



Cultural humility in simulation education: A state of the science



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Introduction

The National League for Nursing, a voice for nursing education, has identified diversity as a core value. Leading organizations including the Institute of Medicine and American Association of Colleges of Nursing have indicated a need for cultural competency education. To prepare nursing students to aptly care for a multicultural population, education regarding cultural humility is necessary. Studies have indicated that students of minority backgrounds appreciate integration of race and culture in simulation. However, current international simulation standards lack an emphasis on diversity and cultural humility; thus, simulation curricula may be missing this essential component.

Aim

The aim of this poster is to provide the state of the science on the presence of cultural humility in simulation education to provide direction for simulation education, research, and policy development.

Materials and Methods

The databases of PubMed, CINAHL, and ERIC, were searched using terms of "cultural humility" or "cultural competence" and "simulation." One hundred twenty two abstracts were reviewed by two researchers independently to determine relevance. Fifty-one articles were included in the review. Team members reviewed the literature and achieved consensus on the emerged themes. The results of the integrative review including what is known as well as gaps in knowledge will be presented.



Future Directions

EDUCATION REFORM

- Train simulation facilitators in cultural humility.
- Interpret diversity in the broadest sense – including individual differences.
- Integrate diversity throughout the simulation curriculum.
- Assure mannequins of color are present.
- Evaluate the simulation curriculum for the presence of diversity and cultural humility.

FUTURE RESEARCH

- Evaluate student learning outcomes related to integration of culture in simulation.
- Assess availability of diverse simulation products including low, medium, and high-fidelity simulators as well as virtual simulation.
- Assess the presence of cultural humility in simulation centers and curricula internationally.



POLICY CHANGE:

With supportive data, we plan to recommend that cultural humility be added to the International Nursing Association for Clinical Simulation and Learning (INACSL) Standards of best practice: SimulationSM to influence simulation centers globally.

Conclusion

Cultural humility must transcend the confines of the classroom and extend to the simulation center to improve student learning, retention, and improve patient care.



References

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