

Cultural Competence of Faculty Teaching in Baccalaureate Degree Nursing Programs in Georgia

Shirley A. McArthur

Georgia State University Perimeter College, USA

The primary purpose of this quantitative correlation study was to determine faculty's cultural competence levels and the extent culturally competent nursing concepts were included in the baccalaureate degree-nursing curricula in the Georgia metropolitan area. The Cultural Diversity Questionnaire for Nurse Educators-Revised (CDQNE-R) (Yates, 2008) comprised 41-Likert items to measure five subscales of cultural competence representing Campinha-Bacote (2006) model with an additional subscale to measure transcultural teaching behaviors. Out of a population of 102 nursing faculty teaching in baccalaureate degree nursing programs in three universities in metropolitan area of Georgia, 42 participants responded to the questionnaire. The questionnaire was administered over a 4-week period online through faculty's school email addresses. Findings from this study reflected baccalaureate-degree nursing faculties in metropolitan area of Georgia "agree" they are culturally competent and have to some degrees' cultural awareness, cultural knowledge, cultural skill, cultural desire, and cultural encounters. The highest index was the cultural knowledge subscale ($M=44.1$, $SD=5.2$, $n=31$), with cultural awareness subscale ($M=35.1$, $SD=3.7$, $n=29$) the second lowest score. These findings show cultural knowledge scored higher in comparison to previous studies and indicate knowledge is gained through more exposure to commercials, movies, textbooks, and travels. The lowest of the five subscales was cultural encounters ($M=18.7$, $SD=3.5$, $n=37$). The participants agreed that they are not culturally competent in cultural awareness in recognizing their own assumptions. The findings suggest a significant relationship between cultural competence preparation and consistent integration of cultural competence in nursing courses taught. The study findings add to the gap in the literature of faculty's cultural competence.

Biography:

Dr. Shirley A. McArthur has been an Assistant Professor in Nursing at Georgia State University Perimeter College since 2016. Prior to this position, Shirley was Clinical Nursing Instructor for several universities in metropolitan Georgia, and been teaching in nursing programs since 1996. Teaching a variety of clinical courses in BSN and Accelerated BSN programs, she has consistently integrated cultural competence through the clinical settings with students. She received her MSN from University of Alaska-Anchorage in Nursing Science and her BSN from the University of the District of Columbia. She obtained her PhD from Capella University in 2014.