

Background

The increase in global immigration has had a positive impact on the diversity of the world's population. The global population diversity requires health care providers in all types of settings to be culturally competent to meet the health promotion and health care needs of individuals with diverse cultural backgrounds. It is essential to develop and strengthen cultural competency in nursing students who will become future professional nurses. This study is aimed to develop and strengthen the diversity and inclusion for nursing students in order to build up the openness to diversity and also the cultural competency for them to apply in their personal life and professional practices.

Purpose

This project is a part of the research study regarding the cultural competency training in nursing students. The purpose of this study is to explore the effect of Cultural Competency Training Program on the openness to diversity in nursing students of a Southern California University.

Research Question

1. Does Cultural Competency Training Program improve the Openness to Diversity in nursing students of a Southern California University?

Hypotheses

After participating in the Cultural Competency Training Program, the participants would have an increasing the Openness to Diversity.

Methods

A single group pre-test post-test quasi-experimental research design was used to examine the effectiveness of cultural competency training program by measuring openness to diversity for nursing students at a Southern California University. Cultural competency training program included 5 teaching/learning strategies; 1) introduction to diversity and inclusion in current society and in health care; 2) lecture with PowerPoint Presentation of Leininger, Theory of Culture Care Diversity and Universality; 3) case discussion regarding cultural care, diversity and inclusion; 4) video presentation on how important of cultural congruent care; and 5) exploration of participants' own culture or known culture and relate it to the care. Pre-test and Post-test measures included the 12-item MOPDS (Modified Openness to Diversity Scale). The MOPDS had Alpha Cronbach reliability .929 and .839 at pretest and post-test respectively.

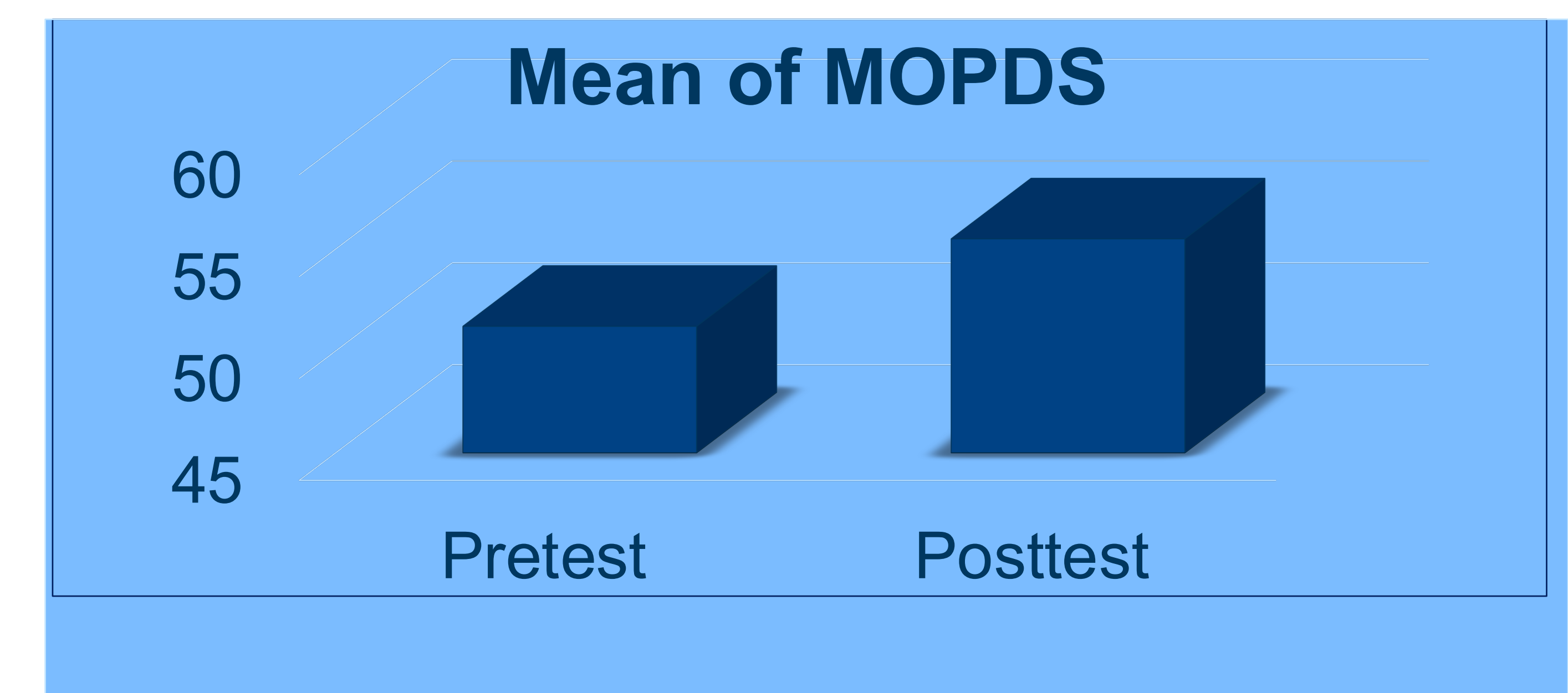
Protection of Human Subjects

The project proposal was approved by the IRB Committee of CSUSB. Inform-consent was completed prior to the data collection. The subjects were assured of their confidentiality and freedom to discontinue their participation at any time throughout the process of the study.

Results

Group	N	Mean	Std. Deviation
Pretest	29	51.2069	9.46188
Posttest	28	55.5	4.48454

Table: Mean scores of the openness to diversity at Pre and Post tests



Participants in this study were 29 and 28 students at pre-test and post-test respectively. Participants' age ranged from 20 to 45 with mean age equaled 26.21. Most of the subjects were female (79.31%, n = 23). The participants had a significant difference score of Openness to Diversity between pre-test and post-test ($t = -2.201, p < .05$) with a higher mean score at post-test.

Conclusions and Recommendation

The Cultural Competency Training Program has an effectiveness in improvement of openness to diversity among nursing students. The program should be implemented as a standardized program for all nursing students. The evaluation of the cultural competency of nursing student should be evaluated.

Selected References

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