

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

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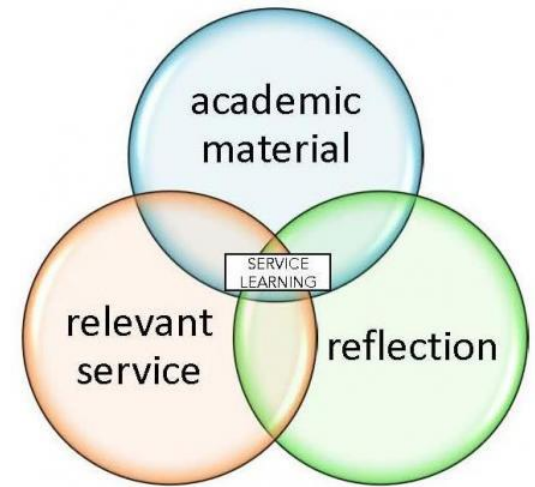
Fond du Lac, Wisconsin

Purpose: To Describe Cultural Competence Development in Pre-Licensure Nursing Students

- *NLN Core Competency 3 – Uses assessment and Evaluation strategies...*
- **Course Objective:** To identify cultural beliefs and health practices as a basis for valuing life-ways in providing care for another cultural group – **caring for the other**



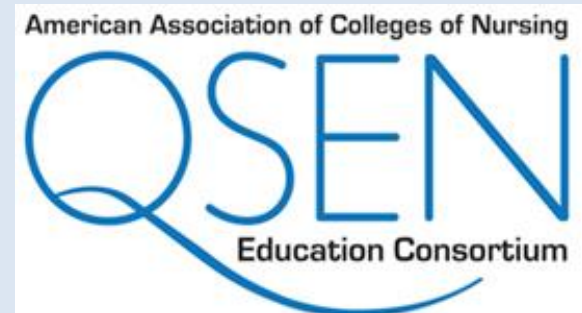
Need for Research



- Different curricular delivery methods
- Assess self-efficacy belief changes over time
 - PRE and POST TSET scores with “intervention”
- Impact about select educational experiences
 - Immersion, Abroad, Mission, or Service Learning
- Lived experiences – phenomenology
 - Narrative and reflective essays about field work

Cultural Competence Development

- **Awareness, sensitivity, and acceptance** of a new culture and **recognition** of the “OTHER”
 - Reflection and insight of developing nursing role
- Institute of Medicine - Health Disparities
 - Cultural care influences health outcomes
 - Culturally diverse work force and educators



Cultural Competence and Confidence

Model – Guides Exploration of

Transcultural Self-Efficacy Beliefs

- Cognitive
 - Knowledge
 - Nursing care related to general life and health
- Practical
 - Interview skills
 - Working with clients to understand traditions, sick role, family process, social determinants of health
- Affective
 - Awareness, Acceptance, Appreciation, Recognition

Transcultural Self Efficacy Tool (TSET)

Marianne Jeffreys (2000)

- The 83-item TSET is reliable and valid measure
 - 3 subscales with good inter-item correlations
 - Cognitive, Practical, Affective domains
- Evaluates construct of Self-Efficacy Strength
 - Higher SES indicates persistence and motivation
 - Best learning integrates all 3 dimensions
- Facilitates evaluation of self-efficacy over time

Methods – Data Sources

- **TSET measures with PRE-POST DATA**
 - Traditional Transcultural Nursing Course (N-69)
 - Nicaragua 2 week Medical Mission Trip (N-8)
- **Narratives of students Nicaragua Mission-Trip**
 - Interpretation by MSN students class activity
- **Data from faculty:** “How do you teach cultural competence or culturally congruent care during your courses” (N-7)



88% FEMALE



75% Under 25 years old

Traditional Classroom **69** Pre-Licensure Students

88% Female and **74%** Less than 25 years old

Mission Trip GROUP **8** Pre-Licensure Students

88% Female and **75%** Less than 25 years old

Cognitive TSET Results - Narrative

- Greatest change and improvement in scores
 - Traditional increase mean scale score **3.08**
 - Nicaragua increase mean scale score **2.03**
- Narratives reflected
 - Lack of knowledge of the country, impact of poverty, roads, living conditions in third world.
 - *“Prescription were written and filled for Tylenol and multi-vitamins --- items we get over the counter”*



Practical TSET Results - Narrative

- Surprise at the similar improvement in scores
 - Traditional increase mean scale score **2.73**
 - Nicaragua increase mean scale score **2.53**
- Narratives
 - Language barriers and stress with communicating
 - *“Most health problems are from their water”*
 - Treatment of painful procedures with presence
 - *“Children begging to earn money for their family”*



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Affective TSET Results - Narrative

- Least increase in scores
 - Traditional increase mean scale score **0.89**
 - Nicaragua increase mean scale score **1.21**
- Narratives – Reflection
 - Increased awareness of another culture
 - *“I can go to my medicine cabinet for anything”*
 - Recognition of opportunity for self change
 - *“They trusted me to do everything, I was just a student”*

Bloom's Taxonomy

The Affective Domain



Discussion of Results – TSET Scores

- Greatest increase in Cognitive Subscale
 - Knowledge and understanding about professional nursing care and Lifecycle Transitional Phenomena
- Similar increase in Practical Subscale
 - Integration of cognitive and affective domains
- Least increase in Affective Subscale
 - Students pre-test very high in this domain
 - Professional caring role development

Cultural Relativism

- **Development of awareness, sensitivity, and acceptance of a new culture**
- Acknowledge ethnocentric – EMIC views
 - *“I didn’t know how narrow minded I was”*
 - *“I became aware of my own prejudices”*
- Students were the “other” and the minority

Cultural Care as a Teaching Concept

- Teaching about the “OTHER”
 - Care for someone how you would want your care?
 - Stereotyping – different views about eye contact
- Service Learning – Reflection and Reciprocity
 - “I was worried about saying the wrong thing and offending others”***
 - Classroom experiences are “insufficient”
- Recognition of the social determinants of health
- Need evidence across curriculums and disciplines

Future Research and Discussion

- Longitudinal data throughout education
- Reflective outcome assessments
- Comparison of curricular changes over time
 - Separate courses – interdisciplinary perspective
 - Integrated content throughout courses - tracking
- Q-sort with faculty to explore integration throughout curriculum and teaching strategies