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Effect of the diverse standardized patient simulation cultural competence education strategy on nursing students' transcultural self-efficacy perceptions

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As one simulation method, the standardized patients (SPs) simulation helps educators to teach nursing students variety of skills in nursing, medicine, and other health professions. This study examined the effect of the diverse standardized patient simulation (DSPS) cultural competence education strategy on students' (n=53) transcultural self-efficacy (TSE). The multidimensional DSPS strategy involved careful integration of cognitive, practical, and affective skills guided by the cultural competence and confidence (CCC) model. The National League for Nursing Jeffries Simulation Theory, International Nursing Association for Clinical Simulation and Learning Standards of Best Practice: SimulationSM, and guidelines and standards for coaching standardized patients were followed for scenario design, implementation, evaluation, and standardized patient training. The DSPS strategy involved two simulation scenarios targeting underrepresented patient populations (Muslim immigrant woman with limited English proficiency and Irish-Italian American gay man with his partner (Puerto Rican) to be utilized in a second-semester, nine-credit, and 15 week medical-surgical nursing course at an urban public US university. Content validity of both scenarios was conducted by five doctorally prepared content experts with excellent results. Using one-group, longitudinal educational intervention study design, the transcultural self-efficacy tool (TSET) was implemented as a pretest and post-test. Results support that the DSPS strategy caused statistically significant changes (increase) in students' TSE perceptions and all students regardless of background benefited from formalized cultural competence education. Utilization of evidence-based teaching and learning strategies such as the DSPS offer a valuable guide for educators to foster cultural competence development.