



IMPROVING CULTURAL COMPETENCE IN A DNP PROGRAM

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Introduction

- Increasingly diverse US and worldwide populations require the DNP graduate to be culturally competent
- Little knowledge available on cultural competence (CC) of DNP graduates.

Results

- Pre- survey: 88% response rate:
- 65% courses had a CC objective & educational content
- 76% courses had assignments with CC focus
- Faculty included cultural content in their graduate courses in both their lectures and assignments but more could be done
- Post- survey: results pending
- TSET pre/post: statistically significant improvement in overall score and in each subscale score.
- TSET scores increased by 27.8%
- EBI result: awareness of diverse organizational cultures and populations: 6.36 /0-7 scale

Purpose

- To examine the DNP curriculum for evidence of cultural competence (CC) content and student outcomes
- To improve CC objectives, teaching strategies and assignments
- To assess the CC of the DNP students upon entry and exit using Dr. Jeffrey's TSET tool and Electronic Benchmarking Incorporated (EBI) Graduate Survey



Methodology

- A Pre and Post faculty survey was used to assess the CC content of all 34 DNP courses
- A Pre and Post TSET survey of DNP students to assess perceived CC
- Selected EBI graduate survey items upon program exit
- Gap analysis completed with curricular content mapping
- Faculty with TCN expertise offered guidance and assistance

Implications

- CC is a process, not an endpoint.
- DNP Graduates must be able to synthesize concepts including ... cultural diversity, in developing, implementing, and evaluating interventions (AACN, 2006, p.16).
- Ongoing integration of CC content in DNP courses should be facilitated to meet the DNP essentials.

References available upon request
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