

# Influencing Global Health Through Cultural Nursing Education Assignments: Results of a Mixed-Methods Study

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# Introduction

- **Introduction**
- **History of Nursing Education**
- **Cultural differences and the impact on health and healthcare**
- **Culture and the learning process**



# Definitions

- **Demographics:** Demographics is the study of changes within a society's population such as age, gender, and/or birth rate, occurring within an identified population (Pai et al., 2009). For the purpose of this study, demographical data of the U.S. population is based on the reports of the U.S. Census (2010).
- **Culture:** Culture is defined as a broad concept referring but not limited to, common beliefs, traditions, language, styles, values, and basic agreement about norms of living (Spradlin, 2012).
- **Cultural competence:** Cultural competence is the integration of cultural awareness, cultural knowledge, cultural skill and cultural desire into one system (Campinha-Bacote, 2011).



# Definitions

- **Cultural competent care:** Cultural competent care is defined as the delivery of healthcare with deference to a patient's culture, traditions, or decisions (Leininger, 2007).
- **Cultural awareness:** Cultural awareness is the first step in the process of cultural competence. Cultural awareness is the ability to recognize personal uniqueness in another person's beliefs, values, preferences, or needs (Campinha-Bacote, 2011).
- **Culturally based assignment (CBA):** For the purpose of the current research project, CBA is defined as a semester long assignment with six components related to identification of self-awareness.



# The CBA

## **Developing a culturally based assignment**

- A culturally based assignment (CBA) was created to address the need for increased cultural education in nursing curricula.
- The CBA was referred to as the Voice project and was modified from a multicultural project developed in the education field by Alston and Strange (Alston & Strange, 1998).



# The CBA

## **Developing a culturally based assignment**

The semester long CBA requires six components or phases for completion:

- a paragraph on self-identified culture demographics
- a pre-completion reflection activity of expected results
- identification of a patient to complete the interview
- reflective journaling during the interview
- a reflective journal after the interview
- completion of a PowerPoint presentation with audio.



# Purpose statement

- The purpose of the current research study was to examine the differences in levels of self-reported, cultural awareness of senior nursing students who completed a semester long CBA while enrolled at a large, public university located in the southern region of the United States.



- **Research Questions**

- How does the level of self-reported cognitive attitudes regarding cultural awareness differ before and after the CBA?
- How does the level of self-reported behaviors and comfort regarding cultural awareness differ before and after the CBA?
- How does the level of self-reported cognitive awareness levels regarding cultural awareness differ before and after the CBA?
- How does the level of self-reported patient care and clinical issues regarding cultural awareness differ before and after the CBA?
- How do the levels of self-reported cultural awareness factors differ between Cohort 1 and Cohort 2 before and after completion of the CBA?
- What is the perception of the students on the change in levels of cultural awareness they experienced by participating in the CBA?





- **Theme 1: Discovery of unconscious biases**
  - “18-year-old patient, she was very needy and OCD about her care. She made a notecard of what she expected, requested vitals every hour, and would not accept care from another race than hers. I avoided this room.”
  - “This activity allowed me to gain so much insight and knowledge about someone I would usually cast judgment on, or have a certain mind-set before taking care of them.”
  - “I think my voice as a Hispanic male will be frustrated by his medical diagnosis because typically men do not like to be dependent on other people for help. I anticipate a day of challenges.”



- **Theme 2: Impact felt by participants on their personal levels of cultural awareness.**
  - “After talking to him, I realized that culture awareness was something that I was definitely going to work on and I will never judge anyone else without knowing their background.”
  - “Cultural awareness is the foundation of communication and it involves the ability of standing back from ourselves and becoming aware of our values, beliefs, and perceptions.”
  - “We tend to assume, instead of finding out what a behavior means to a person involved.”



- **Theme 3: Impact of cultural awareness on nursing practice.**
  - “As professionals in the healthcare industry, it is our responsibility to see each patient as their own and treat each one with the equal amount of respect because we may truly never understand how they feel in their current state.”
  - “By doing this project and raising our awareness, I feel we can have a major impact on how healthcare where we work can be improved for those patients with different cultures and languages.”



- **Theme 4: Participant's interaction with different cultures beyond the classroom.**
  - “It helped me understand how hard having an addiction is, especially given the current situation that was presented to him at this time in his life.”
  - “I look at people that are standing at the bus stop differently.”
  - “I went into this project knowing that mental health wasn't given enough attention, but hearing my voices' story makes me want to do something to raise even more awareness to the severity of mental illnesses because they are indeed, neglected.”



## Quantitative Results

### Nonsignificant results

Why were results nonsignificant?

Investigation into previous course work

Semester in which the project was implemented

### Significant results

What impacted the significant results?

Cognitive awareness section

Questions that were asked

Faculty relationship between Cohort A and Cohort B



## Qualitative Results

Theme 1-Discovery of Unconscious Bias

Prompted by questions regarding bias

Reflection revealed honesty among student responses

Theme 2- Impact felt by participants on their personal levels of cultural awareness

Question: Was your cultural awareness impacted?

All reflections revealed impact on some level

Theme 3-Impact on Nursing Practice

Reflections showed the intention to carry the lessons forward

Some reflections revealed the desire to teach cultural awareness

Theme 4- Participant's interaction with different cultures and the difference pre-CBA and post-CBA

Interactions outside of education

A different perspective on approaching people



## Other Outcomes

Faculty who were involved in evaluation of the CBA during the course of the semester mentioned the impact of the project multiple times. Discussion regarding how the CBA refreshed their nursing drive or brought back a desire to reduce discrimination towards patients. These were informal comments, not researched in the current project and should be evaluated for future research.



# QUESTIONS





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