Undergraduate Nursing Students’ Perspectives of Intercultural Communication: A Qualitative Descriptive Study

Naomi Armah, RN, MN
November 18, 2019

Co-authors: Donna Martin, RN, PhD; Nicole Harder, RN, PhD; Frank Deer, PhD
Disclosure Slide

- **Authors:** Naomi Armah, RN, MN; Donna Martin, RN, PhD; Nicole Harder, RN, PhD; Frank Deer, PhD
- **Learner objectives:** Learners will understand intercultural communication in undergraduate nursing programs from the perspectives of student nurses.
- **Conflict-of-interest:** None
Background: Intercultural Communication (ICC)
Background: What Inspired This Study?

- Migration & Globalisation\(^1\)
- Culturally diverse work force & clients\(^2\)
- Challenge to both healthcare professionals & clients\(^3-5\)
- Need for healthcare professionals who are culturally safe\(^6,7\)
Study Purpose

• To explore the perspectives of undergraduate nursing students on intercultural communication in their nursing education program.
Conceptual Framework

The Integrated Model of Intercultural Communication Competence (IMICC)
Method

Qualitative descriptive

College of Nursing (CoN), Western Canadian University (ENREB & CoN approved)

Purposive sampling, 10/100- 4th year undergraduate nursing students

Content analysis

Demographic survey, semi-structured one-on-one interviews, reflective journals
Findings: Theme 1- Meaning and Experiences of ICC

- **Joey**: “Culture would be ... the person’s upbringing, their background, their ethnicity, their religion, their, spirituality, just like their family, how they were brought up. Their values and beliefs.”

- **Alex**: “... being able to communicate with people from different cultures and adjust, um, your communication skills to be able to get the message across to them.”
Findings: Theme 2- Perceived Facilitators of ICC

- Cultural background & nurturing
- Immigration & socialization
- Self education, personal observation, & experiences
- Cultural awareness through course work
- Helpful learning opportunities
- Identifying the difference and providing individualized care

“My parents come from different backgrounds. Um. So, I’ve kind of always been open-minded to working with people from different cultural backgrounds.” (Pearl)

“the Human Diversity course did a good job at, uh, kind of opening up my eyes about that the care you provide for someone versus the culture” (Mina)

“if you have like a First Nations patient who wants to do smudging or they want to, uh, go somewhere out of their room to do something, you want to like know the context of that and know how to incorporate their culture into their care.” (Joey)
Findings: Theme 3- Perceived Hurdles of ICC

**Limited ICC content**

“... it was covered in Human Diversity. It was like mentioned a couple of other times, but like I just, I don’t think that’s enough on its own.” (Laura)

**Current teaching strategies used**

“Mostly lectures. There were some like videos or like pre-class readings that we would watch or that we would read and then videos that we’d watch.” (Joey)

**Challenges with clinical ICC encounters**

“it can be a challenge of first building that communication.” (Roberta)
Findings: Theme 4- Perceived Outcomes of ICC Education & Experience

Enhanced empathetic skills

Increased level of cultural awareness and ICC experiences

Patient centered care

Desire for culturally safe care

In-built virtues

Student Nurse

Improved patient outcomes and satisfaction

Lisa: “it helped me understand that those people, um, have different cultures, have different attitudes, different, even different circumstances, uh, and their lives could be different in many ways.”

Mina: “Her family was, and her, were very, very thankful to me.”
Findings: Theme 5- Student Recommendations

One size does not fit all

**Students/ Nurse Graduate Tips**
- Be observant
- Ask the right questions
- “Be open minded”
- Do not judge or impose
- Adjust your care
- Aim for culturally safe care

**Academic Health Institutional Reforms**
- Active teaching and learning strategies
- Curricula revisions
- Mentorship
- Culturally diverse faculty
- Interprofessional or inter-health faculty collaboration

**Healthcare Institutional Reforms**
- Health assessment process to include cultural component
- Introduce professional development courses related to cultural communications
- Adapt to care
Discussion/Conclusion

- Growing need for ICC or culturally safe care.
- First qualitative study to explore perceptions of ICC among nursing students.
- Adds to knowledge - nursing education.
- Proposed revisions to IMICC.
References


Acknowledgements

Funding Agencies

- Manitoba Centre for Nursing and Health Research (MCNHR) Graduate Student Research Award
- STTI Xi-Lambda Chapter Travel Fund
- Dr. Kenneth Clark Travel Award in Nursing
- Faculty of Graduate Studies Student Travel Awards, University of Manitoba