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Effectiveness and evaluation of the cultural competence curriculum among nursing bachelor students base on anchor-situated teaching

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Following the trends of globalization, the increasing numbers of immigrants transform Taiwan become a multicultural society. Health care professionals have faced the significant challenges in providing cultural competence healthcare to multi-ethnic groups. This purpose of this study is to design, conduct and evaluation of cultural competence curriculum development. Based on anchor-situated teaching strategies the curriculum was 2 credit/36 hours. Convenience sampling has been used for the recruitment of the subjects. The subjects are the university nursing students. A total of 58 subjects completed the course. The study design was one group pre and post-test comparison. This study was approved by the institutional review boards of Kaohsiung Medical University. The instrument of this study included demographic inventory, intercultural sensitivity scale (ISS), inventory for assessing the process of cultural competence, (IAPCC) and cultural diversity/cultural competence self-assessment check list (CCSCL). The Cronbach's α of the cultural sensitivity scale was 0.88 and the multicultural self-assessment scale was 0.91, showing that each scale possessed favorable internal consistency and expert content validity. SPSS version 17 was used for data analysis. The result of this study showed the intervention of multicultural care competence curriculum development- base on anchor-situated teaching are significant difference between pre and post-test, ISS $p < 0.000$; IAPCC $p < 0.000$; CCSCL $p < 0.003$. The finding concluded that having attended education courses related to cultural competence was the most important predictor of multicultural care competence of nursing students. The findings of this study not only can assess the cultural competence educational program effectiveness and influencing factors, but also can provide department of education references in making appropriate cultural education policies and suggest to development of curriculum for multi-cultural care for the undergraduate students.

Biography

Yung-Mei Yang has completed her PhD at Queensland University of Technology, School of Nursing, Australia. She is an Associate Professor, PhD, RN and the Director of Head of Research and Global Affairs Division Kaohsiung Medical University. She has published more than 25 papers in reputed journals such as SSCI SCI and has been serving as an Expertise International Council of Nursing (ICN) in the area of home/community. Her teaching interests included: Transcultural nursing, community health nursing and trying to innovate new teaching strategies. Research interests: Transcultural nursing, community health, research method: Mixed method.

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