STUDENT LEARNING OUTCOMES AND GLOBAL TRIPS:
INSIGHT INTO CULTURAL AWARENESS AND PERSONAL GROWTH

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National educational standards require cultural awareness education

West Texas registered nurses enrolled in RN–BSN and MSN programs at Lubbock Christian University have limited awareness of other cultures’ values, traditions, and health care beliefs and practices

To address accreditation standards, the MSN course, 5306 Global Culture Health requires students to travel abroad for 10–13 days
Nursing Theory

- Leininger’s Culture Care Nursing Theory served to underpin the study

- … can be used in all cultures to discover universal and diverse aspects of human care
Can a global trip change the professional behaviors, beliefs, and values regarding culture and health of undergraduate and graduate nursing students?
Both quantitative survey data and qualitative narrative data were gathered from the students every semester, during a 36 month period from spring, 2011 to spring, 2013.

Phase 1 of the project was evaluated with a “cultural awareness” 5-point Likert-type questionnaire and open-ended questions.

Phase 2 of data collection is underway using pre-test, post-test “cultural awareness” 5-point Likert-type questionnaire and open-ended questions.
Demographics

- N=43
- 12% male
- 88% female
- Trips to 7 locations: England (13%), Spain (16%), Greece (19%), & Turkey (11%), Israel/Jordan (3%), Florida (6%)
Instrument

- Questions developed from a review of the literature
- Internal consistency of the Likert-type scale
  - Cronbach’s Alpha = .67
## Quantitative results

<table>
<thead>
<tr>
<th>Question</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>I treat all of my patients with respect for their culture, even though it may be different than mine.</td>
<td>Mean: 4.81 &lt;br&gt; <em>SD</em> = 0.39</td>
<td>Mean: 4.84 &lt;br&gt; <em>SD</em> = 0.43</td>
</tr>
<tr>
<td>I do not participate in insensitive comments or behaviors.</td>
<td>Mean: 4.43 &lt;br&gt; <em>SD</em> = 0.83</td>
<td>Mean: 4.63 &lt;br&gt; <em>SD</em> = 0.59</td>
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## Quantitative results

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<tr>
<td>I do not impose my beliefs and value system onto my patients, their family members or friends.</td>
<td>Mean: 4.67</td>
<td>Mean: 4.63</td>
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<tr>
<td></td>
<td>$SD = 0.57$</td>
<td>$SD = 0.67$</td>
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<td>I accept that there is a strong relationship between culture and health.</td>
<td>Mean: 4.82</td>
<td>Mean: 4.87</td>
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<td>$SD = 0.38$</td>
<td>$SD = 0.34$</td>
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</table>
# Quantitative results

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</table>
| I understand the impact of culture on life activities such as education, religion, family. | Mean: 4.78  
\[SD = 0.47\] | Mean: 4.79  
\[SD = 0.47\] |
| This global health trip has increased my professional value of provision of culturally competent care. | Mean: 4.81  
\[SD = 0.51\] | Mean: 4.89  
\[SD = 0.31\] |
## Quantitative results

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<td>This global health trip has changed my professional value of provision of culturally competent care.</td>
<td><strong>Mean:</strong> 4.81</td>
</tr>
<tr>
<td></td>
<td><strong>SD:</strong> 0.51</td>
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<td>This global health course has increased my personal awareness of culture in the role of health.</td>
<td><strong>Mean:</strong> 4.89</td>
</tr>
<tr>
<td></td>
<td><strong>SD:</strong> 0.31</td>
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<tr>
<td>I have had a shift in my thinking regarding cultural nursing care.</td>
<td><strong>Mean:</strong> 4.71</td>
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<td></td>
<td><strong>SD:</strong> 0.56</td>
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Qualitative results

Following the trip, students completed a questionnaire

1. Describe 1–2 most meaningful experience(s)
   - Realizing people are basically the same everyone
   - Thankful there are believers across the world
   - Appreciation for their healthcare system

2. What epiphanies/surprises did you find
   - People believe in the National Healthcare Service (NHS) and they perceive it to be a great success
   - The mix of cultures/ethnic groups and how well they appear to get along
3. Explain how the trip/course (on location) changed your world view/perceptions about culture, health, people, history, etc.
   - Some of my core beliefs have been challenged
   - I fear we all suffer from tainted media
   - Others have some of the same problems we have

4. How will this course impact your practice
   - To be more culturally sensitive when dealing with others. All cultures have their quirks. This is just a part of their upbringing and it should be respected
   - I will seek information and insight from the people themselves, not relying solely on the media
Results

- Preliminary data from this small sample suggest student’s knowledge and perceptions of other cultures may be more clearly identified following the trip.
- The qualitative narrative findings revealed increased awareness of cultural differences as well as changes in students' worldview of other cultures that were reflected in a greater openness to diverse populations.
Observations

- Prior to a global trip, the nursing students admitted their knowledge of other cultures was limited.
- Following the global trip, students indicated they had a clearer understanding of their perceptions of other cultures.
Student Comments

- Larry Pierce, MSN student on culture
- Kamie Stubblefield, OL student on leadership
- Jenny Robbins, RN, BSN student on the spiritual impact
- Cindy Griffin, RN, MSN student on the effect on how she sees patients
An unexpected finding was the insight the students gained about themselves. The experiences facilitated student critical appraisal of their personal values & beliefs. Cultural immersion for short time periods may be enough to stimulate critical thinking regarding cultural beliefs.
Research findings suggest subtle student cultural awareness changes may occur during short (10–13 day) global trips.

Qualitative, end of program comments from students suggest the Global Health course is a highlight of the master’s program experience.

Further study with a larger sample is suggested.