

**Photo:**



**Brief Bio**

**Academic Background:**

- 1981: **BSN** State University of New York
- 2004: **MSN** Adult Nurse Practitioner Program at Florida International University
- 2013: **PhD** Florida International University, Miami, FL., A culturally competent curriculum by nature of being a minority, Hispanic-serving public, research-intensive, institution.

**Clinical Expertise:**

- **RN: *My start***, Memorial Sloan-Kettering Cancer Center (MSKCC) – Oncology.
- **RN:** Critical care (ICU; CCU, PACU, Step Down Units) *>er 20 years* in Florida.
- **RN:** Branched out: Infection Control, Employee Health, Hospital Educator; Infusion; Out-patient recovery
- **ARNP/RN:** Women's Health and University Health Center(s)
- **ARNP/RN:** Urology/Men's Health,
- **ARNP:** Dermatology – Laser skin therapies
- **ARNP:** Internal Medicine – Private practice
- **ARNP:** Physical Medicine – Rehab Hospital; include Cardiac Rehab implemented

**Nursing Teaching/Education Experience**

- 1990s – 2004: *During the above clinical positions: **Adjunct Faculty*** at Broward College (was Community College), FL.
- 2007 – 2012: Followed by **Full-time, Tenured, Professor I** Palm Beach State College, Lake Worth, FL.
- 2012 – 2014: **Adjunct Professor** at **Florida International University**; Generic BSN, RN-BSN Online; Master's in Science/Graduate courses online and preceptor.
- 2014 – present: Adjunct Faculty at **Nova Southeastern University**, Advanced Practice RN Program (West Palm Beach, FL).

**Skills:**

- Blackboard management; Respondus, Computerized-assisted testing, analysis of exams and items; keyboard; Microsoft Office (word, excel, powerpoint, outlook); Grade Quick; clinical documentation.
- Successful track record in nursing education at the Associate, Bachelor's, and Master's levels. Evidence is NCLEX-RN first-time pass-rate during my tenure(s); Online course certification by Quality Matters, Inc.

- Experience with high-fidelity simulation, classroom didactic/activities, (live, hybrid, and online), in clinical settings and skills lab management.

**License and Certifications:**

- ARNP/RN FL 1484945
- AANPCP Adult NP Certification – Acquired March 2013 through March 2019
- AHA BLS Expires 12-2014
- AHA ACLS Expires 12-2015
- Blackboard Level I certification 2009
- CCRN (Critical Care Certification) 1986 - 1990

**Active Memberships Only (past memberships upon request):**

- American Academy of Nurse Practitioners (active member, pilot CE reviewer)
- Florida Nurse Practitioner Network – active member
- Sigma Theta Tau International - inducted 2004
- Southern Nursing Research Society (SNRS) – active member
- Transcultural Nursing Society (TCNS) – active member

**Research:**

- Dr. Stephanie Schim, Three 3-D Cultural Competency Model underpinning framework and CCA survey, the associated tool; completed electronic survey transcription using SurveyMonkey™.
- South Florida Research Symposium(s) at FIU (poster 2012).
- Publications:

Glass, P. (2010). Participatory development in Appalachia: Cultural identity, community, and sustainability, by Keefe, S.E. (2009). (Eds). *Journal of Cultural Diversity*, 17(4), 154-156.

- Manuscripts ready for identified peer-reviewed journals:
  - A book review on Participatory Research in *The Journal of Multicultural Nursing*.
  - (2) manuscripts close to completion:
    - Updated literature review: “Cultural Competency, Nursing Education and Nursing Students: A Literature Review;
    - Dissertation findings manuscript: “Cultural Competency of Diverse Undergraduate and Graduate Nursing Students”
- **Trajectory:**
  - Evaluation of curriculum, student outcomes, inclusion of accreditation criteria; application to practice at RN and advanced practice levels. Further evaluation and revision, process of improvement, publication(s). Use of similar research design with multidisciplinary healthcare provider students; a mixed-methods evaluation of graduates’ retained cultural competency knowledge and skills acquired from curriculum and applied in clinical practice including interviews about barriers encountered in clinical practice sites, more ideas upon request.
  - Grant applications, awards, and management under The Safe-Patient Care Acts and smaller grant awards from organizations; such as SNRS, Sigma Theta Tau International, TCNS, and the AANP. Newer one on health promotion education.

### **Description of Research:**

Research examined differences in cultural competency levels between undergraduate and graduate nursing students. Evaluated for associations of cultural competency levels with demographic (age, ethnicity, gender, language at home) educational (level, track, and standing), and social factors (encounters and previous diversity training). A cross-sectional design used, guided by the Three-dimensional Cultural Competency Model (Schim & Doorenbos, 2010). The associated tool, the Cultural Competency Assessment (CCA) is composed of two subscales: Cultural Awareness and Sensitivity (CAS) and Culturally Competent Behaviors (CCB). Multiple regressions, Pearson's correlations, and ANOVAs determined relationships and differences of undergraduate and graduate students.

Findings showed significant differences between undergraduate and graduate nursing students' cultural awareness and sensitivity,  $p < .016$ . Multiethnic students were associated with higher CAS subscale means than White/non-Hispanic students,  $p < .05$ . One-way ANOVAs revealed differences in cultural competency by program standing (or academic, GPA) and program track. Univariate analysis revealed higher cultural competency levels associated with previous diversity training, particularly continuing education. After controlling for all predictors, multiple regression analyses found program level, program standing, and diversity training had explained a significant amount of variance in cultural competency ( $p = .027$ ;  $R^2 = .18$ ). Factors were supported as significantly associated with higher cultural competency levels. This has great implications for nursing education, policy, practice, and future research.

Paula E. Glass, Ph.D., MSN, BSN, ARNP, ANP-C