A Paradigm Shift from Cultural Competency to Cultural Humility: A Feasibility Study

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BACKGROUND
As the United States becomes more diverse with increased immigration, providing quality care remains a growing challenge for medical providers. Specifically, a lack of clarity regarding cultural competency is problematic for Certified Registered Nurse Anesthetists (CRNAs). Enhancing the knowledge base of CRNAs regarding cultural humility is of urgent and justifiable need in order to optimize patient care for diverse populations. If claiming cultural competence implies either arrogance or ignorance, cultural humility embraces a steady acquisition of basic knowledge of the likely arenas where the lack of knowledge harms patient well-being, coupled with self-reflection. This project aimed to create an online module for CRNAs regarding cultural humility and complete a feasibility study regarding the process of the module being approved by the American Association of Nurse Anesthetists (AANA) for continuing education (CE) credits.

RESEARCH METHODS
Completing the feasibility study is the best approach as it offers a thorough examination of the process and documents the viability for future cohorts and shareholders. A review of the literature led to an unsuccessful search for an evidenced based framework for a feasibility study. However, this framework does exist in the business model and was adopted for this qualitative project. A feasibility study, often used by businesses, can be viewed as a tool to assess practicality of proposed projects.

CONCLUSIONS
At AdventHealth University, a student developed online module regarding cultural humility being approved for CE credits by the AANA was not feasible. Echelon has the capability to provide assistance with accrediting a module for CE credits. Moreover, Echelon has the platform to make the module accessible to CRNAs. Through this project, it was discovered that Echelon uses the American Association of Critical Care Nurses (AACN) as a benchmark to determine the requirements for CE modules. It is now known that this benchmark differs from what would be required by the AANA.

RECOMMENDATIONS
Engaging in this process has created an opportunity for improvement. Unforeseen barriers such as process discrepancies and the omission from Institutional Review Board/Scientific Review Committee submission are some factors that may be taken into consideration as it yields a significant impact on the scholarly project timeline. Future investigators may benefit from formal training regarding developing a CE module and test questions. In order to aid with keeping to the timeline, a structured outline should be provided. Additionally, to avoid the differences in rigor set forth by the AACN for Echelon; future investigators may benefit from direct submission to the AANA for CE module approval and accreditation. Improvement of these identified barriers and incorporating these suggestions may help future investigators avoid time-consuming errors.