

# 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)

Korean (1)

### Highest Level of Education

High School or Equivalent (1)

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)

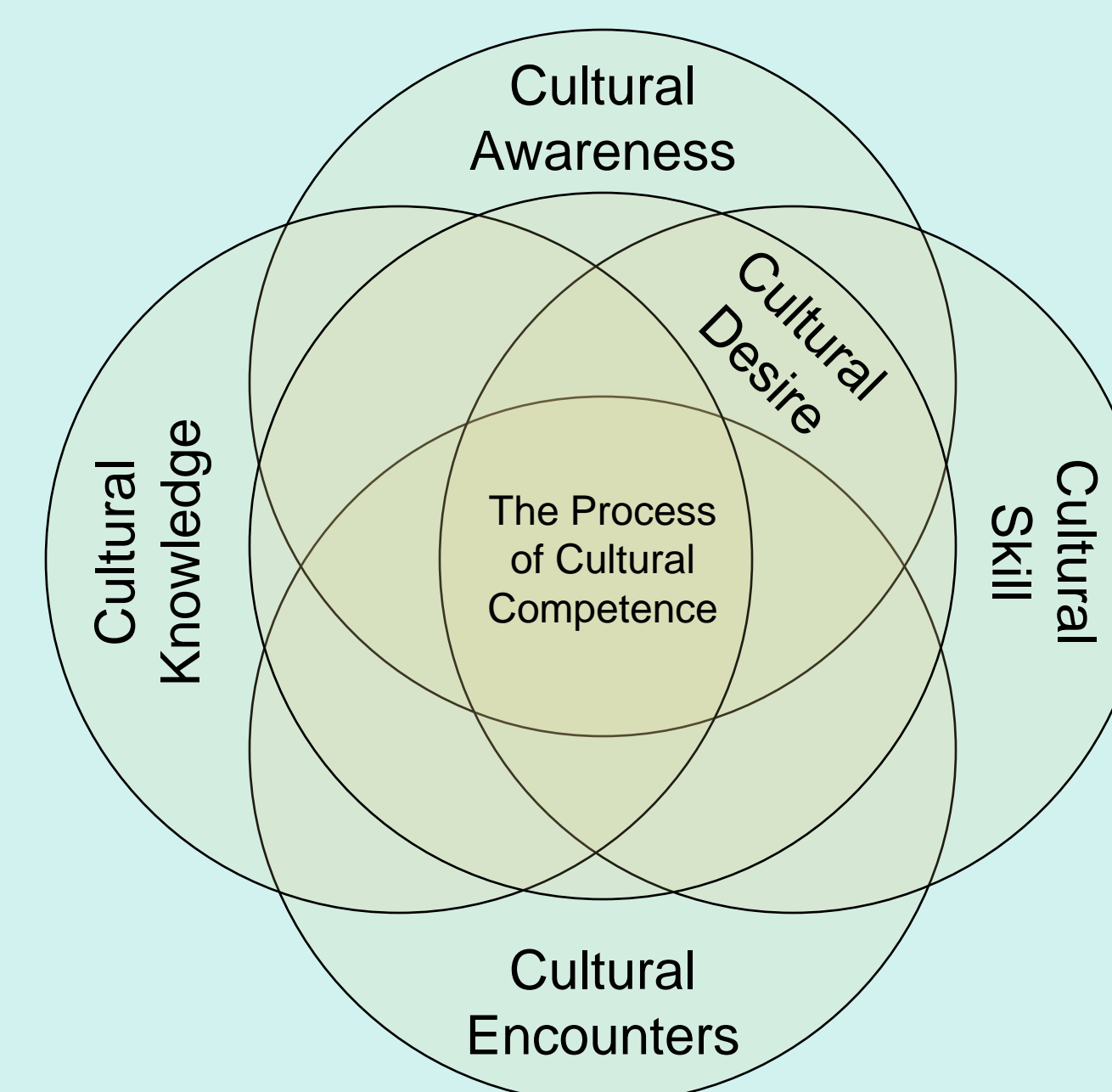
### Experiences with people of cultural groups other than own

- **Asian Pacific Islander**
  - Friends (2)
  - Clinical experiences (1)
- **African-American**
  - Friends (2)
  - Volunteer work (1)
- **Caucasian/White**
  - A lot of activities
- **Hispanic**
  - Mission trip (3)
  - Friends (1)
  - Job (2)
  - Study abroad (3)
- **Native American**
  - Friends (1)



## Framework for the Study

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



The process of Cultural Competence in the Delivery Healthcare Services is a practice model. **Cultural Competence** is defined as the **ongoing process** in which the health care professional continuously strives to achieve the ability and availability to work effectively within the cultural context of the patient (individual, family, community)

This model requires healthcare professionals to see themselves as **becoming** culturally competent rather than **being** culturally competent. It involves the integration of **cultural desire, cultural awareness, cultural knowledge, cultural skill, and cultural encounters**.

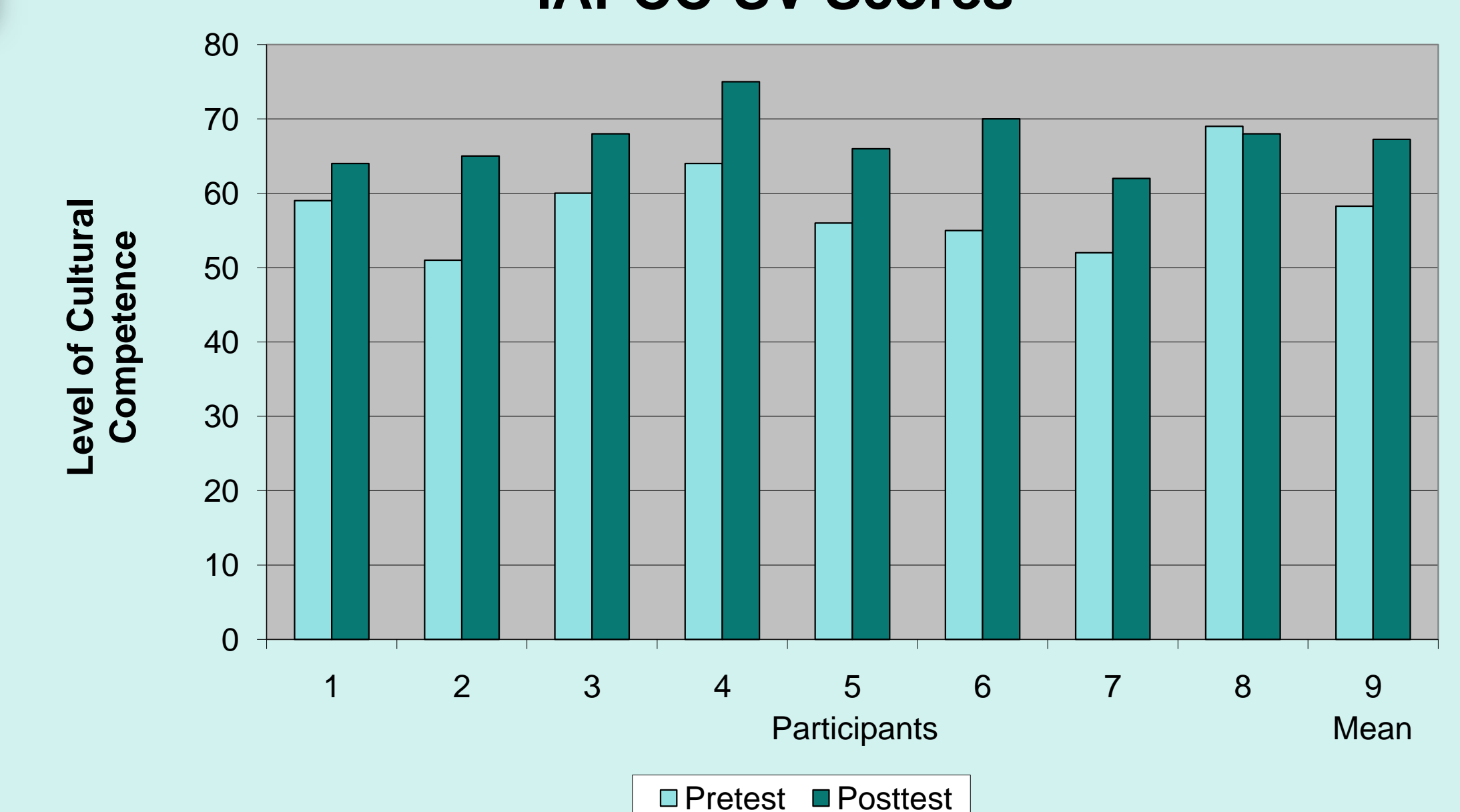
(Campina-Bacote, 2007)



## 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

## 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).