



# *Culturally Competent Nursing Care: A Cornerstone of Caring*

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**HEALTH & HUMAN SERVICES**  
*Office of Minority Health*

# ***Presentation Overview***

- ◆ ***Rationale for cultural competency***
- ◆ ***Explanation of cultural competency and supporting agencies***
- ◆ ***Curriculum design and features***
- ◆ ***Curriculum concepts***
- ◆ ***User statistics and demographics***
- ◆ ***Evaluation findings***
- ◆ ***User feedback***
- ◆ ***Other OMH programs***

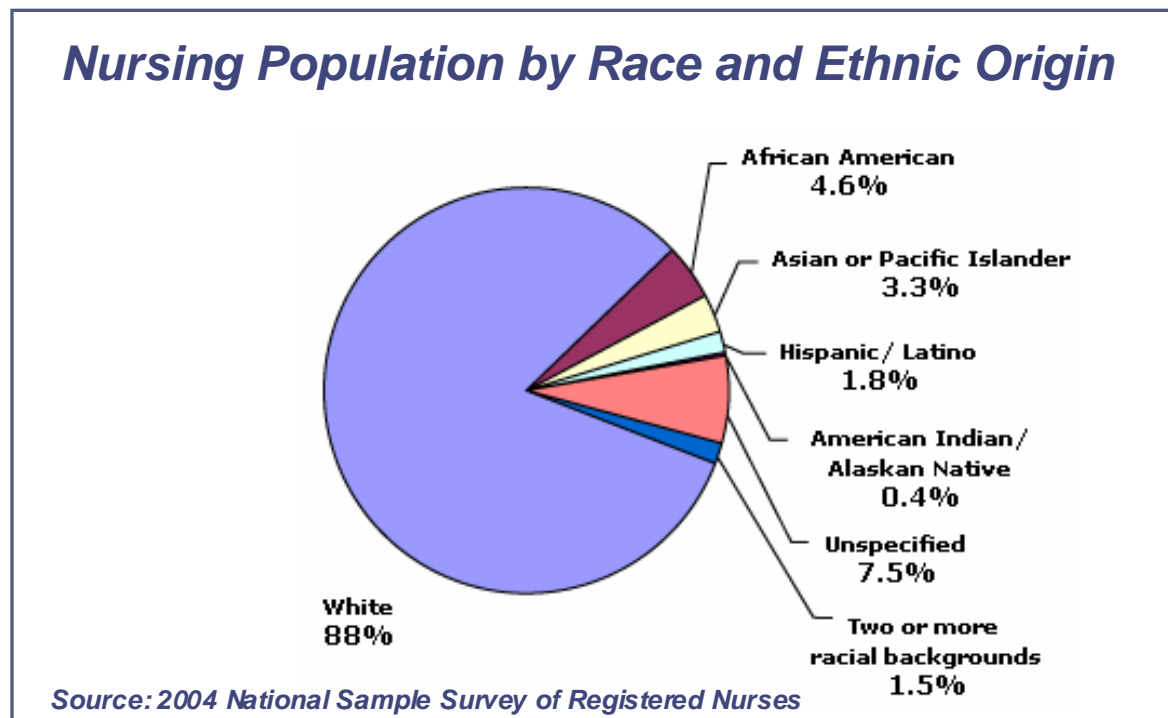


# ***Rationale for CCNMs***

- ◆ ***Persistence of racial and ethnic disparities in health care***
- ◆ ***The United States is becoming increasingly diverse; health care providers need to be prepared to deliver appropriate care***
  - ***Integration of knowledge, skills, and attitudes to manage language and cultural barriers***
- ◆ ***Nurses spend more time in direct patient care than other professionals and have unique opportunities to improve quality of care***
- ◆ ***Lack of cultural competency programs for nurses***

# Minorities in the Nursing Workforce

- ◆ *The RN population is far less diverse than the U.S. population*
  - *Approximately 12% of nurses are from a racial/ethnic minority background as compared to 33% of patients*



# ***What is cultural competency?***

- ◆ ***Cultural competency is effectively providing services to people of all cultures, races, ethnic backgrounds and religions in a manner that respects the worth of the individual and preserves their dignity.***
- ◆ ***It encompasses a person's race, ethnicity, religion, gender, sexual orientation, age, disability, and socioeconomic status.***



# ***Benefits of Cultural Competency Training***

- ◆ ***Reduce health disparities***
- ◆ ***Improve patient care***
- ◆ ***Enhance patient satisfaction***
- ◆ ***Decrease malpractice risks and insurance costs***
- ◆ ***Experience operational efficiency***
- ◆ ***Increase compliance with State and Federal regulations***
  - ***Title VI of the Civil Rights Act of 1964***
  - ***The Hill-Burton Act (1946)***
  - ***Medicaid***
  - ***Medicare***



# ***Federal Support for Eliminating Health Disparities***

- ◆ ***U.S. Department of Health and Human Services (HHS)***
  - ***Established Healthy People 2010, a public health agenda with a focus on eliminating health disparities***
  
- ◆ ***Office of Minority Health, HHS***
  - ***Developed standards to promote culturally and linguistically appropriate health care services***
  - ***Funds programs to eliminate health disparities***
  - ***Project Officer: Mr. Guadalupe Pacheco***

# ***CLAS Standards***

- ◆ ***National Standards for Culturally and Linguistically Appropriate Services in Health Care (CLAS) were developed by OMH in December 2000 as a means to improve access to health care for minorities, reduce disparities, and improve quality of care.***
- ◆ ***There are 14 CLAS Standards divided into three themes***
  - ***Culturally competent care (standards 1-3)***
  - ***Language access services (standards 4-7)***
  - ***Organizational supports (standards 8-14)***

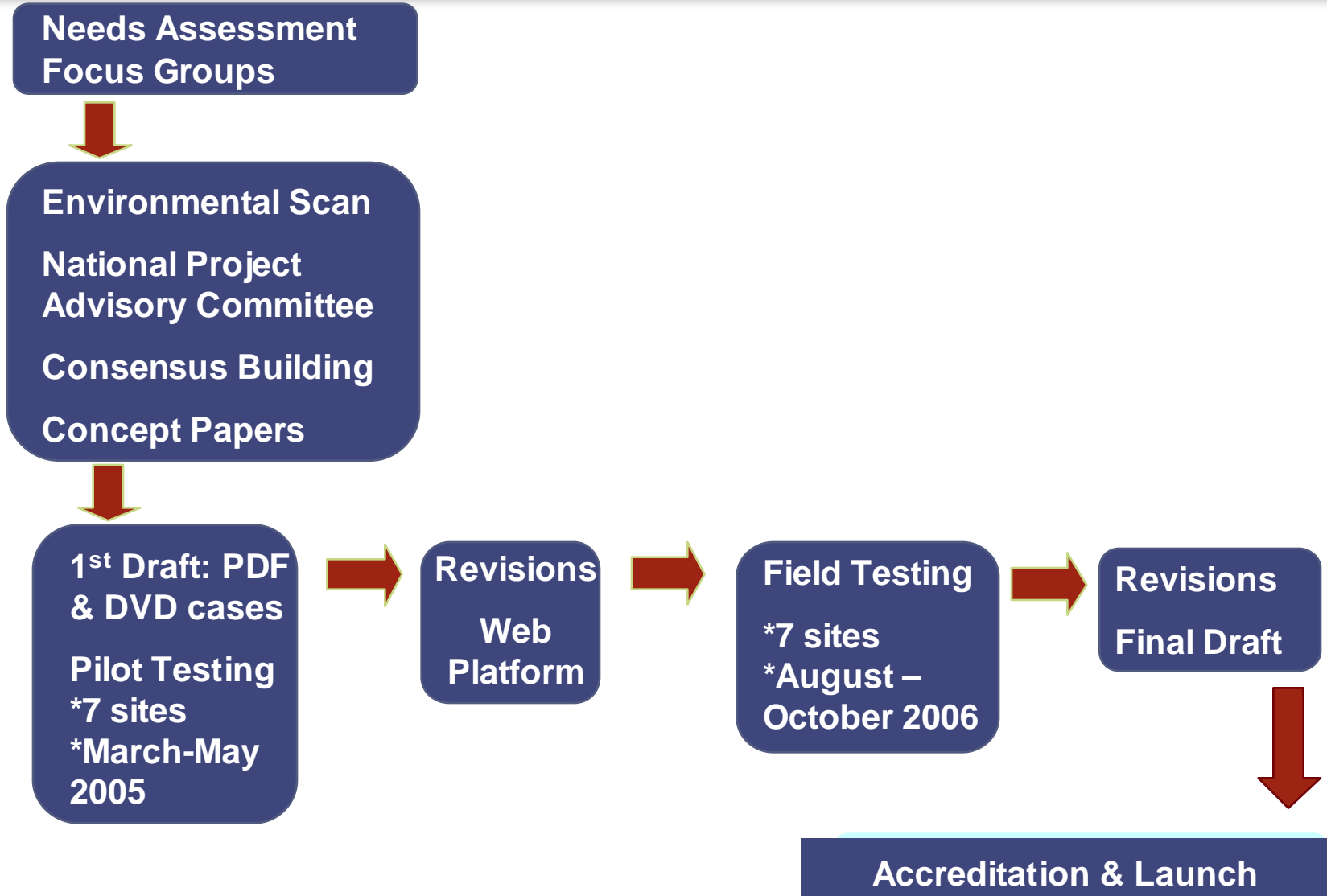


# ***Culturally Competent Nursing Modules***

- ◆ ***Developed by the Office of Minority Health at the U.S. Department of Health and Human Services***
  - ***OMH Project Officer - - Mr. Guadalupe Pacheco***
- ◆ ***Based upon OMH's National Standards for Culturally and Linguistically Appropriate Services in Health Care***
- ◆ ***Designed to equip nurses with awareness, knowledge, and skills to treat diverse patients***
- ◆ ***Offered online at no cost to participants***
- ◆ ***Accredited for up to 9 hours of continuing education***



# CCNM Development Process



# CCNM Curriculum Design

## Participants can:

- ◆ Watch streaming video case studies
- ◆ Answer pre- and posttests that provide immediate feedback
- ◆ Receive instant online grading and certificates
- ◆ Participate in self-assessment exercises

The screenshot displays the website for the United States Department of Health & Human Services, Office of Minority Health. The page title is "Culturally Competent Nursing Care: A Cornerstone of Caring". The navigation bar includes "Portal Home", "Course Home", and "Credit Info".

**Course Login**

**New Users**  
[Register Here](#)

**Returning Users**  
Username:   
Password:   
[Forgot Password?](#) [Login](#)

**Getting Started**

- Technical Requirements
- Help / FAQs

*"Providing effective and respectful nursing care to our country's increasingly diverse population is of paramount importance to the ANA. The OMH curriculum offers nurses the most comprehensive program regarding culturally competent nursing care."*

Rebecca H. Patton, HSN, RN, CNOR  
President, American Nurses Association

**Why Culturally Competent Care?**

Have you ever experienced a situation where you were unsure about the best way to approach a patient and family because of racial or ethnic concerns? Was there ever a time when language differences prevented you from effectively communicating with a patient?

You play a very important role in the health delivery system. Nurses spend more time in direct patient care than other groups of health professionals and are employed in a variety of settings. Increasingly diverse racial, ethnic, and sociocultural backgrounds of patients, colleagues, and staff may present challenges to you as you strive to provide care. Cultural and language differences may engender misunderstanding, a lack of compliance, or other factors that negatively influence clinical situations and impact patient health outcomes.

**Cultural competence**

is a set of behaviors, attitudes, and skills that enables nurses to work effectively in cross-cultural situations (OMH Web site).

**Case Highlights**

**Cultural Insight**

Asian and Pacific Islander cultures, among others, use traditional therapies including acupuncture to treat illness (Kaiser Permanente, 2003).

**Why Use this Web site?**

The Culturally Competent Nursing Modules (CCNMs) were developed to effectively equip you with awareness, knowledge, and skills to better treat your increasingly diverse patient population.

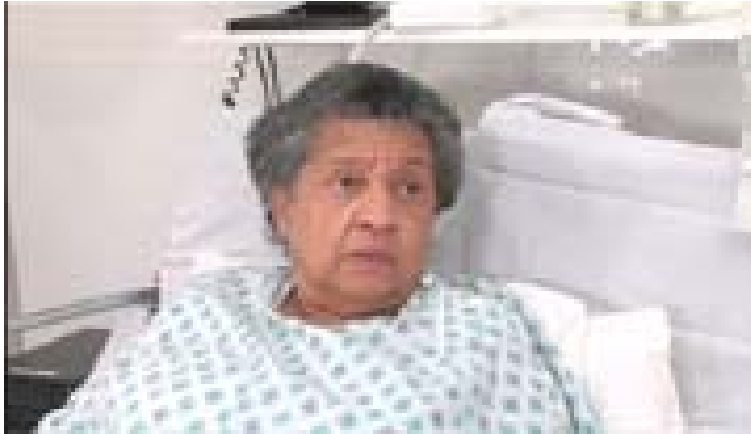
The CCNMs include an Introduction followed by three Courses which are organized by the three themes of the Culturally and Linguistically Appropriate Services (CLAS) Standards. Included in the Introduction is information about the history of cultural competency and the development of the CLAS Standards.

**A 17-YEAR OLD VIETNAMESE MALE WHO IS HIV POSITIVE AND HAS BEEN TAKING HERBAL REMEDIES.**

Vu Nguyen is being treated for HIV. The patient and his family showed distrust for health care practices and practitioners, to the point that they chose to use traditional Vietnamese herbal medicines instead of the antiretroviral prescription the clinic had prescribed. How can health care practitioners impact the care of Vu Nguyen, especially as he has chosen traditional therapy?

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# Case Study Characters









- ◆ *Ida Wilson is a 72-year-old African American female with diabetes, hypertension, and mental status issues.*

- ◆ *Vida Zahari is a Middle Eastern Muslim female who speaks Arabic and complains, through her husband, of abdominal pain.*



# CCNM Interactive Features

<i>Icon</i>	<i>Feature Name</i>	<i>Description</i>
	<b><i>CLAS Acts</i></b>	<b><i>Creative ways to implement the CLAS Standards</i></b>
	<b><i>Cultural Insights</i></b>	<b><i>Information about culturally diverse groups</i></b>
	<b><i>Fast Facts</i></b>	<b><i>Information, research, and statistics related to diversity</i></b>
	<b><i>Pulse Points</i></b>	<b><i>Questions about Video Clips and Stories from the Front Line</i></b>
	<b><i>Stories from the Front Line</i></b>	<b><i>Examples of cultural encounters from nurses in the field</i></b>
	<b><i>Video Clips</i></b>	<b><i>Case studies depicting real life scenarios nurses may face</i></b>

# ***Curriculum Concepts***

- ◆ ***Course I: Delivering Culturally Competent Nursing Care***
  - *Self-awareness*
  - *Patient-centered care*
  - *Knowledge-centered and fact-centered approaches*
- ◆ ***Course II: Using Language Access Services***
  - *Effective communication*
  - *Triadic interview process*
  - *Health literacy and translated materials*
- ◆ ***Course III: Supporting and Advocating for Culturally Competent Health Care Organizations***
  - *Organizational assessment*
  - *Strategic planning*
  - *Developing effective partnerships*

# Stories from the Front Line



## STORIES FROM THE FRONT LINE

*This nurse reflection story illustrates the misunderstanding that can occur in clinical settings when health care providers are unaware of the cultural norms of their patients and do not deliver patient-centered care.*

A Chinese immigrant had surgery and was told to "force fluids" by the nursing staff. The client refused to drink the water from the pitcher left at his bedside and was told if he didn't drink then an IV would be started. The staff decided that the client was uncooperative and noncompliant. The next day the client's daughter told the nursing staff that her father would drink hot herbal tea, but not cold water (Leininger & McFarland, 2002).



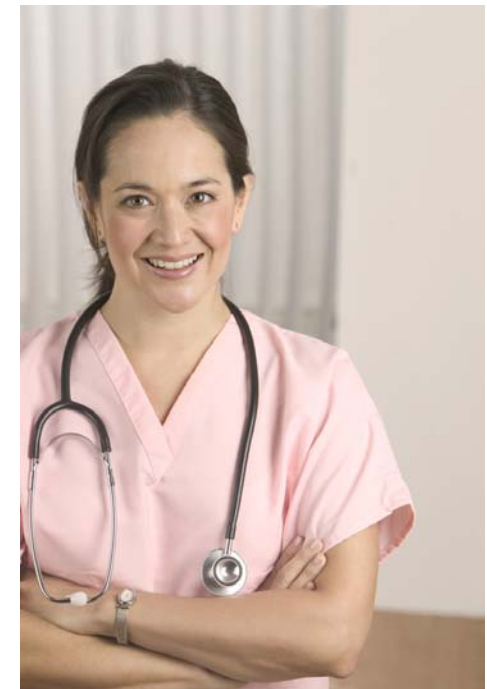
## PULSE POINTS

1. How could this situation have been handled differently by the nursing staff if they had practiced patient-centered care?

2. Have you ever found yourself in a similar situation? How did you handle it?

# ***CCNM User Statistics\****

- ◆ ***Launch Date: March 16, 2007***
- ◆ ***Registered users: 4,208***
  - ***66% of users are registered nurses***
  - ***93% of users are female***
- ◆ ***Credits awarded: 10,032***
  - ***CNE Nursing: 7,868***
  - ***CEU Social Worker: 618***
  - ***Participation: 1,728***
- ◆ ***Top participant specialties***
  - ***Public/community health***
  - ***Psychiatric/mental health***
  - ***Pediatrics***
  - ***Medical/surgical***

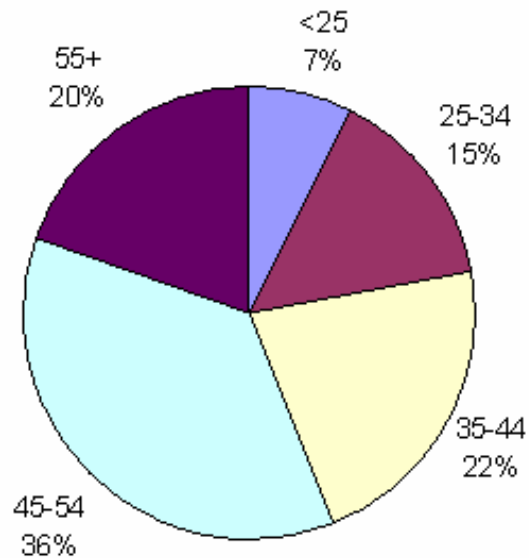


***\*As of 10.17.07***

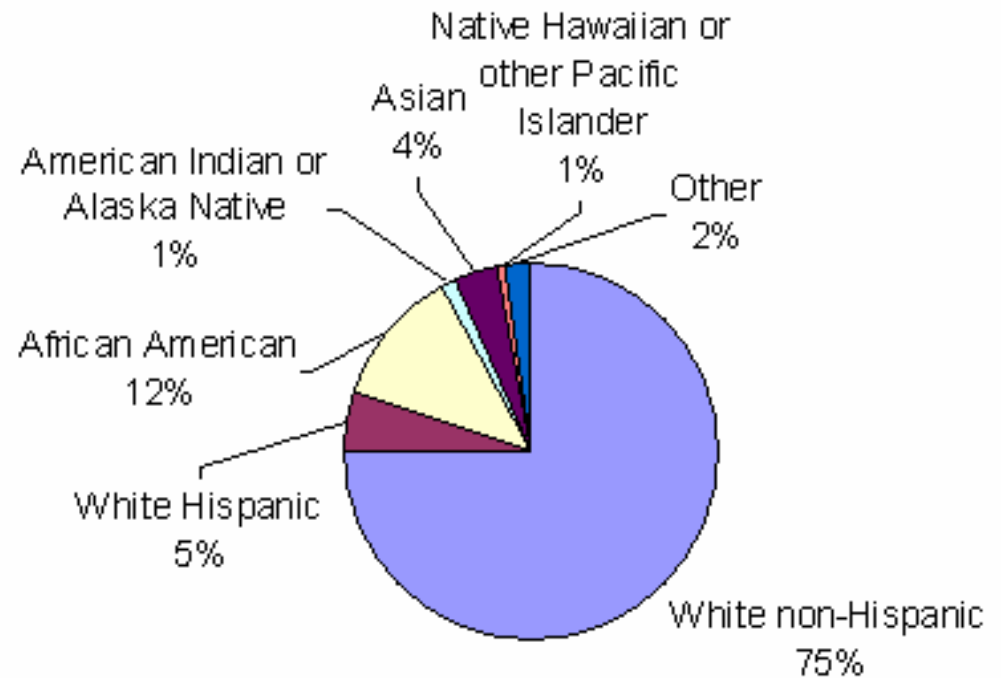
[www.thinkculturalhealth.org](http://www.thinkculturalhealth.org)



# User Demographics\*



User Age

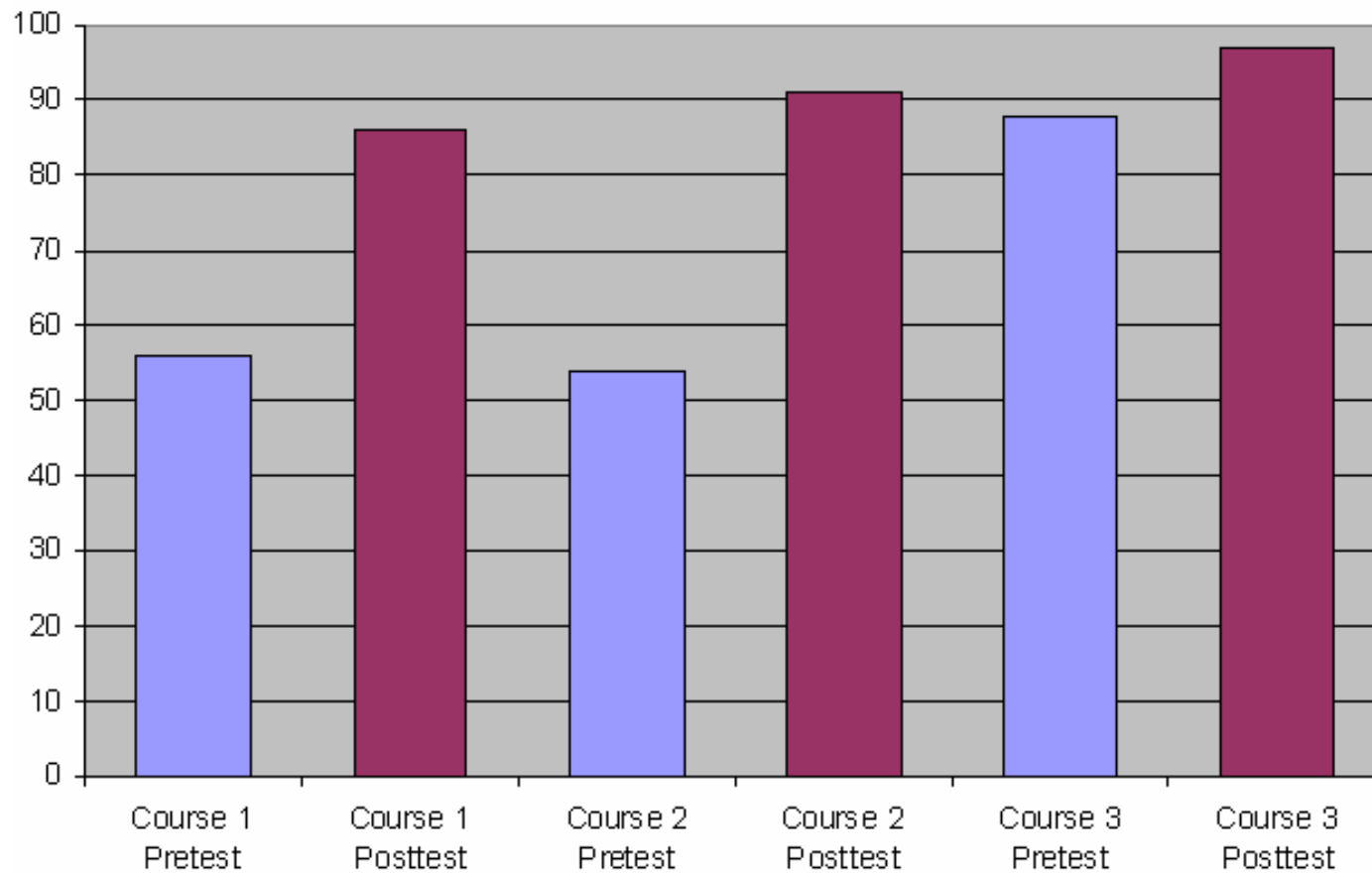


User Ethnicity

*\*As of 10.17.07*

[www.thinkculturalhealth.org](http://www.thinkculturalhealth.org)

# Average Pre- and Posttest Scores



# Course I Evaluation\*

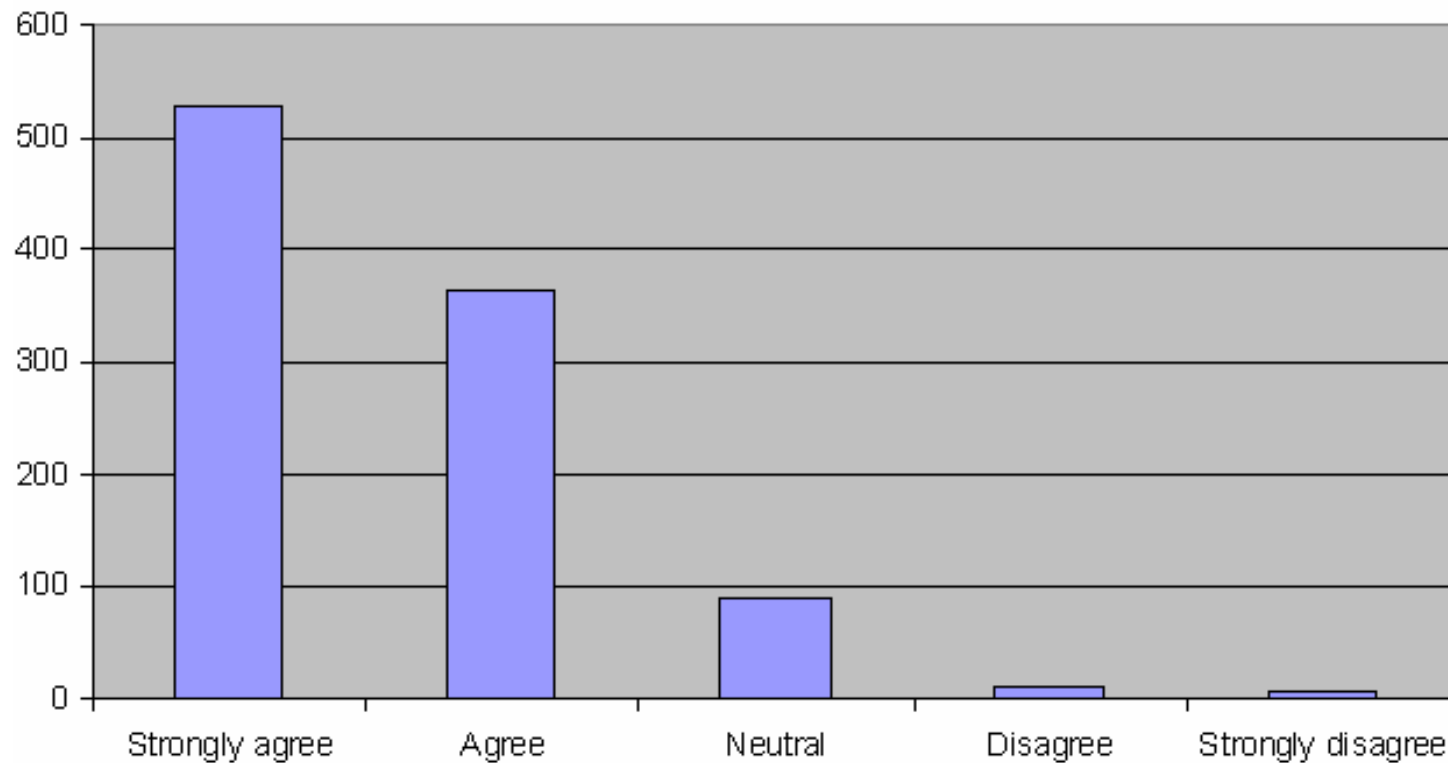
To what extent will you incorporate what you learned from this course into your daily practice?



**\*N=1601**

# Course II Evaluation\*

Overall, this course is an effective tool to increase my knowledge of cultural competence.

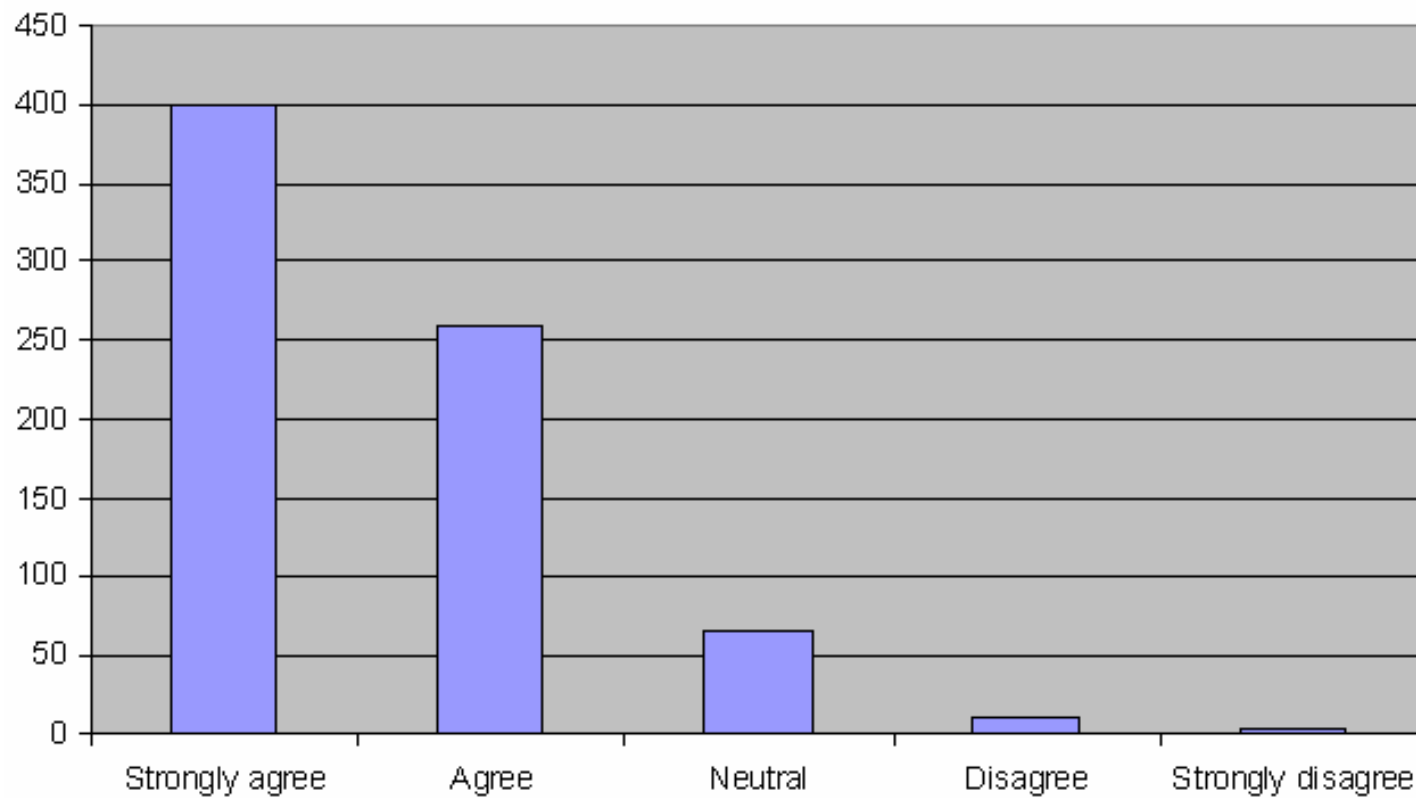


\*N=997

[www.thinkculturalhealth.org](http://www.thinkculturalhealth.org)

# Course III Evaluation\*

The information in this course is presented effectively.



\*N=738

# ***User Feedback***

- ◆ ***“This was a very interesting and informative educational experience. It really made me think about my attitudes and views.”***
- ◆ ***“It was user friendly, rich with content, and provided opportunities for personal insight.”***
- ◆ ***“Great content and presentation. Presenting the information in small sections helps with time management.”***
- ◆ ***““I am really grateful to see this training being offered to people in the health care field.”***
- ◆ ***“I appreciate all of the insight into the various cultures.”***

# ***Self-Awareness Feedback***

- ◆ ***“Going through this course showed me a lot that I already do, but there is a lot of room for improvement.”***
- ◆ ***“This course helps you become more aware of the way you work with all patients.”***
- ◆ ***“It helped me in assessing my own bias attitudes that I did not realize I were there.”***
- ◆ ***“I considered myself fairly culturally competent and found there was so much more to learn.”***
- ◆ ***“I thought it was a great tool to get you thinking about the way you practice patient-centered care. It allows you to see what changes need to be made in your daily routine.”***

# ***CCNM Facilitator's Toolkit***

- ◆ ***Available to facilitators who have completed the online course***
- ◆ ***Used during facilitated group sessions***
- ◆ ***Contains the following materials:***
  - ***DVD with case studies, ANA President endorsement, and participant instructions***
  - ***CD with Facilitator's Guide, accompanying PowerPoint slides, and handouts***
- ◆ ***Pretests, posttests, and evaluations completed online via Test Center***

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# ***Additional OMH Programs***

- ◆ ***Cultural Competency Curriculum Modules for Physicians***
  - *Released in December 2004*
  - *Free online course accredited for physicians, nurse practitioners, nurses, and pharmacists*
- ◆ ***Health Care Language Services Implementation Guide***
  - *Released in June 2007*
  - *Online tool to assist health care organizations in implementing language access services to serve patients with limited English proficiency*
- ◆ ***Disaster Preparedness and Crisis Response Cultural Competency Curriculum***
  - *Currently in development*
  - *Will target EMS personnel, disaster mental health workers, and disaster relief organization personnel*

# ***For More Information, Contact:***



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