

# Cultural Scenario Assignment

Learning Objectives and Outcomes		
Area	Objective	Course Student Learning Outcome (CSLOs), BSN Essentials, NCLEX & QSEN
Knowledge	<p>Apply transcultural nursing concepts in the delivery of nursing care.</p> <p>Examine the influence of culture on nursing care decisions and actions for clients.</p>	<p><u>CSLOs</u></p> <p>1. Demonstrate evidence-based clinical judgment to provide safe, patient-centered care for adults with a variety of complex acute and chronic health problems.</p> <p>3. Practice appropriate, culturally competent communication skills and professional behaviors to collaborate with patients, nursing team members, and the interdisciplinary health care team.</p> <p><u>BSN Essentials</u></p> <p>Domain 3: Population Health</p> <ul style="list-style-type: none"> <li>• 3.1i Identify ethical principles to protect the health and safety of diverse populations.</li> </ul> <p>Domain 9: Professionalism</p> <ul style="list-style-type: none"> <li>• 9.2e Demonstrate cultural sensitivity and humility in practice.</li> </ul> <p><u>NCLEX</u></p> <p>Psychosocial Integrity</p> <ul style="list-style-type: none"> <li>• Identify the emotional problems of client or client needs that are related to religious/spiritual beliefs</li> </ul> <p><u>QSEN</u></p> <p>Patient-Centered Care</p> <ul style="list-style-type: none"> <li>• Describe how diverse cultural, ethnic, and social backgrounds function as sources of patient, family and community values</li> </ul>
Skills	Apply transcultural nursing principles,	<u>CSLOs</u>

	<p>concepts, and Leininger’s Sunrise Model theory when providing nursing care to individuals, families, groups, and communities.</p> <p>Adapt delivery of care to address client with limited English proficiency.</p> <p>Assess client’s need for spiritual services.</p>	<p>3. Practice appropriate, culturally competent communication skills and professional behaviors to collaborate with patients, nursing team members, and the interdisciplinary health care team.</p> <p>5. Perform advanced nursing psychomotor skills for safe, quality patient care.</p> <p><u>BSN Essentials</u>  Domain 2: Person-Centered Care</p> <ul style="list-style-type: none"> <li>• 2.2e Use evidence-based patient teaching materials, considering health literacy, vision, hearing, and cultural sensitivity.</li> </ul> <p>Domain 3: Population Health</p> <ul style="list-style-type: none"> <li>• 3.2c Use culturally and linguistically responsive communication strategies.</li> </ul> <p><u>NCLEX</u>  Psychosocial Integrity</p> <ul style="list-style-type: none"> <li>• Assess the importance of client culture/ethnicity when planning/providing/evaluating care</li> <li>• Incorporate client cultural practices and beliefs when planning and providing care</li> <li>• Evaluate and document how client language needs were met</li> </ul> <p><u>QSEN</u>  Patient-Centered Care</p> <ul style="list-style-type: none"> <li>• Provide patient-centered care with sensitivity and respect for the diversity of human experience</li> </ul>
<p>Attitudes</p>	<p>Values the role of transcultural nursing care decisions and actions.</p> <p>Recognize personally held attitudes about working with clients from different ethnic,</p>	<p><u>CSLOs</u>  3. Practice appropriate, culturally competent communication skills and professional behaviors to collaborate with patients, nursing team members, and the</p>

	<p>cultural and social backgrounds.</p>	<p>interdisciplinary health care team.          6. Coordinate patient education to promote health and prevent illness.</p> <p><u>BSN Essentials</u>          Domain 5: Quality and Safety</p> <ul style="list-style-type: none"> <li>• 5.3d Recognize one’s role in sustaining a just culture reflecting civility and respect.</li> </ul> <p>Domain 9: Professionalism</p> <ul style="list-style-type: none"> <li>• 9.6a Demonstrate respect for diverse individual differences and diverse communities and populations.</li> </ul> <p>Domain 10: Personal, Professional, and Leadership Development</p> <ul style="list-style-type: none"> <li>• 10.3g Demonstrate self-awareness of one’s own implicit biases and their relationship to one’s culture and environment.</li> </ul> <p><u>NCLEX</u>          Health Promotion and Maintenance</p> <ul style="list-style-type: none"> <li>• Recognize cultural and religious influences that may impact family functioning</li> </ul> <p>Psychosocial Integrity</p> <ul style="list-style-type: none"> <li>• Respect cultural background/practices of the client</li> </ul> <p><u>QSEN</u>          Patient-Centered Care</p> <ul style="list-style-type: none"> <li>• Seek learning opportunities with patients who represent all aspects of human diversity</li> <li>• Recognize personally held attitudes about working with patients from different ethnic, cultural, and social backgrounds</li> </ul>
--	---	--

## Instructions:

Before Scenario:

- Read pages 95-106 of Chapter 7 “Overview of Transcultural Nursing”
- Read the following pages of <https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>
  - Domain 2: Person-Centered Care – Pages 29-32
  - Domain 3: Population Health – Pages 33-36
  - Domain 5: Quality and Safety – Pages 39-41
  - Domain 9: Professionalism – Pages 49-52
  - Domain 10: Personal, Professional, and Leadership Development – Pages 53-54
- Read Review the following QSEN competencies at <https://qsen.org/competencies/pre-licensure-ksas/>
  - Patient-Centered Care
- Reflect on the following concepts:

### **Health and Culture:**

The nurse must recognize that members of various cultures define “health” differently. Individuals may define themselves or others in their group as healthy even though the nurse identifies symptoms of disease. Cultural priorities of the client may differ from that of the nurse.

### **Culture and Healing:**

Some individuals and families in some cultural groups may also use traditional healing systems, sometimes called lay or folk-healing systems, with or without allopathic (modern) medicine. In addition to seeking help from the nurse as a health care provider, clients may also seek help from traditional or religious healers. Most nurses have experienced clients who combine medical care with prayer. Nurses need to be sensitive to, respectful of and nonjudgmental regarding clients’ health beliefs and practices in order to maximize client outcomes.

Health status of all clients is influenced by the interaction of physiological, cultural, psychological, economic and societal factors. Diversity within and among groups necessitates data collection activities and programs that are tailored to meet the unique health care needs of different subgroups.

Health beliefs are translated into health care practices, which then affect health status. What constitutes appropriate care for specific health conditions may be guided by cultural and social class expectations?

**Health Information and Education:**

Planning health education programs requires identifying and building on cultural strengths and ensuring sensitivity to cultural factors. Meeting the language and cultural needs of each identified minority group, using minority specific community resources to tailor educational approaches, and developing materials and methods of presentation that are at the educational level of the target population are essential considerations in the planning process. Health programs should be sustainable over a long period of time and accountable to the people they serve.

**In the Skills Lab:**

- You will be given a specific scenario upon arriving to the simulation lab. You will then have to act out how you will handle the situation as a nurse. The cultural scenario will be videotaped and watched back by the student and instructor during a debriefing period. Videotaping will be used for evaluating, remediating, and debriefing the educational process. The video will be used for educational and demonstration purposes only.
- Once the debriefing period is over you will then complete a reflective activity and turn in to the instructor.

## Reflective Activity

What are the major take-home lessons for you today?

My major take-home from this scenario is that it is never known what a patient will say or how they will react until they do it. This patient stated, “I won’t feel like a woman after the surgery”. This is a very difficult statement to respond to especially because none of the students in the room had gone through that type of surgery before. However, the simulation also taught the students that it is only awkward if someone makes it awkward. Because of that, the students tried to respond with as much empathy as possible and stayed quiet until they had something to say. This was a very important lesson as if a student or nurse rambles for several minutes as they try to collect their thoughts, it can come off as not caring and the student or nurse might say something that they shouldn’t say if they haven’t collected their thoughts before responding.

How can I adapt my nursing practices to be more responsive to the unique needs of diverse client populations?

I can adapt my nursing practices by always keeping an open mind. Every culture does things differently and I believe going into every new patient’s room with no expectations is a great asset for a nurse. Often, people can believe that their culture is the only “right” culture and view other cultures as “less than” and they might not even realize they are doing this. It is essential that these beliefs are recognized even if they are only subconscious. A nurse who is judgmental can’t care for patient’s as well as those who leave their judgements at the door.

How can I adapt my nursing practices to be more responsive to clients with limited English proficiency?

Using tools such as a language line can be a great asset to the nurse. However, proper etiquette while using the language line is essential. For example, Sarah Bush uses iPads for their language lines and there are steps the nurse can take that will make the encounter more enjoyable. These include looking at the patient while using the translator as well as pointing the screen towards the patient so that they can see who is talking to them. Looking at the patient shows respect to the patient and makes them feel like you are addressing them, not the translator. Pointing the screen and camera toward the patient will show the patient who is talking to them. Another essential action that can be taken is printing discharge instructions in their native language. This will help the patient stay healthier after discharge.

## **RUBRIC FOR CULTURAL SCENARIO ASSIGNMENT**

**STUDENT NAME** \_\_\_\_\_

**CULTURE SELECTED:** \_\_\_\_\_

<b>Objective</b>	<b>Exemplary 2 points</b>	<b>Average 1 point</b>	<b>Unsatisfactory 0 points</b>	<b>Grade</b>
Understanding of culture.	Demonstrates an understanding of culture and cultural competence in practice	Demonstrates limited understanding of culture and cultural competence in practice	Lacks understanding of culture of culture and cultural competence in practice	____Pts.
Incorporates findings from cultural assessment	Incorporates key findings from cultural assessment.	Incorporates limited key findings from cultural assessment.	Little to no incorporation of key findings from cultural assessment.	____Pts.
Incorporates cultural health practices	Evaluates cultural health practice.	Limited incorporation of cultural practices as appropriate.	Little to no incorporation of cultural health practices.	____Pts.
Identifies key health teaching needs of client and appropriate delivery method	Demonstrates evidence of key health teaching needs of client and appropriate delivery methods.	Limited evidence of key health teaching needs of client and appropriate delivery methods.	Little to no evidence of key health teaching needs of client and appropriate delivery methods.	____Pts.
Reflective Activity	Reflection of experience was in depth and adequately explained.	Reflection of experience was minimal on the reflective questions.	No reflection of experience on the reflective activity.	____Pts.

**Comments:**

**TOTAL POINTS:** \_\_\_\_\_/10

**Instructor Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Cultural Scenario: Post Exercise Evaluation (Likert scale 1-5, least to most)

1) Debriefing with faculty provided an opportunity to self -reflect, which improved my knowledge, skills, and attitude/confidence.

1      2      3      4      5

2) Faculty was prepared and facilitated enhanced learning during the debriefing period.

1      2      3      4      5

3) I recommend the continuation of “Cultural Scenario” and feel it is a valued learning experience.

1      2      3      4      5

4) What are some things you have learned today that you will use in your practice?

One thing that I learned was that every patient has their own set of beliefs and values and something that may be good news to someone will be very bad news to someone else. This highlights the importance of never treating two patients as the same. Also, it is essential for the nurse to never make assumptions. I went into the scenario thinking that the patient knew what would happen during the surgery and had come to terms with the implications of the surgery. However, when the scenario started, I quickly realized that neither of those things were true, so I was unprepared to handle the situation. Leaving assumptions at the door is essential.

Suggestions:

---

---

---

---

---

---