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The Impact of a Cultural Immersion Experience on Developing Cultural Competence among Baccalaureate Nursing Students

The United States (US) is projected to be more racially and ethnically diverse in the years to come. More than half of all Americans in 2044 will belong to a minority group and by 2060 almost one in five of the total population will be foreign born (Colby & Ortman, 2015). The changing ethnic demographics of the US will directly impact nurses in all areas of healthcare as they strive to provide culturally competent care for all clients. Nurse educators have a responsibility to provide education for students to help them become culturally competent practitioners who provide more effective care and better outcomes for their clients (American Association of Colleges of Nursing, 2008 b). Cultural immersion experiences can provide students with experiential learning. Experiential learning is a well-recognized method used to change attitudes, an essential component of cultural competence (Ballestas & Roller, 2013). The project was conducted to determine whether there was a difference in cultural competence among baccalaureate nursing students after a required four week cultural immersion experience abroad. The sample included 4th semester senior nursing students at a small, private university in the Seattle area. The study used the Inventory for Assessing the Process of Cultural Competence among Healthcare Professionals-Student Version (IAPCC-SV) before the cultural immersion experience and upon return. It was based on the model developed by Dr. Campinha-Bacote, The Process of Cultural Competence in the Delivery of Healthcare Services. The null hypothesis was rejected. There was a statistically significant increase in IAPCC-SV total scores from the participant's pretest ($M = 63.70$, $SD = 5.74$) to the student's post test of the cultural immersion experience ($M = 68.74$, $SD = 5.60$, $t(42) = -6.97$, $p < .001$, two-tailed). The mean increase in IAPCC-SV total scores was -5.04 with a 95% confidence interval ranging from -6.50 to -3.58 .

Biography

Erin-Joy Bjorge is the Dean of the Buntain School of Nursing at Northwest University in Kirkland, WA. Erin-Joy has been a nurse for over 30 years and a nurse educator for 25 years at the baccalaureate level. She is a Certified Nurse Educator and a Certified Online Instructor. Erin-Joy's passion in nursing are global health and transcultural nursing. She recently completed her Doctorate of Nursing Practice in Educational Leadership. Her research measured the impact of a required cultural immersion experience on cultural competence among baccalaureate nursing students. She has travelled extensively and her most recent presentations were in Cuba and Kazakhstan.

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