

Summary of Doctoral Dissertation

**Development and Evaluation of an Educational
Program to Enhance Transcultural Self-Efficacy of
Clinical Nurses in China**

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The purpose of this study is to enhance Chinese nurses' transcultural self-efficacy (TSE) while providing transcultural nursing care through an educational program. It includes two studies:

Study I provide evidence for the development of the program. It includes study A and study B:

(A) 284 nurses have completed the Chinese version of the Transcultural Self-Efficacy Tool (Jeffreys, 2010). The results suggest that nurses lack of confidence in providing transcultural nursing care and their personal and work characteristics influence TSE.

(B) 12 nurses have completed semi-structured interviews to identify participants' ideas and needs for educational content. A diverse educational approach, including transcultural knowledge, cultural sensitivity, minority languages, and immersion in multicultural experiences may enhance nurses' cultural competency and allow them to provide high-quality transcultural nursing care. This education should commence within individual departments.

Study II combines the results from study B with professional books and literature review to formulate a preliminary draft of the program. Then enrich and supplement the materials with credible websites and minority people's voices. The final content has been reviewed by expert. 31 educating nurses from different departments completed the 8-week educational intervention. A mixed methods were used to evaluate the effectiveness of the program.

Quantitative results show that mean scores of each dimension increase immediately after and 3 months after the intervention. There are significant differences in the mean scores of the cognitive and affective ($p < 0.05$), and there are no significant differences of the practical at different times ($p = 0.092$). Among them, there are significant differences in the mean scores of the cognitive between, before and 3 months after the intervention, and there are significant differences of the affective between, before, immediately after, and 3 months after the intervention.

Qualitative results show that participants are more proactive in caring for the cultural needs of minority patients after the intervention. They want to share knowledge and experiences with their colleagues and hope that all nurses should participate in the program. In particular, the participants use the presented material after the intervention, and it positively affects their patients.

Conclusion: The effects of cognitive dimension may lag behind the affective dimension after curriculum training while practical dimension is not sensitive to the training. Overall, this

study has obtained positive results and it has the potential to fill gaps in transcultural nursing education in Kunming, China. Future study should be expanded and implemented more widely with diverse teaching approaches.