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

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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”
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

- Characterizing
- Organising
- Receiving
- Responding
- Valuing
- Worth
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