

# Increasing Cultural Competency in Nursing Faculty Teaching English as a Second Language (ESL) Nursing Students: A Project Improvement Study

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## PURPOSE

- The aim for for this project is to improve the academic experiences of English as a second language (ESL) nursing students by increasing the cultural competence of faculty by implementing diversity training.

## BACKGROUND

- For ESL students, both retention rates and The National Council Licensure Examination (NCLEX-RN) pass rates are lower than for students whose first language is English (Kaddoura, 2017).
- The university's NCLEX pass rate is currently 58.49% (Maryland Board of Nursing, 2021). The retention of ESL students may be a result of the lack of training for faculty in teaching this population. Literature revealed that this gap is a broad issue across universities and colleges (Baghdadi & Ismaile, 2018; Haller, 2018; Mbulu, 2015).
- There are low levels of cultural competence among nursing faculty (Sealey et al., 2006). Many faculty feel ill-prepared to respond to the cultural needs of ESL students (Booker et al., 2016).

## OBJECTIVE

- The aim of this project is to improve cultural competence in nursing faculty by implementing diversity training as measured by pre and post administration of the Culturally Diverse Questionnaire for Nurse Educators – Revised (CDQNE-R) and a Project Satisfaction Survey.

## REFERENCES & ACKNOWLEDGEMENTS



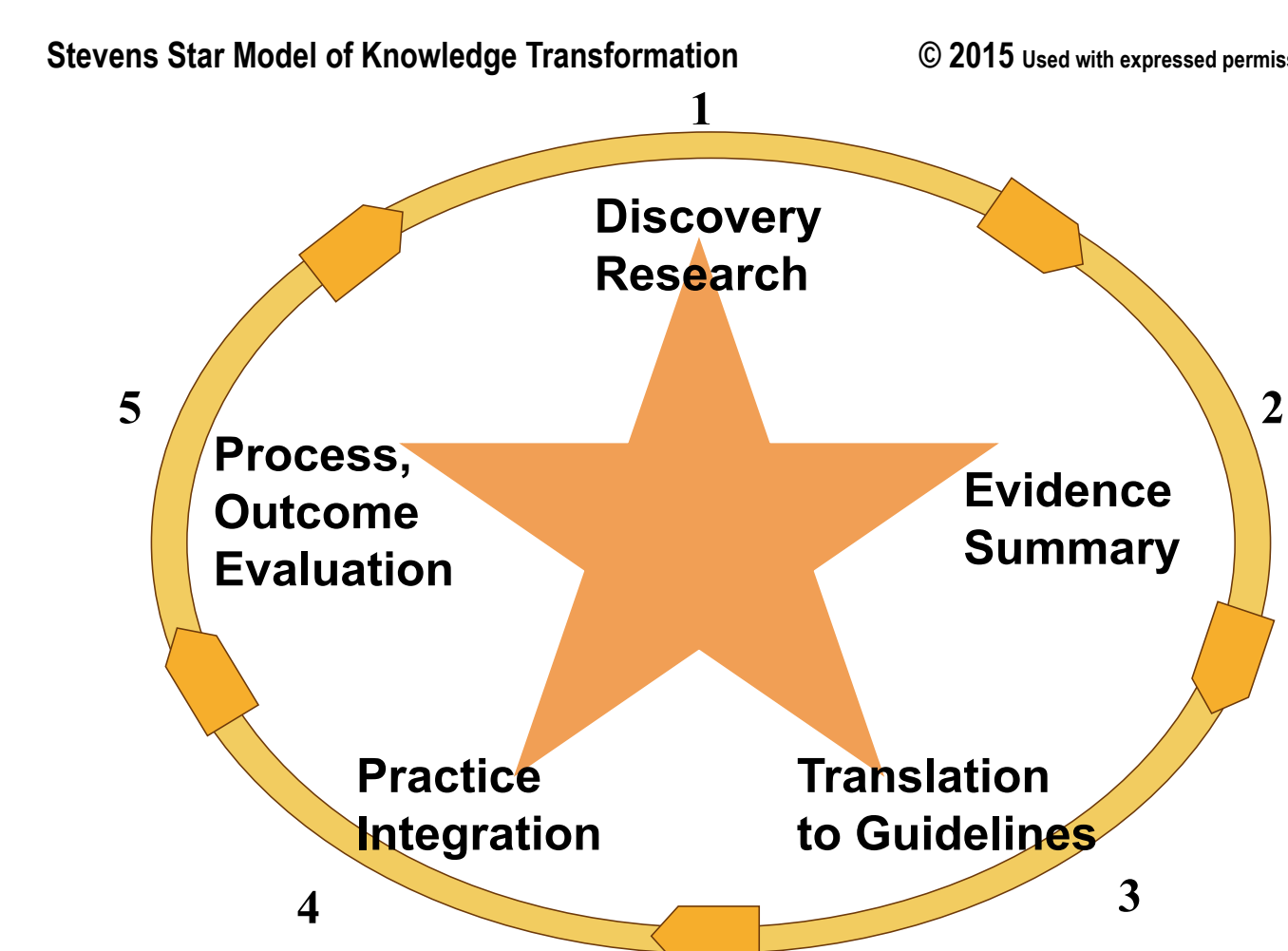
This scholarly practice project is in partial fulfillment of the Doctor of Nursing Practice degree requirements at Regis College.

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## THEORETICAL FRAMEWORK

- Campinha-Bacote's (2018) Process of cultural competemility in the delivery of healthcare services model model is based on five primary constructs whose application in nursing enhances the cultural competence of the nurses.
- These five constructs are cultural awareness, cultural knowledge, cultural encounter, cultural desire, and cultural skills.

## EVIDENCE-BASED PRACTICE MODEL



- The Star model of transformation was used to guide this project.
- It shows the stages that knowledge has undergone from the introduction of evidence-based interventions to improve outcomes.

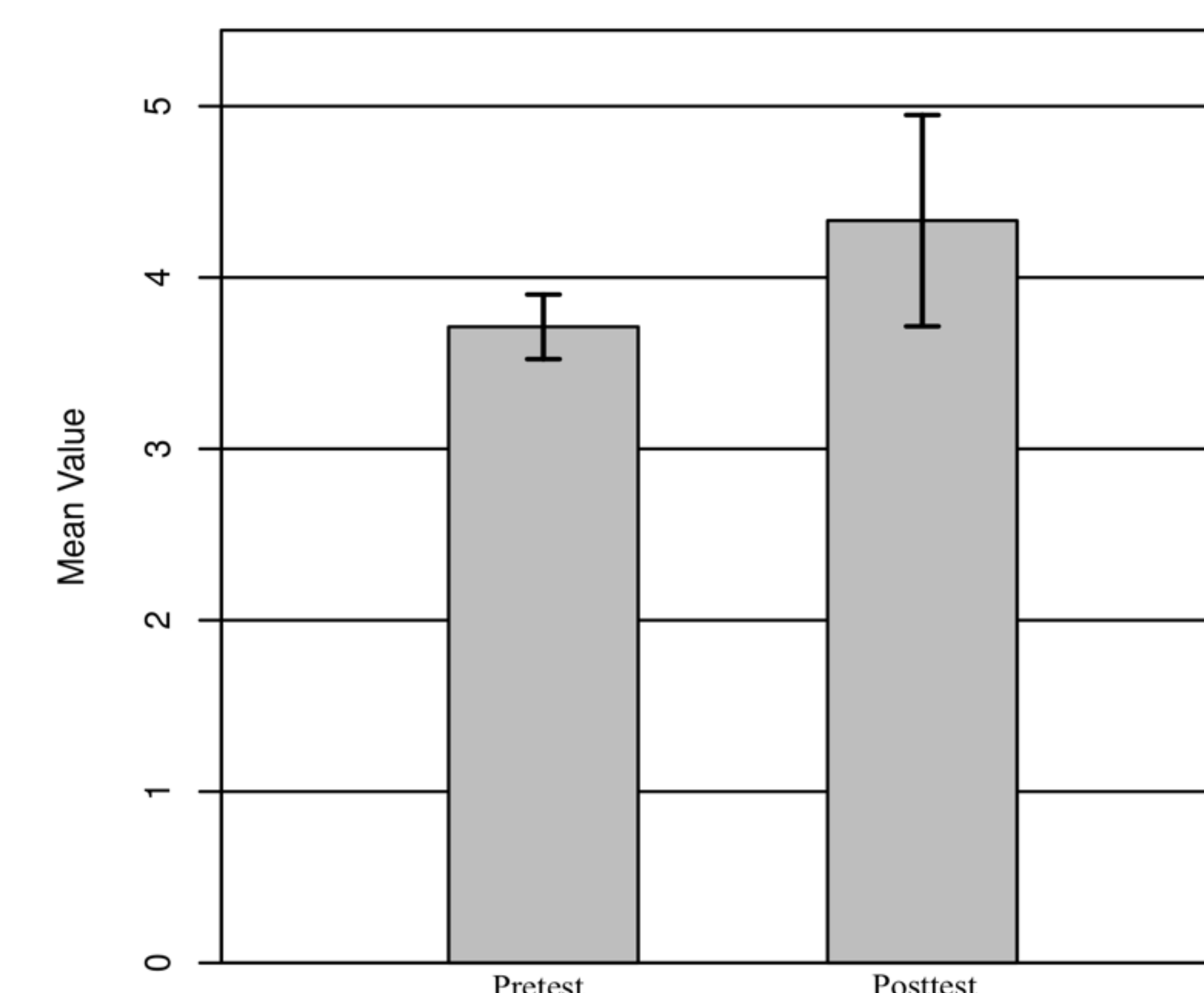
## PROCESS



- Sampled 8 nursing faculty at a university
- Conducted Culturally Diverse Questionnaire for Nurse Educators - Revised (CDQNE-R)
- Implemented evidenced-based diversity training
- Conducted Culturally Diverse Questionnaire for Nurse Educators (CDQNE-R) and a project satisfaction survey
- Analyzed results

## RESULTS

- As measured by the tool, an increase in cultural competence following the training was demonstrated.
- Results suggested that diversity training is an effective way to improve cultural competence in nursing faculty.
- Most participants agreed that the material covered in the course would help support ESL nursing students and agreed that the information presented in the course met their learning needs on the subject matter.
- Most participants felt more confident and equipped in their role as nursing faculty to handle the complex needs of ESL nursing students.



## NEXT STEPS

- Broaden implementation at practice site
- Assess for improved NCLEX results