

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"> • 3.1i Identify ethical principles to protect the health and safety of diverse populations. <p>Domain 9: Professionalism</p> <ul style="list-style-type: none"> • 9.2e Demonstrate cultural sensitivity and humility in practice. <p><u>NCLEX</u></p> <p>Psychosocial Integrity</p> <ul style="list-style-type: none"> • Identify the emotional problems of client or client needs that are related to religious/spiritual beliefs <p><u>QSEN</u></p> <p>Patient-Centered Care</p> <ul style="list-style-type: none"> • Describe how diverse cultural, ethnic, and social backgrounds function as sources of patient, family and community values
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"> • 2.2e Use evidence-based patient teaching materials, considering health literacy, vision, hearing, and cultural sensitivity. <p>Domain 3: Population Health</p> <ul style="list-style-type: none"> • 3.2c Use culturally and linguistically responsive communication strategies. <p><u>NCLEX</u> Psychosocial Integrity</p> <ul style="list-style-type: none"> • Assess the importance of client culture/ethnicity when planning/providing/evaluating care • Incorporate client cultural practices and beliefs when planning and providing care • Evaluate and document how client language needs were met <p><u>QSEN</u> Patient-Centered Care</p> <ul style="list-style-type: none"> • Provide patient-centered care with sensitivity and respect for the diversity of human experience
<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"> • 5.3d Recognize one’s role in sustaining a just culture reflecting civility and respect. <p>Domain 9: Professionalism</p> <ul style="list-style-type: none"> • 9.6a Demonstrate respect for diverse individual differences and diverse communities and populations. <p>Domain 10: Personal, Professional, and Leadership Development</p> <ul style="list-style-type: none"> • 10.3g Demonstrate self-awareness of one’s own implicit biases and their relationship to one’s culture and environment. <p><u>NCLEX</u> Health Promotion and Maintenance</p> <ul style="list-style-type: none"> • Recognize cultural and religious influences that may impact family functioning <p>Psychosocial Integrity</p> <ul style="list-style-type: none"> • Respect cultural background/practices of the client <p><u>QSEN</u> Patient-Centered Care</p> <ul style="list-style-type: none"> • Seek learning opportunities with patients who represent all aspects of human diversity • Recognize personally held attitudes about working with patients from different ethnic, cultural, and social backgrounds
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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>
 - o Domain 2: Person-Centered Care – Pages 29-32
 - o Domain 3: Population Health – Pages 33-36
 - o Domain 5: Quality and Safety – Pages 39-41
 - o Domain 9: Professionalism – Pages 49-52
 - o Domain 10: Personal, Professional, and Leadership Development – Pages 53-54
- Read Review the following QSEN competencies at <https://qsen.org/competencies/pre-licensure-ksas/>
 - o 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?

The patient we had was Amish and spoke a form of Dutch. She preferred a female nurse, needed help communicating, and was concerned about transportation. My major take homes from this lesson included that it was very helpful to play out a very possible scenario and get feedback on our responses. We are not going to have the opportunity to listen back or discuss how we responded in real life like we did in this activity. Therefore, it allowed us to practice conversation's involving the preference of a female nurse, transportation, or needing a translator. All of the examples opened my mind to the ways in which I could potentially better serve and respond to my future patients.

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

The first step involves validating and listening to the patients concerns or requests. Different cultures have certain practices or ways in which they want their plan of care to go. Listening to their concerns or requests is the first step. After listening to their needs, it can then be identified whether or not we can reach their needs. If transportation is an issue, we can see about setting up transportation. Being responsive involves action to help ease their mind of any concerns they might have. This ultimately allows for their hospital stay to be more productive and aid in proper healing.

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

The best way we can accommodate to a patient with limited English proficiency is to get a translator. A translator could be virtual or in person. If the translator is in person, it is especially important to still communicate and carry the conversation with the patient and not the translator. Even though the communication is not able to happen through language, it can happen through nonverbal communication. Eye contact and social cues play into allowing the patient to feel comfortable.

RUBRIC FOR CULTURAL SCENARIO ASSIGNMENT

STUDENT NAME: Kaitlyn Holycross

CULTURE SELECTED: _____

Objective	Exemplary 2 points	Average 1 point	Unsatisfactory 0 points	Grade
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?

Today, I was able to think about a scenario that could apply to my future career as a nurse. It opened up a conversation that could be tricky depending on the circumstance. This allowed us as students to reflect and think through a scenario within a safe environment.

Suggestions:

No suggestions other than to keep doing this assignment!
