Study Outcomes of Service Learning on Intercultural Sensitivity in BSN Students

Leona Konieczny, DNP, MPH, RN-BC, CNE
Catherine S. Thomas, DNP, MSN, RN, CNE
Learning Objectives

• The learner will be able to describe the use of the Intercultural Sensitivity Scale (ISS) to measure affective learning in nursing students.

• The learner will be able to describe the impact of service learning with culturally diverse population on the affective dimension of intercultural communication.

Leona Konieczny reports no conflict of interest.

Catherine S. Thomas reports no conflict of interest.
AACN Goals for Nursing Education

The Essentials of Baccalaureate Education for Professional Nursing Practice

Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.

Diversity of this nation’s population mandates attention to diversity in order to provide safe, high quality care.

Professional nurse practices in a multicultural environment and must possess the skills to provide culturally appropriate care.

http://www.aacn.nche.edu/education-resources/BaccEssentialso8.pdf
Cultural competence is defined as the attitudes, knowledge, and skills necessary for providing quality care to diverse populations. Faculty with requisite attitudes, knowledge, and skills can develop relevant culturally diverse learning experiences. Development of cultural competence in students and faculty occurs best in environments supportive of diversity and facilitated by guided experiences with diversity.
Related Department of Nursing
BSN Program Outcomes

• “Incorporate inter- and intra-professional communication and collaborative skills into the delivery of evidence-based, culturally sensitive patient-centered care.

• Provide innovative interventions to promote health and prevent illness in vulnerable populations.

• Practice from a caring, professional nursing perspective by incorporating the values of social justice, diversity, and global awareness”

www.ccsu.edu/nursing
Literature Review: Service Learning

• Varied definitions of Service Learning exist

• For this research - defined as a pedagogical approach that is experiential in nature - which intentionally supports achievement of institution and program goals through structured reciprocal learning activities (Schofield, et. al., 2013 & Bandy, 2011)

• Those activities provide students opportunity to experience civic engagement and cultural awareness

• With incorporation of reflection, students are allowed opportunity of a guided exploration of self-awareness and preconceptions that they may have had previously.

• Service learning may assist in developing cultural competence. Teaching cultural competence varies widely in nursing curricula (Long, 2016).
Literature Review: Service Learning

- Service learning demonstrates benefits for students in terms of personal and social outcomes as well as career development (Bandy, 2011).

- Structured activities provided during service learning experience allowed students to engage in 4 of 6 crucial learning attributes for service learning (Hahn, et. al., 2015).
  - Diversity of interactions, civic competencies, community activities & critical reflection
Overview of Service Learning Experience

• Proposal made to and approved by Stakeholders: Department of Nursing Faculty, Chairperson, and Dean

• University structure required sponsorship of experience by Student Nurses Association
  • Arrangements supported by Student Activities and Leadership Development Department

• Funding for experience provided by private scholarship foundation – permission to use funds granted

• Service learning experience was exclusive of nursing courses – nor used as substitute for clinical hours
Overview of Service Learning Experience

• National based non-profit service organization – mission congruent with Department and University missions

• 2 day mobile medical clinic which offered medical, vision and dental care free of charge – based in United States

• At clinic, students provided care (triage, health teaching, vital sign monitoring, blood glucose screening) and volunteered in other ways

• Number was limited by non-profit organization – Maximum of 5 students/1 faculty on each day of clinic
Location of Service Learning Experience: Appalachia

- Small town in rural eastern Tennessee - part of Appalachian region – distinct cultural differences due to geographic & socioeconomic factors
- Appalachian region is predominantly rural - poverty rate for many counties in Appalachia continues to be significant (Appalachian Regional Commission, n.d.)
- Students were exposed to profound regional differences, as the county has a poverty level of 20.6%, with 17.6% of the population under the age of 65 who do not have health insurance
- In comparison, the county that the university is located in and where the majority of clinical experiences occur, has a poverty rate of 12.2%, with 10.3% of the population under the age of 65 who do not have health insurance (United States Census Bureau, n.d.)
Methods

• Descriptive Quantitative Study
• Approvals - Human Studies Council at University and
Question

• What is the impact of service learning in Appalachia during a mobile health clinic on intercultural sensitivity?

• Null hypotheses – There is no difference in intercultural sensitivity pre and post intervention for undergraduate nursing students. There are no differences in demographic variables related to intercultural sensitivity.
Student Selection

- Junior level nursing students – in medical-surgical clinical course
- Student application with essay
- Blind review by faculty as a group
- Passing course at time of application
- Meeting clinical objectives at time of application
- 10 students accepted & 2 faculty
ISS – affective domain

- 24 item instrument using Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree)
- 5 components of intercultural sensitivity -
  - Interaction engagement – 7 items
  - Respect for cultural differences – 6 items
  - Interaction confidence – 5 items
  - Interaction enjoyment – 3 items
  - Interaction attentiveness – 3 items
- Reliability coefficient – 0.86-0.88
Data collection

• Pre service learning demographic sheet & ISS completed 2 days prior to departure

• Post service learning ISS completed within 1 week prior to return

• Debriefing occurred at end of service learning daily and as a group within 1 week of return
Sample

- Age – 21 to 37, mean age 23.67
- Gender – 100% female
- Lived outside of state – 22.8%
- Healthcare work experience – 44.4%
- Volunteer experience – 88.9%
- Travel outside of state – 100%
- Travel outside of country – 77.8%
ISS Pre and post service learning Paired samples $t$ test

<table>
<thead>
<tr>
<th>ISS statement</th>
<th>p value</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. I tend to wait before forming an impression of culturally-distinct counterparts. (Interaction Engagement)</td>
<td>0.081</td>
</tr>
<tr>
<td>14. I am very observant when interacting with people from different cultures. (Interaction Attentiveness)</td>
<td>0.081</td>
</tr>
<tr>
<td>23. I often show my culturally-distinct counterpart my understanding through verbal or nonverbal cues. (Interaction Engagement)</td>
<td>0.051</td>
</tr>
</tbody>
</table>
## ISS and Demographic variables

### Independent samples t test

<table>
<thead>
<tr>
<th>Demographic variable</th>
<th>Statement before mission</th>
<th>Statement after mission</th>
<th>p value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health care work experience</td>
<td>23. I often show my culturally-distinct counterpart my understanding through verbal or nonverbal cues.</td>
<td></td>
<td>0.011</td>
</tr>
<tr>
<td>Lived other than this state</td>
<td>23. I often show my culturally-distinct counterpart my understanding through verbal or nonverbal cues.</td>
<td></td>
<td>0.059</td>
</tr>
<tr>
<td>Travelled outside the U.S.</td>
<td>23. I often show my culturally-distinct counterpart my understanding through verbal or nonverbal cues.</td>
<td>14. I am very observant when interacting with people from different cultures</td>
<td>0.094</td>
</tr>
<tr>
<td></td>
<td>14. I am very observant when interacting with people from different cultures</td>
<td></td>
<td>0.052</td>
</tr>
<tr>
<td></td>
<td>14. I am very observant when interacting with people from different cultures</td>
<td></td>
<td>0.034</td>
</tr>
</tbody>
</table>
Study Strengths & Limitations

- Use of validated instrument
- SL independent of clinical requirements
- Culturally distinct areas with healthcare needs within the US
- SL accessibility for students who may have time or financial constraints for travel outside US
- Reinforced mission of university & department of nursing

- Small sample size
- No control group
- Short orientation prior to completing ISS
- Visit to National Center for Civil and Human Rights in Atlanta prior to return flight home
Discussion

• SL did affect intercultural sensitivity
• Non-judgmental approach and waiting to form an impression of others is important in nursing
• SL reinforced importance of verbal and nonverbal cues during communication
• Inspection is first step in assessment, SL provided the opportunity to gather data from observation
• Students who had healthcare work experience were more perceptive ($p=0.11$)
• Feedback was very positive about the value of experience, participants and faculty expressed willingness to repeat experience
Discussion

• Faculty as Guides related to social justice and cultural competence
• Volunteer work enhances BSN graduates employment opportunities on resume and/or interviews and may impact graduate school acceptance
• Funding continues to be challenge
• Continued commitment for more service learning & future research
References


