

# Measuring Changes in Cultural Awareness, Sensitivity, and Behaviors Among Online Graduate Nursing Students

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## Background/Problem

- Nursing education is preparing graduate level nurses to have a higher level of cultural awareness and behaviors. Some graduate programs require a short-term immersion experience to meet this outcome.
- Traveling can impose barriers for students based on finances, family, and work schedule conflicts.
- As an alternative to a required short-term immersion experience, the researcher developed a 16-week online graduate level cultural diversity course.

## Purpose

- To determine the effect of an online graduate cultural diversity course on transforming nursing students' perceptions towards cultural awareness, sensitivity, behaviors, and course learning objectives over a 16-week time period using innovative teaching strategies developed by the researcher.

## Conceptual Framework

- Leininger's Transcultural Nursing Theory served as the theoretical framework for the study.

## Methodology

- Pre/Post Intervention
- Graduate nursing students enrolled in the 16-week online cultural diversity course
- Online survey through Qualtrics®
- Data collected at baseline and course completion (August 2015 to December 2016)
- G\*Power determined a sample size of 34 achieved adequate power (effect size = 0.5; alpha = .05)
- Pre/Post test response rate = 17%

## Instrument

### Cultural Competence Assessment (CCA)

- Face and content validity were established; test-retest reliability index of .89
- 7-point Likert scale CCA has two subscales:
  - Cultural Awareness and Sensitivity [CAS] (11-items; reliability index .75)
  - Cultural Competence Behaviors [CCB] (14-items, reliability index .91).

### Course Learning Objectives (CLO)

- Face and content validity were established
- 7-items Likert scale (5-point)

## Demographics

(Age: mean 37; Range 26 - 51)

Program	Frequency	Percentage
Nurse Educator	2	11.1
Nurse Practitioner	12	66.7

Ethnicity	Frequency	Percentage
Hispanic	14	77.8
White/Caucasian	10	50
Black	9	55.5
Native American	6	33.3
Asian	10	56.6
Other	7	38.9

Prior Diversity Training	Frequency	Percentage
Separate College Course	4	22.2
Content Covered in a College Course	6	33.3
Professional Conference or Seminar	3	16.7
Employer Sponsored Program	6	33.3
Other Continuing Education Offerings	7	38.9

## Analysis

Aim 1: RM-ANOVA measured effect of a 16-week online cultural diversity course on nursing students' perceptions of cultural awareness, sensitivity, and behaviors.

Time	MD	(SD)	95% CI of the Difference		Sig. (2-tailed)
T1CAS - T2CAS	-.01	.24	-.13	.11	.862
T1CCB - T2CCB	-.46	.56	-.79	-.13	.009

Aim 2: RM-ANOVA measured effect of a 16-week online cultural diversity course on student's perceptions related to obtainment of course learning objectives.

Time	MD	SD	95% CI of the Difference		Sig. (2-tailed)
T1CLO- T2CLO	-.73	.79	-1.13	-.34	.001

Aim 3: Descriptive statistics and summative scores measured which online teaching strategies were the most effective for teaching cultural diversity content and skills.

Assignments	Mean	SD	Total Score
Self-Assessment	4.35	.931	74
Discord Quiz	4.41	.795	75
Org. Assessment	4.00	.935	68
CCNC Modules	4.35	.606	74
Toolkit	3.88	1.166	66
Full Circle Reflection	4.06	.854	65
Interview Write-up	4.59	.507	78
Discussion Forum	4.12	1.054	70

Top Teaching Strategies*	Mean	SD	Total Score
Textbook	4.24	.752	72
Journal Articles	4.18	.809	71
Cultural Interview	4.50	.894	72
Org. Assessment Activity	4.12	.928	70
Weekly Newsletters	4.12	1.054	70
Discord Quiz	4.29	.772	73
CCNC Module			
Activity	4.18	.636	72
Discussion Forums	4.47	.800	76

\*Other teaching strategies included PPT, YouTube, Q & A Topics, Phone Conversations with Instructor, Resource Folder, and Course Units and received total scores ranging between 60 to 68.

## Results

- CAS: No statistically significant difference from T1 ( $M = 3.55$ ,  $SD = .21$ ) to T2 ( $M = 3.56$ ,  $SD = .13$ ),  $t(16) = -.17$ ,  $p < .862$  (two-tailed).
- CCB: Statistically significant increase in scores from T1 ( $M = 3.57$ ,  $SD = .47$ ) to T2 ( $M = 4.03$ ,  $SD = .51$ ),  $t(13) = -3.06$ ,  $p < .009$  (two-tailed).  $Eta^2 = .35$ .
- CLO: Statistically significant increase in scores from T1 ( $M = 2.97$ ,  $SD = .67$ ) to T2 ( $M = 3.71$ ,  $SD = .50$ ),  $t(17) = -3.93$ ,  $p < .001$  (two-tailed).  $Eta^2 = .15$ .
- Cultural interview and discussion forum were identified as the most effective assignment/teaching strategy for learning cultural diversity content and skill.

## Limitations

- Convenience sample of graduate students from a private school.
- Small sample size/low response rate secondary to the timing of the posttest after finals week.
- Missing data as items did not require forced-entry.
- CLO scaled items are specific to the researcher's online culture course and not generalizable.

## Implications

- An online cultural diversity course can provide a feasible and effective alternative to a short-term immersion course and was adopted by the graduate curriculum.
- Identifying meaningful assignments allows educators to eliminate ineffective assessments and improve teaching strategies.
- Phases I will continue until sample size is achieved. Phase II will assess long-term retention of CLO, CAS, and CCB into nursing practice.