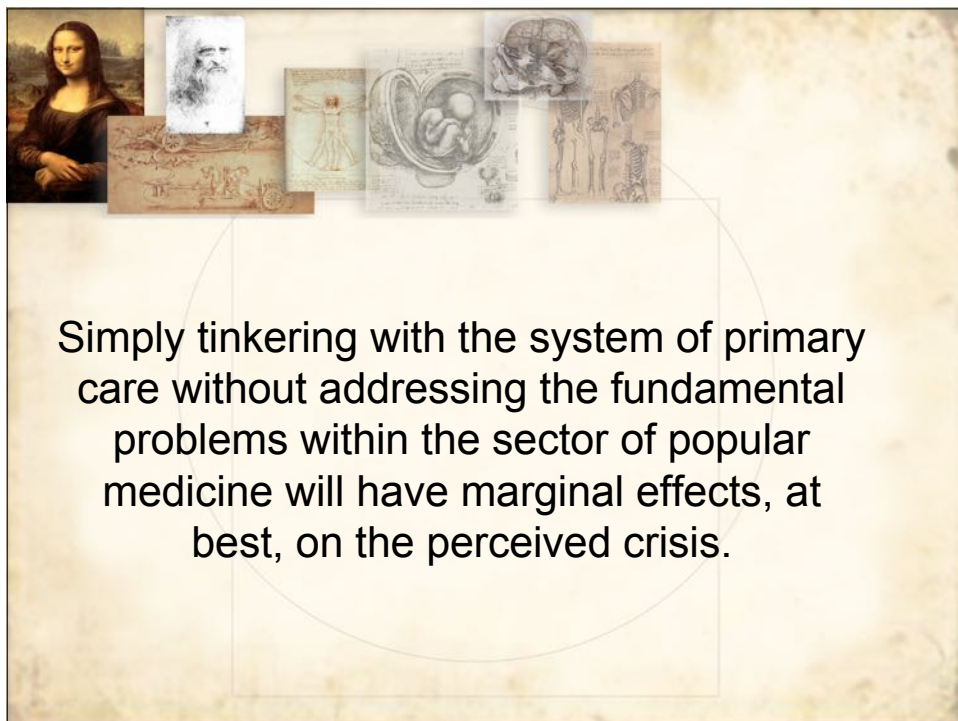


Kleinman


Psychiatrist
Anthropologist



An estimated 70% to 90% of all self-recognized episodes of sickness are managed exclusively outside the perimeter of the formal health care system (5). In all cases of sickness, the "popular" and "folk" sectors (self-treatment, family care, self-help groups, religious practitioners, heterodox healers, and so forth) provide a substantial proportion of health care.




Simply tinkering with the system of primary care without addressing the fundamental problems within the sector of popular medicine will have marginal effects, at best, on the perceived crisis.



Cultural Immersion Experience in the DNP

First Clinical Experience
One hour class – 3 hours of clinical weekly
14 Students first cohort
Faculty assigned clinical placements in culturally diverse settings.



Settings

1. Free health clinic for people without health insurance in Jupiter: funded by Jupiter hospital
2. School based health clinic in Martin county for underserved populations
3. Caridad clinic – free clinic for migrant families.



4. Allegheny Franciscan Catholic Ministries
5. Light of the World free Clinic
6. Ft. Lauderdale YMCA Silver Sneakers Club
7. Free Clinic in Virgin Islands associated with University there
8. Hearing impaired services Martin County




9. Hialeah Hospital
10. Lake Worth Migrant Services
11. Diabetes Center – Palm Healthcare



Interactions


- Home visits
- Clinical visits
- Designing cultural competence guidelines
- Planting gardens
- Visiting schools
- Learning about a specific cultural group
- Developing a diabetic program and collecting data on effectiveness



Site visits

Faculty were assigned to each student and met regularly with student and preceptor

Faculty become part of the clinical experience



Outcomes

- Most are still involved with cultural group and helping them in some way
- Many of the final capstone projects reflect cultural issues and competence
- Creates a meaningful way for student experience cultural barriers to health and wellbeing among Floridians.