

# Application of Transcultural Nursing Teaching Model Based on Campinha-Bacote Theory in the Practical Teaching of Health Assessment: A Controlled Before-after Study of Nursing Students

Liyan Yao\*, Ni Zeng, Jieming Wu

Hangzhou Normal University, Hangzhou, Zhejiang, China.

**How to cite this paper:** Liyan Yao, Ni Zeng, Jieming Wu. (2024). Application of Transcultural Nursing Teaching Model Based on Campinha-Bacote Theory in the Practical Teaching of Health Assessment: A Controlled Before-after Study of Nursing Students. *The Educational Review, USA*, 8(4), 614-618.  
DOI: 10.26855/er.2024.04.022

**Received:** March 26, 2024

**Accepted:** April 24, 2024

**Published:** May 21, 2024

**Corresponding author:** Liyan Yao, Hangzhou Normal University, Hangzhou, Zhejiang, China.

## Abstract

**Objective:** To explore the establishment of intercultural nursing teaching model based on Campinha-Bacote theory in the training course of Health Assessment and verify its effectiveness. **Methods:** From March to July 2022, 58 sophomore nursing students in Hangzhou Normal University were selected as the research objects, and the transcultural nursing teaching model was applied to carry out the practical teaching of Health assessment. The Chinese version-transcultural self-efficacy tool (CV-TSET) was adopted, and the effects before and after the intervention were compared and analyzed with the reflection diary. **Results:** After the intervention, the total average score of CV-TSET of nursing students increased from (6.23±1.34) to (7.44±1.47), the average score of cognitive dimension increased from (6.11±1.41) to (7.51±1.51), and the average score of practical dimension increased from (6.17±1.38) to (7.41±1.38). The average score of affective dimension was increased from (6.35±1.22) to (7.40±1.52), and the differences were statistically significant ( $P<0.05$ ). **Conclusion:** The application of the intercultural nursing teaching model based on Campinha-Bacote theory in the practical teaching of Health Assessment can improve students' intercultural nursing self-efficacy, and has the value of popularization.

## Keywords

Transcultural nursing, Nursing education, Health assessment, Practical training course

## 1. Introduction

With the development of economic globalization, the number of floating populations in different countries and areas around the world is steadily increasing, and the phenomenon of transnational and trans-regional medical treatment is becoming more and more common, and transcultural communication is rising. Due to the different nationalities, customs, religions, and other cultural backgrounds of different groups, patients' cultural nursing needs have been greatly enhanced. Therefore, it is increasingly important for nursing students to develop their transcultural nursing ability.

In developed countries, scholars attach relatively high importance to the transcultural nursing education of nursing students. The training content for the intercultural nursing ability of nursing students in American nursing schools includes setting up independent transcultural nursing courses, integrating transcultural nursing courses with social demographic

knowledge, and running through different stages of students' learning, to comprehensively cultivate their transcultural nursing ability (Tosun, 2021). In Australia, nursing schools carried out a series of social science courses such as etiquette and transcultural communication to improve students' transcultural knowledge reserve (Chen & Xu, 2019).

China is a country with 1.4 billion people, made up of Han and 55 other ethnic minorities. Chinese nurses live in a diverse historical and cultural environment of different nationalities and regions, so they should provide effective nursing services suitable for patients' cultural needs according to their different cultural backgrounds. However, the survey shows that the overall transcultural nursing ability of Chinese nursing students is at a low level (Huang et al., 2019) which cannot meet the increasing cultural needs of patients. The cultivation of transcultural nursing ability of nursing students in China started relatively late. Only a few colleges offer independent transcultural nursing courses for nursing students, and most of them are not required courses. Some Chinese scholars have carried out relevant exploration.

Although transcultural nursing is taught in some nursing disciplines, there is little evidence of its use in the practical teaching course of Health Assessment, which is the main course of the nursing profession. The teaching task of the practical teaching course is to cultivate and improve students' basic skills and comprehensive quality in practice. However, the emphasis in teaching tends to be on the knowledge of data collection and physical examination skills, and less on transcultural nursing.

Therefore, the purpose of this study is (1) To establish and implement a transcultural nursing teaching model based on the Campinha-Bacote theory in the practical teaching course of health assessment. (2) Analyze and compare nursing students' transcultural nursing self-efficacy level and reflection diary to verify the effectiveness of the teaching model. The significance of this study lies in that the transcultural nursing teaching model used is built based on the Campinha-Bacote theory, and the results may provide some clues for researchers of nursing educators to improve the implementation of the Health Assessment curriculum from a transcultural perspective.

## 2. Methods

### 2.1 Study design

This study was self-controlled before and after the trial.

### 2.2 Settings and participants

This study was conducted at Hangzhou Normal University in China in the second semester of 2022, and all nursing students in grade 2020 were selected as research objects (n=58). Inclusion criteria are (1) sophomores majoring in full-time nursing, (2) informed consent, and voluntary participation in this study. Exclusion criteria are: (1) repeat students of the course, (2) students with mental illness.

### 2.3 Development of transcultural nursing teaching model

#### 2.3.1 Theoretical basis

Campinha-Bacote's model of cultural competency mainly studies the connotation elements of cultural care competence, including cultural awareness, cultural knowledge, cultural skills, cultural encounters, and cultural desire (Wang et al., 2020). The model is widely used in nursing teaching and clinical practice. Therefore, teachers can cultivate the transcultural nursing ability of nursing students from the five aspects of cultural awareness, cultural knowledge, cultural skills, cultural encounters, and cultural desire in transcultural nursing teaching.

#### 2.3.2 Teaching method design

##### (1) Situational simulation method

Construct situations by setting up cases with transcultural elements. The case setting fully considers the link between the disease and cultural factors that are the focus of the curriculum.

##### (2) Group cooperative learning method

Arrange 5~6 students in one group. Each group will collect cultural nursing knowledge and social, cultural, psychological, and other reasons that may affect the patient's medical treatment behavior by consulting data, designing situational play scripts, and simulating the whole process of the patient's onset, admission, and nursing assessment in class.

##### (3) Reflection diary

Teachers set reflection questions and post them before class. The questions are as follows: a. Understand the cultural background of the patient's country, nationality, region, and religion in the case, and think about how culture affects the patient's behavior. b. Are nursing strategies and communication appropriate for you as a nurse caring for this patient? c.

How do you provide care that aligns with the patient's cultural background? After class, each student is asked to reflect on the learning procedure and write a reflective diary about their performance.

## 2.4 Implementation of transcultural nursing teaching model

### 2.4.1 The setting of the practical teaching course of Health Assessment

The course Health Assessment is set in the second semester of sophomore year. The training course was 24 class hours, and each intervention lasted for 120 min.

### 2.4.2 Implementation of transcultural nursing teaching model

Based on the five elements of the Campinha-Bacote cultural competency model, this study conducted interventions before, during, and after class.

(1) Cultural awareness: The students' attention to cultural care was evoked through the setting of reflective questions before the class. During the class, teachers taught about common nursing problems that result from a lack of cultural awareness. For example, stereotypes of national cultures lead to cultural conflicts and negative consequences during nurse-patient communication.

(2) Cultural knowledge: Before class, teachers asked students to look up transcultural nursing knowledge, so that they have a general understanding of the differences in different regions and ethnic cultures. In the class, teachers explained the related concepts and theoretical knowledge of transcultural nursing in depth; Through situational simulation, students learned and felt the transcultural nursing knowledge that needs to be mastered in nursing assessment. After class teachers released relevant videos as knowledge consolidation.

(3) Cultural skills: Developed a Patient Culture Assessment Form, and students are required to use the form to develop corresponding assessment plans and strategies for patients with different cultural backgrounds and practice their skills repeatedly in the scenario simulation.

(4) Cultural encounters: Students designed situational play scripts in groups, focusing on the performance of problems encountered in cultural nursing evaluation and solutions. For example, students demonstrate the influence of a patient's cultural background on his or her health and illness behavior. After class, teachers taught common cultural communication barriers and effective communication methods to overcome them.

(5) Cultural desire: By posting reflection questions before lectures and writing journals after classes, students deepened their perception of the connotation and importance of cultural care and increased their willingness to develop transcultural nursing competencies.

## 2.5 Data collection

Before the study, the researcher collected demographic data and administered the same scales to the study participants once before and after the intervention. A sum of 58 valid questionnaires were returned. The student's reflection diaries were collected anonymously, and the researchers numbered each one.

Demographic data showed that the nursing students were 19~22 ( $20.17 \pm 0.50$ ) years old; Most of them are female (81.0%), ethnic Han (98.3%), and had no religious belief (98.3%). Students' families live in cities (39.7%), villages (39.7%), and towns (20.7%). Passed CET-4 (51.7%), passed CET-6 (43.1%), failed CET-4 (5.2%). Most of the students chose nursing as their major independently (75.9%) and worked as student leaders. Fewer students (27.6%) had no previous exposure to foreign cultures.

The CV-TSET was developed by American scholars Jefferys et al. to measure nursing students' confidence and competence in providing quality care to patients with different cultural backgrounds (Liu et al., 2021). It consists of 3 subscales and 83 items: The cognitive subscale has 25 items things, the affective subscale has 30 items, and the practical subscale has 28 items. Respondents used a 10-point scale to rate the project from 1 (not certain) to 10 (totally sure). It can be separated into low-level, medium-level, and high-level of CV-TSET. The content validity index of CV-TSET was 0.95, Cronbach's  $\alpha$  was 0.99, and the subscale alpha ranged from 0.84 to 0.99.

The contents of students' reflection diary include group and individual classroom knowledge records, main operation steps of nursing assessment, harvest, perception, progress compared with last time, outstanding problems and improvement measures, etc.

## 2.6 Data analysis

SPSS 25.0 statistical software was applied to statistically analyze the scale data results. The levels of transcultural nursing self-efficacy of students were described by percentages, and the total mean score of self-efficacy and the total mean score

of caring competency, and the scores of each dimension were expressed as means. The scores were all normally distributed and described by means and standard deviations, and group comparisons were made using paired t-tests with a test level of  $\alpha=0.05$ .

### 3. Results

#### 3.1 CV-TSET score of nursing students (see Table 1)

**Table 1. CV-TSET scores of nursing students (n=58)**

Subscale	Pretest				Posttest				t	P
	Low level/%	Medium level/%	High level/%	Mean (SD)	Low level/%	Medium level/%	High level/%	Mean (SD)		
Cognitive	0.55	96.7	2.48	6.11 (1.41)	0.28	72.2	27.5	7.51 (1.51)	-6.465	<0.001
Practical	0.37	96.5	3.14	6.17 (1.38)	0.31	76.4	23.3	7.41 (1.38)	-6.235	<0.001
Affective	0.57	97.1	2.36	6.35 (1.22)	0.46	75.2	24.4	7.40 (1.52)	-3.111	<0.001
Total CV-TSET	0.50	96.8	2.66	6.229 (1.34)	0.35	74.7	25.0	7.44 (1.47)	-6.635	<0.001

#### 3.2 Reflective diary of nursing students

After sorting out, the themes of 58 nursing students' reflection diaries showed a concentrated trend, from most to least: 23 (39.7%) diaries about the in-depth understanding of humanistic care; 19 (32.8%) diaries on increasing awareness of transcultural nursing; 9 (15.5%) diaries about the improvement of nursing and patient communication skills; 7 (12.1%) diaries about the deficiency in some aspects of personal ability.

### 4. Discussion

#### 4.1 Transcultural nursing teaching model can improve students' transcultural nursing self-efficacy

Transcultural nursing considers the diversity of nursing objects and emphasizes the creation of an overall nursing plan based on cultural backgrounds such as beliefs, values, world outlook, and living habits through comparative analysis of different nationalities and cultures (Yi, 2021). Table 1 shows that after the intervention, the proportion of the high-efficiency level of nursing students increased from 2.48% to 27.5%. The practical dimension increased from 3.14% to 23.3%; The affective dimension increased from 2.66% to 25.0%, indicating that the application of the transcultural nursing teaching model in the practical teaching of Health Assessment can expand the part of transcultural nursing self-efficacy and efficient ability level of nursing students, and achieve a good effect on enhancing the transcultural nursing ability of nursing students. The reasons are as follows: This study uses a variety of teaching methods to make the teaching content more customized and better meet the learning needs of students. Firstly, situational simulation covers the whole process of patients from onset to hospitalization assessment, so that students can fully consider patients' cultural factors during basic nursing operations such as physical examination for patients. For example, when a nurse was assessing a British patient with pneumothorax should keep a relatively larger space distance from the patient than the Chinese, and avoid unnecessary physical contact with the patient as far as possible. During the nursing assessment process, emphasis was placed on effective communication with patients from different cultural backgrounds, thus practicing communication skills. In addition, in the scenario performance, some groups designed episodes of nurse-patient conflict caused by nurses' lack of understanding of patients' cultural backgrounds, which made students immerse themselves in the possible effects of cultural differences on nursing care and facilitated students to improve transcultural awareness, active learning, and mastering cultural nursing knowledge. Secondly, the students took turns to play various roles such as patients, family members, and nurses in the form of group cooperation to complete the nursing evaluation plan together, which enhanced the collaboration ability. Moreover, the classroom discussion enlivens the atmosphere and exercises students' critical thinking abilities. Finally, the teachers released the reflection questions before class, which can mobilize the students' enthusiasm for active learning, guide them to have an interest in multicultural culture, and proactively collect relevant cultural nursing knowledge. The reflection diary written by students is conducive to absorbing and consolidating the learning content so that they can take the initiative to think about how to understand and better meet the cultural nursing needs of patients so that they can reach a higher level of cognition.

## 4.2 The transcultural nursing teaching model has advantages and still has room for development

The results of the nursing students' reflection diaries showed that through this intervention, 23 nursing students indicated that they had a deeper understanding of humanistic care and were able to empathize with patients' feelings and understand their care needs, "After simulating the patient, can feel how anxious and helpless he is"; "If I were a patient coming to a strange hospital, I would not trust the medical staff and would hope that they would understand my appeal." 19 nursing students said that their awareness of transcultural nursing had been enhanced, "We should be aware of the cultural diversity of patients during the consultation"; "I realized that culture brings a different understanding of the patient's illness and that nurses need to respect the patient's culture"; "There is an inextricable relationship between patients' cultural beliefs and their health." 9 nursing students mentioned that their ability to communicate between nurses and patients had been improved, "After understanding the social and cultural background of patients, they felt easier to communicate with patients"; We should consider whether the technical terms can be translated into words that patients can accept. 7 nursing students believed that their current abilities needed to be improved in various aspects. "During the consultation, our team asked questions according to the cultural assessment form, which was rather rigid and required more communication"; "I did not do enough to explain to the patient before the physical examination"; "These cases are just the epitome of many intercultural exchanges between nurses and patients. I still have a lot to learn to prepare for my future clinical position."

## 5. Conclusions

In this study, a transcultural nursing teaching model based on the Campinha-Bacote theory was developed in the training course on Health Assessment. The results showed that this model could improve students' transcultural nursing ability. We suggest that nursing educators adopt a variety of teaching methods, such as situational simulation method, group cooperative learning method, and reflective diary method, to conduct transcultural nursing teaching.

There are some limitations to this study. First of all, the research method was designed by the self before and after the control group, which restricted the reliability of the research results to a certain extent. Secondly, due to limited conditions, only nursing students from one nursing school were selected as the research object. In addition, considering the overall teaching arrangement, all the subjects are sophomores in college and have not entered the stage of clinical practice.

## Ethics statement

This study has been checked by the Ethics Committee of the School of Nursing, Hangzhou Normal University, and the number is 2023028.

## References

- Chen, F., & Xu X. (2019). Strategies to Improve the multicultural ability of nursing students under the background of globalization. *J. Jinzhou Medi. Univ.*, 17(06), 57-59.
- Huang, Y., Xie, Y., Zhong, J., & Ye B. (2019). Cross-cultural nursing ability of 384 nursing students and its influence factors. *Journal of Nursing (China)*, 26(01), 45-49.
- Liu, J., Gill, E., & Li, S. (2021). Revisiting cultural competence. *The Clinical Teacher*, 18(2), 191-197. <http://doi.org/https://doi.org/10.1111/tct.13269>.
- Tosun, B. (2021). Addressing the effects of transcultural nursing education on nursing students' cultural competence: A systematic review. *Nurse Educ Pract.*, 55, 103171. <https://doi.org/10.1016/j.nepr.2021.103171>.
- Wang, R., Chen, Q., Xu, M., & Su. D. (2020). Construction and Implementation of Multicultural Nursing Course for Baccalaureate Nursing Students. *Nursing Journal of Chinese People 'S Liberation Army*, 37(02), 72-75.
- Yi, C. (2021). From "Humanistic Curriculum" to "Curriculum Humanities"—The Construction of the Blended Teaching Model of Multi-culture and Nursing in China University of Traditional Chinese Medicine under the Concept of Student-based Education. *Chinese Medi. Modern Distance Edu. of China*, 19(17), 6-8.