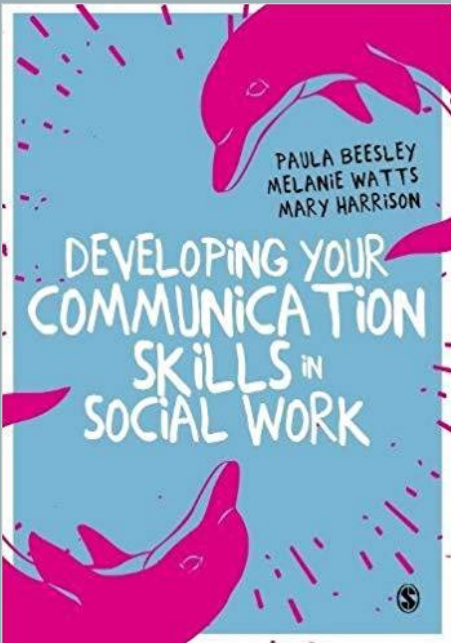
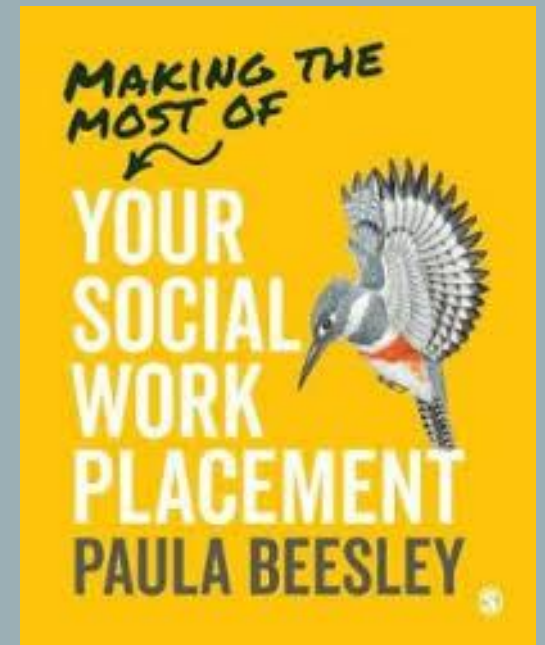


CULTURALLY COMPETENT PLACEMENT PROVISION

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“HEALTH-CARE TEAM, CARERS, AND
PATIENTS ALIKE CAN THEN BENEFIT
FROM A MORE DIVERSE GROUP OF
NURSES.”

EPSTEIN ET AL (2020)



“Healthcare outcomes are improved
when the workforce reflects the diversity
of the population served.”

Weston et al (2020)



INCLUSIVITY?

- What does an inclusive placement mean to you?



INCLUSIVITY



BAME NURSING STUDENTS

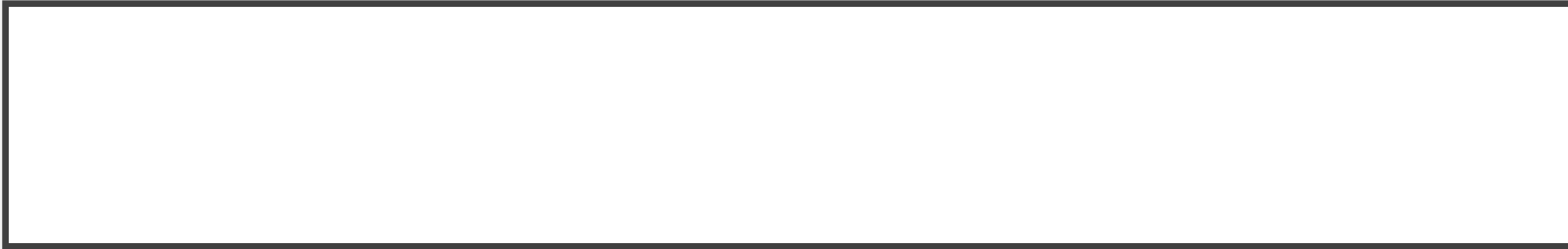
- Metzer and Taggart (2020) found that students from minority groups felt excluded from belonging within academic teaching and placement settings.
- Inclusive strategies can increase students' self-reported sense of belonging, satisfaction and self-confidence in learning, and clinical self-efficacy.
- They recommended “simple wins”: a welcoming induction, inclusion at lunch breaks and social events, making time for the student.

SO WHY IS THAT SO DIFFERENT FOR BAME STUDENTS?

- Quite simply: their lived experiences of oppression.
- A BAME nursing student, before they begin the nursing course, has experienced institutional and societal oppression and likely individual racism.
- This may have impacted their educational attainment, employment experiences, self-confidence and social interactions

BLACK LIVES
MATTERS



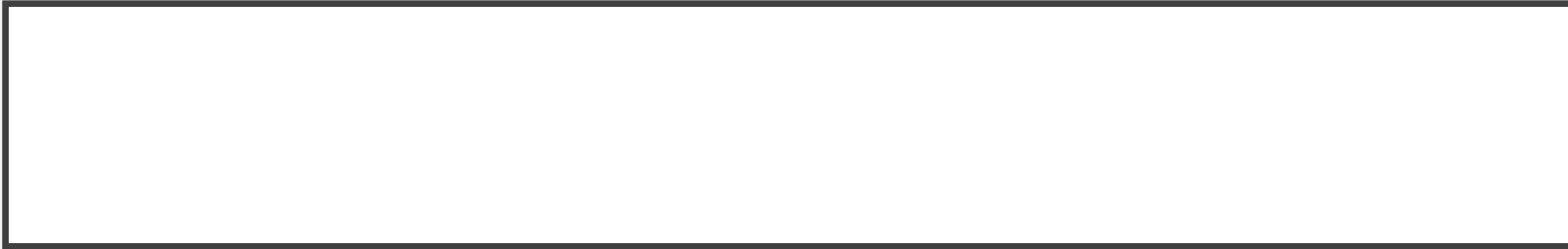


- Children in Bangladeshi and Pakistani households were the most likely to live in low income and material deprivation out of all ethnic groups
- Pupils eligible for free school meals (FSM) made less progress between 11 and 16 years old than those not eligible for FSM
- Young adults who suffer financial hardship as children have a significantly greater chance of earning lower wages, being unemployed, spending time in prison (men) or becoming a lone parent (women).
- (Office for National Statistics, 2020)



In England, young people from Black ethnic groups are more likely to go on to higher education than average, but less likely to obtain high grades, enter ‘prestigious’ universities, end up in a ‘highly-skilled’ job, study further or have career satisfaction.

(Roberts and Bolton, 2020)



Talley et al (2016) found that BAME nursing students experienced stressful placement experiences that included:

- hopelessness,
- isolation,
- discrimination,
- inequality,
- and workplace violence

WHICH RESULTED IN

- stress,
- poor job satisfaction,
- missed days,
- lack of morale,
- lack of trust,
- decreased communication
- substandard quality of care to patients

CULTURAL COMPETENCE

- Hair and O'Donaghue (2009) argued that supervision is devised within a White European construction, and that supervisors should be culturally respectful.
- Culturally competent is not, here defined as understanding how a student from an ethnic minority will respond, but instead listening to the student's own perception of their cultural experience. They proposed that discussion of difference and different cultural values should be embraced to enhance understanding of the supervisee and service provision.

PRACTICE MENTORS SHOULD THEREFORE

- “take the next step to practice critical cultural competence by incorporating analyses of privilege, power, and intersectionality in their practice and in supervision.”
- (Lusk et al, 2017)

THE MANDELA MODEL, TEDAM (2012)

- **M**ake time to listen to and
- **A**cknowledge the student's perspective and
- **N**eeds, whilst
- **A**cknowledging the
- **D**ifferences between self and student, and ensure that you take account of their
- **E**ducational and
- **L**ife experiences when reflecting on their needs, and be aware of
- **A**ge differences when considering power differentials that impact on ability to be open and honest with you.

STUDENTS HAVE TO MEET THE CRITERIA

It's simple, the student still must meet the assessment criteria

But more BAME nursing students fail

(Salamonson and Andrew, 2006)

So how do we as assessors ensure a fair assessment?



THE ASSESSOR NEEDS TO REFLECT ON....

- Cognitive Bias
 - (Tversky and Kahneman, 1972)
- Whether we want to acknowledge it or not, we have expectations based on a student's appearance that mean that we are more likely to see what we are looking for.
- So when you are assessing a nursing student you need to reflect on your own assumptions, and adjust them to ensure that you are not unconsciously prejudicial

BUT WHAT ABOUT CULTURALLY COMPETENT ASSESSMENT?

- The reality is that assessments are constructed from a White British perspective.
- Assessments should be considered
 - Can they be adapted to embrace different cultural norms?
 - What can the assessors do to take account of the student's cultural needs?

DISABILITY

- Neal-Boylan and Miller (2020) found that prospective nursing students with disabilities are viewed with apprehension and caution.
- Epstein et al (2020) reflect that placements for a nursing student with a disability need additional consideration
- That universities should assess and communicate reasonable adjustments with placements in good time.
- That practice assessors should talk to the student about what they need
- That placement should adapt the work environment to enable students with a disability to access learning effectively.



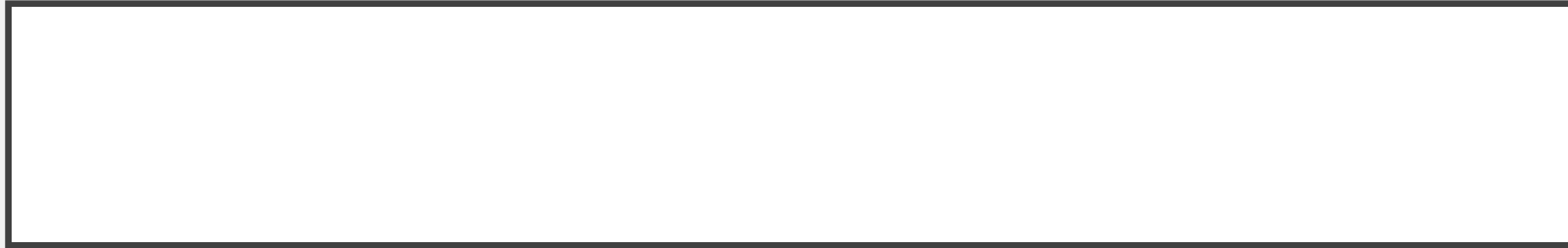
GENDER

- Petges and Sabio (2020) found that male nursing students experienced gender bias
- Male students can be ignored, underutilized, and referred to as muscle on the units, ultimately missing educational opportunities afforded to female nursing students
- That patients have to consent to being cared for by a male nurse created gender differences
- Again, a welcoming approach was found to be effective
- They also recommended male mentors and role models

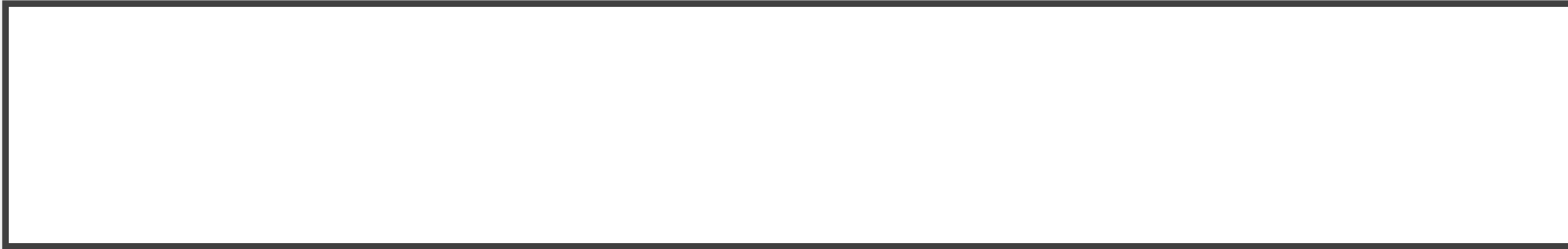


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