Nursing Students’ Cultural Competence: Pre and Post a Short-Term Diverse Clinical Immersion Experience

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Purpose
The purpose of this educational research study was to describe the influence of participating in a short-term cultural diverse nursing clinical immersion experience on students’ level of cultural competence.

Sample (n=8)

- Age
  - Under 20 (1)
  - 20-30 (7)
- Gender
  - Female (8)
- Primary Language
  - English (7)
- Highest Level of Education
  - Some College (7)

Marital Status
- Single (8)

Ethnic Heritage
- Asian/Pacific Islander (1)
- Caucasian/White (7)

Current country of residence
- United States (8)

Time living in United States
- All of life (7)
- Less than 9 years (1)

Country of birth
- United States (7)
- Korea (1)

Cultural Experiences of Participants

- Spanish for Healthcare minor (4)
- Other courses focused on foreign culture/cultures:
  - Spanish electives (5)
  - African American History (2)
  - Sign Language (1)
  - ESL Classes (1)
  - Anthropology (1)
  - Religions (3)
  - Costa Rica Healthcare System (1)
  - Latin American History (1)

- Study abroad (3)
  - Costa Rica – 2 months (2)
  - Costa Rica – 4 months (1)

Methodology
Both quantitative and qualitative methods were used in this study. Prior to the cultural immersion experience, the students and faculty discussed American values/beliefs, Mexican values/beliefs/practices, and cultural competency. A week-long immersion clinical experience occurred at Holy Family Birth Center, ten miles from the border of Mexico. Campina-Bacote’s (2007) inventory for Assessing the Process of Cultural Competence Among Healthcare Professionals—Student Version (IAPCC-SV) was completed before and again after the clinical immersion experience. Students’ also shared a critical incident (Brookfield, 1990) related to the immersion experience, and discussed it with the group through a guided reflection process (Sperstad, 2007).

Framework for the Study

The Process of Cultural Competence in the Delivery of Healthcare Services
(Campina-Bacote 1998)

- Cultural Awareness
- Cultural Knowledge
- Cultural Encounters
- Cultural Passport
- Cultural Competence

Results

Quantitative Data

Pre/ Post Test IAPCC-SV Scores

Level of Cultural Competence
- Culturally Proficient 75-80
- Culturally Competent 60-74
- Culturally Aware 41-59
- Culturally Incompetent 20-40

Conclusions

- Five participants PRE level of cultural competence was awareness and POST level rose to competent.
- One participant’s PRE level of cultural competence was competent (60) and POST rose to a higher level of competent (68).
- One participant’s PRE level of cultural competence was competent and POST level was proficient.
- One participant’s PRE level of cultural competence was competent (68) and POST level was also competent, but slightly lower at (66).

Discussion

- Many students reported previous experiences with the Hispanic culture
- 3 participants have studied abroad in Costa Rica
- 4 participants have a minor in Spanish for Health Professions; 1 additional student has taken some Spanish classes
- Students highly motivated for experience
- Qualitative Data to be analyzed and combined into total results

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