

5th International

NURSING CONFERENCE

October 23-25, 2019 | Rome, Italy

Student Nurses' Intercultural Communication Experiences in Clinical Practice

Joy Shao

Northumbria University, UK

The Black and Minority Ethnic (BME) population has increased significantly over the last three decades (Office of National Statistics, 2011). Many of these people may require healthcare that is responsive and sensitive to their diverse cultural needs and religious beliefs. However, many research reported that intercultural practice in healthcare services is inadequate, with likely negative consequences for the health and wellbeing of patients from BME backgrounds. There has been a significant increase in BME communities in the UK and pre-registration nursing education has moved to an all-degree model, with the aim of underpinning the level of practice needed for the future. In light of this change, a qualitative study was carried out to find out whether current British nursing students feel better prepared for their intercultural care encounters.

Research Questions

To achieve this, the following research question and sub-questions were raised:

In practice, how do student nurses communicate with people who they perceive as having a cultural background different to their own?

- What challenges do they encounter?
- How do they manage these challenges?
- How effective were their management strategies?

Research Approach

A qualitative research approach was chosen to explore the rich experience of intercultural encounters from the perspective of student nurses. Following ethical approval, 43 pre-registration nursing students took part in one-to-one semi-structured interviews. Thematic analysis was used to analyse the data generated from these interviews.

Key Findings

When a shared language was missing, student nurses had concerns about the quality of care they delivered. White British students experienced more frustrations than those from BME backgrounds.

- Even though the student nurses valued the importance of accessing accredited interpreter services, they found that qualified nurses were less keen to use interpreters
- The relatives of patients were common facilitators of communication with non-English-speaking patients. However, concerns were raised about using family members as interpreters on the grounds that they lacked clinical knowledge, comprised patient's confidentiality and had difficulties in their availability.
- Bilingual health professionals were praised for their temporary resolutions for patients when accredited interpreters or family interpreters were not available.
- Student nurses from BME backgrounds perceived that they were viewed negatively by colleagues in their placements and this made BME students feel under-valued, doubted and emotionally hurt. Some even considered leaving the course.

Recommendations

1) University academics

- To include more cultural related information and discussion in the pre-registration nursing curriculum.
- To invite former patients and staff from BME backgrounds to talk about their intercultural care experience in clinical practice.
- To facilitate nursing students to share experiences of intercultural encounters during placement.
- To encourage students from BME backgrounds to inform and discuss unfair treatment with their mentors and academic staff.
- To investigate, liaise and take action with placement managers when BME student nurses encounter discrimination and racism on placement.

NURSING CONFERENCE

October 23-25, 2019 | Rome, Italy

2) Service providers

- To provide further training to develop staff awareness, sensitivity and competence in intercultural care and unconscious bias.
- To address the importance of accredited interpreters and encourage the use of a variety of interpreting facilities to assist intercultural communication.
- To provide effective audio / visual materials and apps for staff and students caring for patients who require linguistic support.
- To raise awareness of the vulnerability of student nurses from BME backgrounds and promote the sensitive working environment.

Biography

After providing a variety of critical care services in China and the UK for a number of years, Joy Shao became a Senior Lecturer at Northumbria in 2007. In this role, she teaches, assesses and facilitates students' learning, helping pre-registration nursing and operating department practitioner (ODP) students work towards their professional registration. In addition, she teaches on the franchised overseas nursing programme, providing teaching and support for staff and students, as well as programme development. Joy is also a Programme Leader for campus-based international nursing programmes, including MSc Nursing, MSc Nursing Leadership and BSc (Hons) Nursing Science and Dissertation module lead for these programmes. Her clinical and educational background and expertise inspired her to research on student nurses' perception and experience on the transcultural aspect of nursing care. The research findings are useful to further develop nursing curricular and clinical service provision and consequently increase patient safety and satisfaction.

Notes: