Title: Can simulation in the use of role-play promote cultural empathy in nursing education

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Abstract

Background: Increasing cultural diversity challenges nurses and patients in providing and receiving culturally competent (CC) health care. Educators have a significant role in developing students’ knowledge, skills, and attitudes and adequately preparing them to meet workplace requirements related to cultural awareness and competency. Simulation in the form of role play is found to be an effective educational tool to master the principles of cultural competency. This presentation aims to present a research project to:

1. Explore students and academic staff cross-cultural awareness, skills, and attitudes and the use of simulation in education.
2. Assess/evaluate the effectiveness of cultural simulation education in increasing students’ cultural awareness and empathy when caring and/or providing services to clients from CALD backgrounds.

Method: The study uses a quantitative descriptive survey, and an audit screening/mapping subjects’ outlines to identify if cultural diversity topics and cultural simulations are included in the subjects taught.  Students’ representatives are invited to the co-design of these cultural simulation scenarios.  A post-intervention/education survey "Satisfaction with Cultural Simulation Scale" was used to assess the effectiveness of cultural simulation scenarios as a teaching and learning tool.  Findings: nursing students’ cultural awareness and confidence was enhanced through the use of simulation. Conclusion: the use of simulation in the form of role play is an effective method in increasing nursing students’ cultural empathy, and need to be included in nursing education.

Keywords: cultural competency, simulation, empathy, nursing education

Biography

Gihane has more than 20 years experience in mental health nursing and education. She worked as a Transcultural Mental Health Clinical Nurse Consultant and won 2 nursing achievement awards due to her contribution to mental health nursing. Her PhD was on the ‘lived experience of caring for a relative with mental illness’. At her current role as lecturer, she coordinated under-graduate and post-graduate units and is involved in the development and review of curriculum, supervision of HDR students. Her research interests are in mental health, transcultural nursing, evidence-based practice and nursing education which are reflected in her publications.