Perceptions and Cultural Competence of Nursing Students who Study Abroad: Do Outcomes Outlast the Experience?

Donna M. Mesler, PhD, MSN, RN
July 25, 2019
STTI, Calgary
Disclosure

Donna M. Mesler, Nova Southeastern University, Fort Myers, FL
No sponsorship or commercial support given

Learner Objectives

• The learner will be able to state the process of this research study
• The learner will be able to identify 3 outcomes of this study
• The learner will be able to state 2 implications for future research
Background

• Research on study abroad programs
  • Cultural immersion increases cultural competence
  • Qualitative
  • Focus on short term outcomes
  • Paucity of American students in literature

Purpose

• Assess CC and perceptions of the study abroad experience to determine:
  • Outcomes of these programs
  • How sustained those findings were
  • Factors that influenced the development of CC in undergraduate nursing students
  • The lived experience
  • Add a quantitative measure of CC
  • Follow up 3 months later

(Hou & Pereira, 2017; Ingeborg & Mordal, 2017; Karatay, Bowers, Karadağ, & Demir, 2016)
Methods

• Design
  • Repeated measures, exploratory, mixed methods
    • Inventory for assessing the process of cultural competence in healthcare professionals (IAPCC-R) scored and dependent samples t tests for significance
      • Before, 2 weeks after, and 3 months after the study abroad experience
    • Reflective questionnaire
      • Before, 2 weeks after, and 3 months after the study abroad experience
      • Content analysis
    • Reflective journals
      • Used during the immersion experience

• Participants
  • 40 students from 1 northeastern university in the US
  • Attended study abroad programs
    • Philippines, Costa Rica, Ecuador, England or Italy
Inventory for Assessing the Process of CC Among Healthcare Professionals (IAPCC-R) (Campinha-Bacote, 2002)

- IAPCC-R
  - Measures CC in healthcare professionals, nurses, students
  - 25 items, 5 on each construct
  - 4 point Likert scale (1-4)
  - Completion time is 15 minutes
  - Has Construct and Content Validity (8 studies)
  - Reliability of 0.71-0.96
  - Scoring
    - Culturally Incompetent: 25 to 50
    - Culturally Aware: 51 to 74
    - Culturally Competent: 75 to 90
    - Culturally Proficient: 91 to 100
Open ended Questionnaires: 10 questions each

1. Two weeks prior to the study abroad experience
   1. Past travel, expectations, why study abroad, clinical experiences, predictions, culture

2. Two weeks after travel
   1. How was the trip? Positive and negative experiences
   2. Impressions about people/culture
   3. How did the trip compare to expectations

3. Three months after travel
   1. Memories: What stands out most in your mind? Positive and negative experiences
   2. Has your opinion changed over the past 3 months?
   3. Thoughts on culture
   4. Changes in your role as a nurse
Results

• Prior to trip most participants scored as “culturally aware”
• Increased significantly to “culturally competent” 2 weeks later
• Remained “culturally competent” 3 months later
## Results: Quantitative

<table>
<thead>
<tr>
<th>Table 1</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Time</td>
<td>N</td>
<td>% completed</td>
<td>Min</td>
<td>Max</td>
<td>Mean</td>
</tr>
<tr>
<td></td>
<td>Prior</td>
<td>31</td>
<td>77.5%</td>
<td>61</td>
<td>87</td>
<td>73.22</td>
</tr>
<tr>
<td></td>
<td>Post T1</td>
<td>17</td>
<td>42.5%</td>
<td>70</td>
<td>94</td>
<td>79.29</td>
</tr>
<tr>
<td></td>
<td>Post T2</td>
<td>7</td>
<td>2.5%</td>
<td>72</td>
<td>83</td>
<td>76.86</td>
</tr>
</tbody>
</table>
## Results: Quantitative

<table>
<thead>
<tr>
<th>Time</th>
<th>Level of Cultural Competence</th>
<th>( f )</th>
<th>% of those who completed IAPCC-R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior</td>
<td>culturally aware</td>
<td>14</td>
<td>53.8</td>
</tr>
<tr>
<td></td>
<td>culturally competent</td>
<td>12</td>
<td>46.2</td>
</tr>
<tr>
<td>Post T1</td>
<td>culturally aware</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td></td>
<td>culturally competent</td>
<td>14</td>
<td>82.4</td>
</tr>
<tr>
<td></td>
<td>culturally proficient</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>Post T2</td>
<td>culturally aware</td>
<td>1</td>
<td>20.0</td>
</tr>
<tr>
<td></td>
<td>culturally competent</td>
<td>4</td>
<td>80.0</td>
</tr>
</tbody>
</table>
Results: Qualitative

• Content analysis
  • Major factors: cultural immersion, role relationships, and challenges
  • Students from all trips reported a positive experience
  • Some negatives
    • “upset by the poverty”
    • “children were following us and asking for money”
  • 3 months later
    • Positive memories about patients and fellow students
    • “I think back to the poor individuals we helped in clinics and their smiles. Think I should have done more.....”
Limitations and Implications

• Participants who chose study abroad may have possessed greater interest and sensitivity to cultural issues
• Financial issues may have prevented participation, distorting results
• Attrition
• Only generalizable to students at one university, more research needed
Conclusion and Future Research

• Nursing students increased CC after study abroad, immersion trips
• Reported personal growth because of this experience
• Seminar before or during trips may help to prepare students
• Issues with attrition
• Future studies
  • 6 months later and beyond
  • Issues with attrition
  • More research needed
References


References (continued)


Thank you!

Questions?