

**Title:**

Cultural Competence and Confidence in Nursing Students: A Triangulated Approach to Evaluate Domains of Learning

**Mary Joan Polchert, PhD, BSN**

School of Nursing and Health Professions, Marian University, Fond du Lac, WI, USA

**Session Title:**

Diversity

**Slot:**

3C: Friday, April 4, 2014: 1:45 PM-2:30 PM

**Scheduled Time:**

2:05 PM

**Keywords:**

Cognitive, Affective, Practical Domains, Evidence Based Assessment and Transcultural Self-Efficacy

**References:**

Edmonds, M., (2012). An Integrative Literature Review of Study Abroad Programs for Nursing Students. *Nursing Education Perspectives*, 33(1), 30-34. Grove, S., Burns, N., & Gray, J., (2013). *The Practice of Nursing Research – Appraisal, Synthesis, and Generation of Evidence* (7th edition). St. Louis, MO: Elsevier. Jeffreys, M., (2010). *Teaching Cultural Competence in Nursing and Health Care* (2nd edition). New York: Springer. Jeffreys, M., (2000). Development and Psychometric Evaluation of the Transcultural Self-Efficacy Tool: A synthesis of findings. *Journal of Transcultural Nursing*, 11(2), 127-136. Jeffreys, M., & Dogan, E., (2013). Evaluating Cultural Competence in the Clinical Practicum. *Nursing Education Perspectives*, 34(2), 88-94. Jeffreys, M., & Dogan, E., (2010). Factor Analysis of the Transcultural Self-Efficacy Tool (TSET). *Journal of Nursing Measurement*, 18(2), 120-139. Schuessler, J., Wilder, B., & Byrd, L., (2012). Reflective Journaling and Development of Cultural Humility in Students. *Nursing Education Perspectives*, 33(2), 96-99. Vandenberg, H., (2010). Culture theorizing past and present: Trends and challenges. *Nursing Philosophy*, 11, 238-249. Walton, J., (2011). Can a One-Hour Presentation make an impact on cultural awareness? *Nephrology Nursing Journal*, 38(1), 21-31.

**Learning Activity:**

<b>LEARNING OBJECTIVES</b>	<b>EXPANDED CONTENT OUTLINE</b>	<b>TIME ALLOTTED</b>	<b>FACULTY/SP EAKER</b>	<b>TEACHING/LEARNING METHOD</b>	<b>EVALUATION/FEEDBACK</b>
<b>Example</b>  Critique selected definition of the term, "curriculum"	<b>Example</b>  Definitions of "curriculum"  <ul style="list-style-type: none"> <li>• Course of study</li> <li>• Arrangements of</li> </ul>	<b>Example</b>  20 minutes	<b>Example</b>  Name, Credentials	<b>Example</b>  Lecture PowerPoint presentation Participant feedback	<b>Example</b>  Group discussion: What does cultural training mean to you?

	<p>instructional materials</p> <ul style="list-style-type: none"> <li>• The subject matter that is taught</li> <li>• Cultural "training"</li> <li>• Planned engagement of learners</li> </ul>				
Describe cultural competence development in pre-licensure nursing students	Describe Cultural Competence and Confidence as measured with two sources of data (1) Transcultural Self-Efficacy Tool (TSET) and (2) reflective narratives using cohorts of nursing students engaged in traditional Transcultural Nursing and Health course and cultural immersion using the	15 minutes	Mary Polchert, PhD, RN	Power Point Presentation and participant feedback	Group Discussion of Cultural Competence and Confidence measurement strategies in the teaching learning process of cultural safety for pre-licensure nursing students.

<p>Cultural Competence and Confidence (CCC) Model (Jeffreys &amp; Dogan, 2010). Interpret results of quantitative data (TSET) and qualitative data (reflective narratives). Evaluate learner outcomes in the cognitive, practical, and affective domains.</p>				
---	--	--	--	--

**Abstract Text:**

**Purpose and Theoretical Rationale**

The purpose of this triangulated comparative design of cohorts of pre-licensure nursing students is to describe trends over time in self-efficacy strength as measured with the Transcultural Self-Efficacy Tool (TSET) and to interpret reflective narratives of students engaged in learning through cultural immersion during a medical mission. Reflective narratives provide in-depth understanding of perceptions about the social context of diverse populations and develop critical thinking skills. Jeffreys (2010) Cultural Competence and Confidence Model (CCC) guides this research to examine changes in self-efficacy perceptions in the cognitive, practical, and affective domains of learning about care for diverse client populations. Assessment of curricular programs is needed to evaluate cultural competence and cultural safety perceptions of students to provide diagnostic-prescriptive data. Cultural safety may best be assessed with written narratives that reflect student perceptions of how a client describes cultural care, taking into account the providers' awareness of their own attitudes about health-care interactions and the environment of care.

**Subjects**

Pre-and-post TSETs were completed by students in traditional face to face transcultural nursing courses or cultural immersion mission trips. Students in cultural immersion wrote reflective narratives about their experiences.

**Method**

All participants completed the 83-item TSET that has supported reliability, stability, and construct validity in three subscales evaluating transcultural self-efficacy strength and changes over time. The subscales provide a measure of the cognitive, practical, and affective learning domains. TSET scores will be analyzed for differences between and within groups. Reflective narratives will be examined and interpreted to gain in-depth understanding of the lived experience of students engaged in cultural immersion using the CCC Model as a guiding theory about self-efficacy beliefs, cultural confidence, and cultural safety.

## **Discussion**

Preliminary results of TSET scores and interpretation of the reflective narratives will be discussed. Data analysis is in process at this time.