CHANGES IN STUDENT NURSES’ CULTURAL HUMILITY THROUGH A CULTURAL IMMERSION EXPERIENCE

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SHORT-TERM CULTURAL IMMERSION

• Two weeks to China
  • Beijing
  • Qinhuangdao
• Group of 20 students
  • 10 pre-licensure BSN students
• Pre- and Post-experience Self-awareness Questionnaire
  • Developed by PI based on The Purnell Model for Cultural Competence (2014)
• IRB approval
• Qualitative analysis
  • Themes
The Purnell Model for Cultural Competence (Purnell, 2014)
1. CULTURE DEFINED BY LANGUAGE, RELIGION, ETHNICITY, OR COMBINATION?

- Both pre- and post- answers revealed a “combination”.
- Many students put the three in order pre-experience with “language” first, followed by “religion”.
2. VALUE DIFFERENCES BETWEEN CULTURES

Pre-
- Value sons
- Family oriented
- Religion important
- Respect for elders

Post-
- Does not value personal space/privacy
- Values what’s best for the community
- Respect for elders
- Family oriented
- Respect for tradition/history
3. PREDOMINANT RELIGIOUS BELIEFS

Pre-
- Buddhism

Post-
- 5 recognized religions
  - Buddhism, Taoism, Islam, Protestantism, and Catholicism
4. FAMILY STRUCTURES AND ROLES

Pre-
- Male dominant & more valued
- Respect for elders
- Women subservient

Post-
- Male dominant
- Respect for elders
- One child
- Women have careers
5. INTERPERSONAL/ROMANTIC RELATIONSHIPS

Pre-
• Do not like public displays of affection
• Very private

Post-
• Open public displays of affection
• Start dating at older age
• More males than females
6. INFORMATION TO AID IN CULTURAL ADJUSTMENT

Pre-
• “What if I get lost from the group?”
• “How am I suppose to communicate when I do not speak Chinese?”
• “Am I going to like the food?”
• “Can I handle being away from my family for 2 weeks?”
• “What if I offend someone by not knowing their customs and culture?”

Post-
• Nothing specific
• Correlates with literature
7. STEREOTYPES ABOUT THE CULTURE

Pre-
- Odd clothes
- Physical characteristics
- Talkative
- Wear Masks
- Crowded (cities)

Post-
- More like Americans
- More rigorous schooling
- “The more I learned, the more I could see the similarities of all simply as people.”
- “The longer I was around them, the more I notice they are just like us.”
8. HEALTH PRACTICES
SIMILAR/DIFFERENT

Pre-
• Universal Precautions
• Similar equipment
• Holistic
• Eastern/Western mix

Post-
• Herbs
• No Universal Precautions
• Reuse equipment
9. PREPARATION TO BECOME AN RN

Pre-
• Less schooling required
• Less training

Post-
• 4 years of school plus 1 year of clinical
• NCLEX type test for licensure
“Before the trip we were informed that being a nurse in China was looked down on as a profession. After meeting with Chinese nurses we learned that information was in fact false and that Chinese nurses are seen in the same light as American nurses.”
LITERATURE COMPARISON

• Comparing with other study abroad experiences:
  • Negative responses pre- and positive responses post-
  • Students realized the little things they missed (foods, clean water, toilet paper, etc.)
  • Knowledge of importance of family among the different cultures visited
  • Acknowledging that people in all cultures “do the best with what they have”
  • Use of reflection in immersion experiences
  • Journaling by participants
  • Qualitative data collection
  • Individual desire and readiness to experience other cultures
  • Short-term global experiences practical for constraints of nursing curricula and students’ family and employment obligations
Questions?