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Review Article

Using Clinical Simulation to Enhance Culturally Competent Nursing Care: A Review of the Literature

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KEYWORDS

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Abstract: Increasing multicultural diversity generates a challenge on providing culturally competent (CC) care for both nurses and patients. Multicultural nursing education is the key to achieve new perspectives in nursing care, and therefore, it has gained importance lately. As nurse educators play a significant role in developing the nursing workforce to meet cultural awareness, knowledge, and competency in students, they must appropriately provide culturally specific nursing care, which is customized to fit the patient's own cultural values, beliefs, traditions, practices, and lifestyles. Clinical simulation is an effective educational tool in nursing education to master the principles of CC nursing care. The author conducted a literature review to identify the best practices in the utilization of simulation to enhance CC nursing care. Results revealed that the use of simulation can support CC nursing care by providing a safe environment to conduct a cultural assessment, elicit students' attitudes toward cross-cultural situations, and improve communication, critical thinking, and nursing skills. With these skills, one can recognize cross-cultural issues in interviewing, communicating medical information, and providing treatment and CC nursing care for patients from diverse ethnic and racial backgrounds. Gaps in research still exist regarding the effectiveness of clinical simulation to enhance CC nursing care.

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The United States is a country of expanding diversity and differences in race, ethnicity, gender, age, sexual identity, socioeconomic status, disability, language, and geographic

location. There are more foreign-born residents in the United States than any country in the world and currently there are over 50 million immigrants, which equal more than one sixth of its residents (Population Reference Bureau, 2010). This diversity has brought challenges to nurses and other health care providers on how to communicate with and meet the needs of patients while providing health care (Bosma, Apland, & Kazanjian, 2010; Lie, Carter-Pokras, Braun, & Coleman,

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2013). To eliminate health disparities, enhance patient outcomes, recruit a diverse workforce, and prevent multicultural workplace conflicts, culturally competent (CC; congruent) nursing care must be integrated into the core of nursing education (American Nurses Association, 2013; International Council of Nurses, 2013; Jeffreys & Dogan, 2013; Jeffreys, 2010).

Key Points

- The use of clinical simulation as an effective teaching and learning pedagogy enhances CC nursing care by helping students to engage with culturally diverse simulated patients.
- The use of clinical simulation can assist nurse educators in a variety of nursing courses for integration of CC nursing care.
- Clinical simulation helps nursing students to meet various needs of patients and provide culturally competent care as well as respect the needs of culturally diverse patient population across the care continuum.

Differences among cultural groups have created different needs for each patient. Therefore, it is essential for CC care to fit with the each patient's own cultural values, beliefs, traditions, practices, and lifestyles (Jeffreys, 2008). It is challenging to gain specific patient-centered knowledge and respond appropriately to the needs of each patient when health care professionals and patient's culture engender different meanings of health care and disease (Wachtler, Brorsson, & Troein, 2006). Cultural differences create challenges and opportunities when seeking to provide CC care for patients (Lie et al., 2013; Goode & Sockalingam, 2000). Unfortunately, many health care providers do not possess

the necessary understanding of the patients' health care needs, especially if the patients are from a different culture, race, or ethnicity. This impacts the provider's ability to provide appropriate CC and patient-centered care (McGinnis, Brush, & Moore, 2010). Nurses must understand how cultural differences and also similarities are expressed and used appropriately to communicate and deliver patient-centered care (American Association of Colleges of Nursing, 2008a, b).

Despite various teaching methods to teach students how to be CC, historically, it has been difficult to integrate this training into the curricula. The American Association of Colleges of Nursing Advisory Board for Cultural Competency in Baccalaureate Education suggests that recent curricular models are not adequately responding the necessary needs of nurses to provide nursing care for patients from diverse backgrounds, and they support the new educational approaches, which may enhance the CC nursing care Calvillo et al. (2009). A limited but growing part of the literature addresses the use of simulation for enhancing CC nursing care (Grossman, Mager, Opheim,

& Torbjornsen, 2012; Haas, Seckman, & Rea, 2010; Ndiwane, Koul, & Theroux, 2014; Waxman, 2010; Roberts, Warda, Garbutt, & Curry, 2014).

Clinical simulation is becoming a recognized teaching method in nursing education that can facilitate application and integration of knowledge in a controlled environment (Jeffries, 2007; Sagar, 2014). By enhancing clinical simulations to include culturally significant variables such as information about cultural background, race, or ethnicity, students can get practical experience in a safe, controlled environment that they may not get to experience in the actual clinical setting. More research is still needed in this area by bringing together the use of clinical simulation with the skill of mastering cultural assessment (Grossman et al., 2012). The purpose of this literature review was to understand the effectiveness of the use of clinical simulation as an educational intervention to enhance cultural competency of nursing students.

Search Criteria

Six electronic databases including CINAHL, PubMed, MEDLINE, Health Source: Nursing/Academic Edition, ProQuest, and Academic Search Complete were searched for peer-reviewed articles published from 2000 to the present with the keywords of "simulation and transcultural nursing," "simulation and cultural competence," and "simulation and cultural competent nursing care." More than 3,650 articles, which include either the words "simulation," "culturally competent nursing care," "cultural competence," or "simulation and cultural competence" came up through the literature review. The key terms were also modified based on the results returned. Article abstracts were reviewed for content, specifically on participants (nursing students) and methodology (use of simulation). Abstracts of related articles in nursing education were reviewed to identify the relevant literature for the review article. The researcher determined the exclusion and inclusion criteria of articles for the literature review by analyzing the chosen articles' content. The author excluded studies published out of the mentioned timeline, studies that did not include the use of clinical simulation as an educational intervention, and the ones that did not aim to enhance CC nursing care among nursing students. The author eliminated the studies, which were not conducted in nursing education and also the ones that did not use clinical simulation to enhance CC nursing care too. The author used 36 articles in total for this literature review article after reviewing more than 3,650 articles on online databases related to the topic. The following nine articles were selected to provide a summary based on the strength of the research, the use of clinical simulation in nursing education, and applicability to enhance CC nursing education (Table 1).

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