Question of inquiry: For ADN nursing faculty, what is the effect of computer-based modular education on cultural competency in mentoring the at-risk nursing student?

Purpose

To enhance nurse educator cultural competency in mentoring students at-risk for course or program failure through a series of four educational modules via the college computer learning management system.

Aims

Aims included:
1. Enhance faculty cultural competence
2. Heighten awareness of personal cultural biases and assumptions
3. Knowledge of barriers and strategies to promote academic success
4. Strategies to increase student success
5. Enhance faculty cultural competency

Design

A pretest-posttest design was used to evaluate nurse educator cultural competency in mentoring at-risk nursing students.

The project was implemented in an ADN program in east Texas during the fall semester 2014.

Procedures

Four computer-based audio enhanced PowerPoint modules were used to deliver the educator enrichment content over a 5-week time frame. The focus of each module included:

1. Strategies to increase cultural competence
2. Identifying the at-risk student and strategies to promote academic success
3. ESL student barriers and strategies to success
4. Strategies to increase student success

Sample

A convenience sample of all nurse educators and the student success specialist were invited to participate, one educator declined to participate (n = 16).

A convenience sample of all nursing students enrolled in the RN program over 18 years of age were invited to participate for the purpose of demographic data (n = 168).

Instruments

The Inventory for Assessing the Process of Cultural Competence in Mentoring (IAPCC-M²), a 9-item self-assessment tool was used to measure the level of cultural competency in relation to the mentoring process. The tool measures the following 5 constructs using a 4-point Likert scale:

- Cultural desire
- Cultural awareness
- Cultural knowledge
- Cultural skill
- Cultural encounters.

A project satisfaction questionnaire developed by the project coordinator was completed.

Data Analysis

- The project included a convenience sample of 16 nurse educators (n=16).
- Fisher’s analysis was used to compare pre and postproject level of educator cultural competence.

Results

- The IAPCC-M² uses four levels of cultural competence ranging from culturally incompetent to culturally proficient.

- For analysis purposes, the levels were dichotomized to culturally incompetent/culturally aware and culturally competent/culturally proficient.

- Postproject data was collected and compared to preproject IAPCC-M² scores.
- Preproject the majority of faculty were culturally aware. Postproject, the majority had increased cultural competency scores to culturally proficient/culturally competent.
- Fisher’s analysis indicates significantly improved cultural competency in mentoring at-risk students with a two-tailed P value of 0.0011.

- Project satisfaction questionnaire revealed faculty agreed or strongly agreed project material is beneficial in fulfilling their role as at-risk student mentor.

Limitations

- The project was based upon a small number of nurse educator participants and self-reported data of their perceptions.
- The project was implemented the last 6 weeks of the semester; therefore, limited time was available to use strategies and bridges to student success.
- Postproject evaluations occurred at the end of an extensive end of semester faculty meeting that included items for debate.
- The student population in this ADN program is 25-40% at-risk.

Implications

- Replicate study in nursing schools with larger numbers of faculty.
- Nurse educators teach and role model cultural competency; therefore it is imperative they possess the skills, knowledge, and confidence to effectively deliver this content and serve as role models.

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