Using Evidence and Technology to Better Outcomes by Increasing Cultural Competence in Nursing Educators During the Disaster Cycle

An eLearning Initiative

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Funding Support

Division of Nursing (DN)

- Bureau of Health Professions (BHPr)
- Health Resources and Services Administration (HRSA)
- Department of Health and Human Services (DHHS) under grant number D11HP22192, Nurse Education Practice, Quality and Retention.
- LSU LIFT² (Leverage Innovation for Technology Transfer)
- Board of Regents State of Louisiana

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Disclosure

• There is no conflict of interest or relevant financial interest by the faculty or planners of this activity. There is no commercial support for this activity.

• There is no endorsement of any product by LSUHNO School of Nursing for this activity.
Background of Program Development

- Hurricane prone area
- Site for numerous chemical and oil production plants
- BP Gulf of Mexico oil spill 2010
- Major U.S. port
- Disaster preparedness lacks cultural competence knowledge/skills of health care providers
Louisiana Needs Survey: Disaster Preparedness Schools of Nursing

• Survey of disaster preparedness in LA nursing schools that addressed nursing program disaster planning, resources and curricular content
  – Results revealed that 75% of respondents not aware of International Nursing Coalition for Mass Casualty Education Competencies
  – 95% reported that their disaster education of students lacked cultural competency standards
Louisiana State Need

- Louisiana Department of Health and Hospitals offers programs and educational materials on disasters, but cultural competency training for health care workers is not addressed
New Orleans Population Snapshot

- Non-Hispanic predominate white RN workforce
- 61.3% African-American, 5.2% Latino and 2.9% Asian
- 27% of city residents are impoverished

Imperative to train RNs in cultural competence, and more importantly for care during a disaster.
Vulnerable Population Needs

• Linguistically and culturally competent care during a disaster supports preparation to:
  – Minimize injury and disease
  – Eliminate disparities
  – Minimize emotional and traumatic stress
  – Prevent death
## Community Assessment

<table>
<thead>
<tr>
<th>Population</th>
<th>Question 1</th>
<th>Question 2</th>
<th>Question 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge of existing cultural competency in disaster policies and procedures</td>
<td>Need for culturally competency in disasters program</td>
<td>Likelihood of self or staff attendance</td>
</tr>
<tr>
<td><strong>Nurses</strong></td>
<td>23% did not know about existing p &amp; p</td>
<td>18% no need to include cultural competency in disaster program</td>
<td>78% self attends</td>
</tr>
<tr>
<td></td>
<td>23% knowledgeable about existing p &amp; p</td>
<td>62% no need, but priority to include cultural competency</td>
<td>65% staff attends</td>
</tr>
<tr>
<td></td>
<td>54% had disaster policies but did not include cultural competency</td>
<td>20% high priority</td>
<td></td>
</tr>
<tr>
<td><strong>Nurse Executives</strong></td>
<td>2% did not of existing cultural competency in disaster policies</td>
<td>83% was a need to include cultural competency in a disaster, but not a priority</td>
<td>73% self attends</td>
</tr>
<tr>
<td></td>
<td>11% knowledgeable of existing p &amp; p</td>
<td>11% no need to include</td>
<td>64% staff attends</td>
</tr>
<tr>
<td></td>
<td>78% had disaster policies, but did not include cultural competency</td>
<td>6% high priority</td>
<td></td>
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</tbody>
</table>
Program Purpose

• Increase knowledge, understanding and judgment in order to minimize health hazards by continuing education for nurses and nursing students.

• Address issues and provides strategies in caring for vulnerable populations during the disaster cycle.
Program Objectives

• Develop academic course offerings for undergraduate and graduate students.
• Develop continuing education offerings for health care professionals.
• Highlight technology in the learning process.
• Disseminate findings and lessons learned from the program’s training, education and continuing nursing education program to state, regional and national audiences.
Regulatory, Accreditation, Health Related Organizations

- State licensing regulations (e.g. physicians)
- Health professionals (RN, OT, PT, ST, PA)
- Federal laws – Title VI Civil Rights Act of 1964
- ADA: Effective Communication for People who are Deaf/Hard of Hearing
The Joint Commission: Advancing Effective Communication, Cultural Competence and Patient and Family Centered Care
Program Development

• Based on Healthy People 2020 objectives “to improve the nation’s ability to prevent, prepare for, respond to and recover from a major health incident” (Healthy People 2020, para 2).

• Resilient communities must increase skill set to withstand, recover and learn from emergencies, including disease outbreaks, natural disasters and terrorism (U.S. DHHS, Healthy People 2020).
ICN Framework of Disaster Nursing Competencies

World Health Organization & International Council of Nursing (2009)
National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care (CLAS)

FEMA - Four Phases of Disaster Response

- Mitigation
- Preparedness
- Response
- Recovery
Domains of Nursing Cultural Competence
Education/Formation

Patricia Benner

Educating nurses: A call for radical transformation (2010)

– Theory and Scientific Methods
– Skillful Practice
– Professional Identity and Agency
Vulnerability Approach to Disasters

- Investigates the role of social, economic and political relations in creation of hazardous situations (2013)
- Social vulnerability-social problems require social solutions
- Results from society interfacing with the environment in a preexisting condition (Oliver-Smith, 2002)
General Framework - Vulnerability Approach to Disasters

• Why Examine Social Vulnerability in Disasters?
  – Increasing population diversity
  – Demographic trends increase vulnerability
  – Examine vulnerability as it affects various social groups
  – Enables examination of reducing disparities of risk (mitigation/prevention phase)
Domains of Nursing for Cultural Competence:

- **Theory/Scientific Methods**
- **Skillful Practice**
- **Professional Identity & Agency**

ICN Framework of Disaster Nursing Competencies:

- **Mitigation**
  - Risk reduction, disease prevention, and health promotion; Policy development and planning

- **Preparedness**
  - Ethical practice, legal practice and accountability; communication and information sharing; education and preparedness

- **Response**
  - Care of the community; Care of individuals and families; Psychological care; Care of vulnerable populations

- **Recovery**
  - Long-term individual, family, and community recovery
13 Specific Education Modules

3 Core

10 Vulnerable Populations
C³DC Educational Modules Content

- Phases of Emergency Management
- Health Care Disparities
- Cultural Competency
- Needs of Vulnerable Populations
C³DC Educational Modules Content

Applies nursing process to culturally diverse individuals, families, aggregates, populations promotes health, wellbeing

Applies evidence-based practice models in disasters

Builds skills of communication, collaboration, delegation, coordination, evaluation

Empowers nurses to assist in navigation health care system
C³DC Educational Modules Content

- Demonstrates understanding of relationship between ethnicity and healthcare disparities in disasters
- Explores linkages among culture, health beliefs and health practice
- Discuss meaning of cultural diversity, significance for vulnerable populations
Core Courses
Specialty Population Courses
Program Delivery Format

• Online educational sessions viewed through internet access or iOS, Android or Microsoft application
• Modules are complete with professional voice over and graphics.
• Each module is approximately one hour in length.
• Participants can access any of the thirteen modules separately.
• Train the Trainer program is available for institutional training if needed.
Cornerstone of Cultural Competency
during the Disaster Cycle

Ethical and Legal Issues
By: Stephanie S. Pierce, PhD, MN, RN, CNE
Objectives

• Increase the health care professionals familiarity with laws for cultural competency
• Understand what is means to be culturally competent
• Understand some of the ethical and legal issues that health care professionals are confronted with during disaster situations
• Integrate culturally competent interventions throughout the 4 phases of the disaster cycle.
Overview

• This presentation combines knowledge of federal emergency management with legal and ethical concepts in the context of cultural competency in an effort to deliver quality health care and enhance the decision making process during and after the impact of disaster.

• Distinguishing between ethical issues and legal issues
Academic Course Offerings

• Undergraduate
  – ADN, BSN and graduate curriculum matching
  – Nursing elective
Educational Rollout

• Examine nurses’ role in hazards & disasters
  – Vulnerable population focus

• Embrace principles of sustainable development
  – Sustainable course content applicable to all hazards
## Annual Snapshot

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<tr>
<th>Module</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Basics</td>
<td>116</td>
<td>37</td>
<td>153</td>
</tr>
<tr>
<td>Competencies</td>
<td>104</td>
<td>31</td>
<td>135</td>
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<tr>
<td>Ethical/Legal</td>
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<td>8</td>
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<tr>
<td>Seniors</td>
<td>53</td>
<td>4</td>
<td>57</td>
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<tr>
<td>OB/Perinatal</td>
<td>48</td>
<td>4</td>
<td>52</td>
</tr>
<tr>
<td>MN/TI</td>
<td>5</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Pediatrics</td>
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<td>4</td>
<td>24</td>
</tr>
<tr>
<td>Homeless</td>
<td>18</td>
<td>3</td>
<td>21</td>
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<tr>
<td>Disabilities</td>
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<td>1</td>
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<tr>
<td>Rural</td>
<td>15</td>
<td>3</td>
<td>18</td>
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<tr>
<td>Mental Illness</td>
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<td>4</td>
<td>24</td>
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<tr>
<td>LEP</td>
<td>25</td>
<td>3</td>
<td>28</td>
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<tr>
<td>Medically Needy</td>
<td>5</td>
<td>2</td>
<td>7</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>536</strong></td>
<td><strong>104</strong></td>
<td><strong>640</strong></td>
</tr>
</tbody>
</table>
Program Data – Student Evaluation Summary

- 91% increased knowledge
- 40% increased quality of care
- 39% attitude change
- 29% increased skill
- 27% practice change
Totals to Date

- Academic course offerings delivered to
  - > 1,000 undergraduate
  - > 200 graduate
- 24 colleges and universities
  - 1,387 nurses attended online or live sessions
- 24 states and territory of Puerto Rico
Program Data – Overall Evaluation Summary

- 92% reported program met personal expectations/content was applicable to practice
- 88% scored program excellent to good
- 88% deemed program effective in maintaining state of readiness
What Would You Do?

You are a nurse working in a coastal city at a long term care facility. You are concerned that a hurricane may hit your area.

• What are you doing to prepare?

• Where would you find resources to help develop a plan for this event?
• Discuss some of the potential impact that nursing involvement can have in disaster planning?

• What steps or actions can you take to assist your facility in securing an effective disaster plan?

• When considering a vulnerable population in disaster planning, what are some of the issues, problems or challenges that may be encountered?
• How are vulnerable populations identified at your facility?

• Why is identification of vulnerable populations important in disaster planning?

• Based on your identified vulnerable groups of people, what community agencies around your facility would you want to include in the disaster plan?
References:


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