

2019-1-TR01-KA203-076879 Better and Effective Nursing Education for Improving Transcultural Nursing Skills (BENEFITS)

C1. BENEFITS Blended Mobility Intensive Training Program, GİRESUN, TURKEY

REPORT

C1. BENEFITS Blended Mobility Intensive Training Program, Giresun, Turkey in the scope of the project No. 2019-1TR01-KA203-076879 and named as “Better and Effective Nursing Education for Improving Transcultural Nursing Skills (BENEFITS) which is a Ministry for EU affairs Erasmus+ KA203 Strategic Partnership Project was held in Giresun.

The purpose of the intensive training program in this project was to evaluate the existing evidence based on educational interventions to improve the cultural competence of nursing students from different countries and the effectiveness of the pilot training intervention given. With the intensive training program was decided to be “To develop/promote awareness of culture-based care; It is aimed that at the end of this course students will be capable of evaluating individual, family and community in a proper and evidence-based manner, and they will be competent to plan, implement and evaluate a culture-based nursing care.”

Learning Outputs were as follows:

1. The student has acquired the scientific underpinnings and theoretical bases of transcultural nursing
2. The students apply transcultural nursing theory to practice and basic research
3. The student demonstrates awareness of her/himself as a cultural being and of the beliefs and values of others
4. The student shows an understanding of differences in cultural groups
5. The student demonstrates culturally sensitive knowledge and ethical decision making
6. The student shows an understanding of how beliefs may impact health
7. The student is able to communicate according to culturally specific needs
8. The students perform culturally sensitive assessment of health

Participants were conducted with 25 students and 16 tutors from 2 continents, 6 countries, 7 institutes as project partners. During the one-week intensive training program the students were

sensibilities better for the cultural care and health diversity. The partners developed a new curriculum in transcultural nursing for BSc nurse students and created an intensive training program to evaluate the effectiveness of this new curriculum. The new curriculum developed with many meetings and studies aimed to close a large education gap in transcultural nursing care education in Turkey. A learning model was used during this intensive training program that combined both formal and non-formal methodologies. In addition, teachers preferred that blended learning represents a model that integrates technology (social media platforms, video conferencing, and audiovisual technical infrastructure etc.) to increase learning and deliver business impact.

The content of the Intensive Training program was created as a pilot application of the new and effective BENEFITS curriculum that they obtained as a result of two years of experience in the project team and intense scientific studies.

The course content was prepared in accordance with the learning outcomes. Introduction of the program was;

1. Migration, Globalization and Nursing,
2. Basic Concepts of transcultural nursing,
3. Transcultural Nursing Theoretical Background,
4. Transcultural Nursing Models,
5. Cultural Diversity,
6. Ethics and Cultural Care,
7. Culture, Health And Illness,
8. Culturally based healing and care modalities,
9. Culturally Sensitive Communication In Healthcare, Culturally Sensitive Communication with Patients, Caregivers and Family Members Via Interpreter
10. Cultural Sensitive Health Assessment,
11. Creating Culturally Component Health Care Organizations

Cultural trips and a visit to a hospital were also held during the intensive training program.

For the evaluation of the students; before and after the training, students evaluated with the Developing the Better and Effective Nursing Education for Improving Transcultural Nursing Skills (BENEFITS)

Cultural Competence and Cultural Sensitivity Assessment Tool. In addition, a questionnaire prepared from knowledge questions applied before and after the training in order to evaluate the improvement in knowledge levels. Each tutors added two multiple-choice information questions about the subject they presented to the students, and the knowledge level of the students was evaluated with a total of 24 questions before and after the Intensive training program.

It was determined that the education program was very effective in increasing the students' intercultural awareness and knowledge.

Table 1. Comparison of (BENEFITS) Cultural Competence and Cultural Sensitivity Assessment Tool scores of students before and after Intensive Training program.

		Mean±SD	Median (IQR)	Minimum-Maximum	TEST* (p)
BENEFITS CC&CSAT Total	Pretest	142.76±12.339	142.0(19.00)	(120-167)	z=-2.816 (p=0.005**)
	Posttest	151.680±12.585	151.0(18.50)	(127-175)	
Respect for cultural diversity	Pretest	37.360±4.019	39.0(5.0)	(32-42)	z=-2.871 (p=0.004)
	Posttest	39.680±2.954	41.0 (4.5)	(28-42)	
Challenges and barriers in providing culturally competent care	Pretest	18.240±5.932	20.0 (11.5)	(9-26)	z=-0.992 (p=0.321)
	Posttest	16.440±6.813	20.0(13.5)	(6-24)	
Achieving cultural competence	Pretest	16.640±3.225	17.0(3.0)	(8-21)	z=-3.590 p<0.001
	Posttest	19.200±2.101	19.0(3.0)	(12-21)	
Culturally sensitive communication	Pretest	24.880±5.472	25.0(6.5)	(8-35)	z=-2.330 p=0.020
	Posttest	27.880±4.530	29.0(6.0)	(16-35)	
Perceived meaning of cultural care	Pretest	45.640±4.990	46.0(8.0)	(34-54)	z=-2.673 p=0.008
	Posttest	48.480±4.967	49.0(7.5)	(40-56)	

Note. BENEFITS CC&CSAT: (BENEFITS) Cultural Competence and Cultural Sensitivity Assessment Tool. Cultural Competence and Cultural Sensitivity increases as the scale score increases *Wilcoxon Signed Ranks Test, **p<0.05 statistically significant

Table 2. Comparison of Knowledge Assessment Scores of students before and after Intensive Training program.

	Mean±SD	Median (IQR)	Minimum– Maximum (0 – 24 point)	TEST* (p)
PRETEST Knowledge Assessment Scores	10.32±3.625	10(5)	(3-17)	z=-4.311 (p<0.001**)
POSTTEST Knowledge Assessment Scores	17.76±4.648	18(8)	(9-24)	

*Wilcoxon Signed Ranks Test, **p<0,05 statistically significant

This new curriculum with these topics will improve / develop the nurse students' skills and attitude and knowledge in this field.

It is important to educate nurses working in multicultural societies in a culturally competence manner and to increase the awareness, respect and knowledge of nursing students about different cultures.

Evaluation of One Semester Course For Students

In addition, in the fall semester of the 2021-2022 academic year, the BENEFITS transcultural nursing course was conducted as a one-semester elective course at Giresun University, Giresun Turkey and Hasan Kalyoncu University, Gaziantep Turkey and the results were evaluated. The course content covered the curriculum prepared for the BENEFITS project. A mixed method study was planned for evaluation, at first phase a single group pretest and posttest quasi-experimental study design was used. In the second phase, in order to address the experiences of nursing students on the course, they were asked to generate metaphors and a qualitative assessment was performed. The sample of the study is comprised of 83 nursing students attended the course. “Student Descriptive Features Form” (10 questions) and “Better and Effective Nursing Education For Improving Transcultural Nursing Skills (BENEFITS) Scale” (26 questions) was delivered to attending nursing students volunteering to participate in the study at the first week class (Introduction to Transcultural Nursing Course) and the last week class (Assessment of Transcultural Nursing Course).

A metaphor analysis was performed in order to assess the experiences of nursing students on the course.

- Caring patients having different religions, languages, cultures or life styles is like ..., because...
- Working with team mates having different religions, languages, cultures or life styles is like ..., because...
- Culturally sufficient medical care environment is like ..., because...
- This course is like ..., because...

RESULTS

Qualitative Results

Almost half (47.0%) of the participants were born in 1999 and 66.3% of them were female. The vast majority (94.0%) of the participants responded to have a religious belief and it was Islam. Most of them (88.0%) were living in the city, Turkish was native language of 91.6 of them while 10.8% of them were able to speak English and 6.0% of them were able to speak

Kurdish. Only 6.0% of them had professional experience and 6.0% of them had experience of caring an individual from a different culture.

Respect for cultural diversity sub-dimension pretest mean score of the participants was 39.78 ± 2.81 and posttest mean score was 38.50 ± 4.81 . The difference between two mean test scores was not statistically significant ($p > 0.05$). Challenges and barriers providing culturally competent care sub-dimension pretest mean score was 20.46 ± 5.97 and posttest mean score was decreased to 18.53 ± 6.14 , which is a statistically significantly lower score ($p < 0.05$). Achieving cultural competence sub-dimension pretest mean score was 16.21 ± 3.33 and posttest mean score was increased to 18.13 ± 2.12 , which is a statistically significantly higher score ($p < 0.05$). Culturally sensitive communication sub-dimension pretest mean score was 21.00 ± 4.76 and posttest mean score was increased 23.02 ± 6.05 , which is a statistically significantly higher score ($p < 0.05$). Perceived meaning of cultural care sub-dimension pretest mean score was 50.65 ± 5.28 and posttest mean score was 50.25 ± 6.21 . The difference between two mean test scores was not statistically significant ($p > 0.05$). Total BENEFITS pretest mean score was 148.12 ± 13.84 and posttest mean score was 148.37 ± 19.40 . The difference between two mean test scores was not statistically significant ($p > 0.05$).

Qualitative Results

Analysis revealed out five main themes.

Theme 1: Transcultural nursing as an opportunity

Students defined transcultural nursing course as an opportunity for improving themselves, gaining a different perspective and realizing their goals. Also, they defined this course as an opportunity for gaining cultural wealth and recognizing different cultures.

“During our practical classes I discovered many different aspects of people. I observed that people may differentiate in many areas and thus they may develop different needs.” (Student 8)

“As we completed our homework during the course, we learned life styles of different countries such as garment, life, health, education and nutrition habits and we found the opportunity to know different cultures of different countries.” (Student 82)

Theme 2: Transcultural nursing as a didactic process

Rainbow was the most mentioned metaphor for transcultural nursing course. Students had highlighted the diversity by defining themes like rainbow or galaxy. They defined the

course as a didactic process like watering an unknown flower, taking a hard exam or traveling to an unknown country. They especially impressed on travel and discovery.

“Like the beauty of each and every color in the rainbow, each and every individual from different ethnical origins has a unique beauty. Caring and communicating with such people is like touching the colors of rainbow for me.” (Student 54)

“I will have opportunity to closely know cultures of people from different cultures. I will have the opportunity to compare the difference between my life and their life. I can observe their reactions to incidents. I can learn their language to communicate with my teammate.” (Student 27)

Theme 3: Transcultural nursing as a professional field

Students had touched on nursing as a profession when defining transcultural nursing. They stated that transcultural nursing is a part of humanitarian care and is related to being an ethical, virtuous and good nurse and importance of team work. They also mentioned about nursing theoreticians such as Florence Nightingale and Leininger.

“Recognizing people of all colors, religions, languages and ethnicities, gathering such people and serving all of them in the same manner without discrimination is a great virtue. My efforts for getting different people healthy again may ensure manifestation of my professional potential and achieving professional satisfaction.” (Student 44)

“Transcultural nursing is like an ethical, neutral and morally working nurse. Because, nursing is helping human beings, it should be performed disregarding their religion, language or ethnicity.” (Student 11)

Theme 4: Transcultural care as a safe environment

While defining the medical care environment for transcultural nursing, they mostly emphasized a safe environment. They defined the environment as enough and comfortable, where patient can feel him/herself at home and mentioned features like respect and transparency.

“Medical care environment is like a safe environment. Because, respecting the culture of human beings and behaving tactfully make them feel safe.” (Student 10)

“A culturally sufficient medical care environment is like our home. Because human beings feel most comfortable at home. If a comfortable environment is ensured, human being may feel like at home.” (Student 62)

Theme 5: Transcultural care as an obligation

Students reported transcultural nursing as an obligation or necessity. They defined it as a need having a perspective ranging from physiological needs like water to psychosocial needs like realizing the meaning of life, thus a daily need which must be met.

“Just as water is essential for our survival, providing a culturally adequate care environment for a patient is just as necessary.” (Student 5)

“Transcultural nursing is not an option. It is the fundamental right of every human being to receive care in this way.” (Student 1)

“Transcultural nursing is like a necessity of life. Every human being has the right to receive care appropriate to his/her culture.” (Student 7)

Please contact the BENEFITS Project Team for detailed information. This results are summary of the study.