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Activity Report

A Cross-cultural Awareness Course for Nursing Students

Naoko Kawakita, Joel Hensley

【Abstract】

The current paper reports findings based on data collected in the evaluation of a second-year nursing university course aimed at understanding lifestyles and values from the perspective of guest speakers from different cultures. The course centered on a series of lectures given by six invited guests, each from a distinct cultural background. The goal of the course was to help prepare nursing students for the possibility of engaging in intercultural communication, as well as for caring for patients from other cultures. The course, implemented in a series of repeated cycles conducted in small groups, involved students doing preparatory background research on the guests' cultures, listening to the lectures and participating in Q&A sessions, and preparing and presenting a small-group review and report to be shared with the class. Evaluative data were collected quantitatively, by means of a survey in learners' first language, and qualitatively, by means of a final paper written by learners at the end of the course. This paper reports on the design of a new English for nursing purposes (ENP) course and the results of a questionnaire survey as part of course evaluation, which included learners' attitudes toward the course itself, English learning, cultural learning, intercultural communication, and cross-cultural nursing. Suggestions for future implementation and research are also reported.

【Key words】 cross-cultural awareness, English for specific purposes, intercultural communication, cross-cultural nursing

Ⅰ. Introduction

1. Background

The course in which the current study was implemented is situated within a subset of English for specific purposes (ESP) known as ENP, which stands for English for nursing purposes. In line with the curriculum of the university at which the course was taught, the researchers' goal was to help develop nursing students keen to provide nursing care to individual nursing subjects, or patients. The course is situated at the end of a four-semester English curriculum with courses consisting of two overall goals:

1) Develop nursing students able to communicate with patients to understand their lifestyles.
2) Develop nursing students able to provide appropriate support for patients with different cultural backgrounds.

Naturally, the pursuit of these goals involves including elements of cross-cultural nursing in the curriculum.

From an ESP teaching point of view, there seemed to be three types of students enrolled in the class in which the present study was conducted. These student types stem from interest, or lack thereof, in two general areas:

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nursing care, and English and cultural learning. Nursing care is defined as approaching and supporting individuals to perform to their ability without depriving them of their vital power (Usui, 1997)[1]. One type of student was motivated in nursing care, but less motivated in English and cultural learning. Another type of student was motivated or interested in English and cultural learning, but less motivated and/or able in nursing care. This type also included students who believed they were interested in nursing care but were only interested in the medical and healthcare system, not in the direct supporting of individuals. The third type of student was motivated in nursing care as well as English and cultural learning. It is of course preferable for students to fall within this last category, but even if they do, it was suspected that students may still have difficulty in connecting nursing care and English/cultural learning for the purpose of cross-cultural nursing.

That suspicion led to the following conjecture: Motivation in language and/or cultural learning might not be necessarily correlated to cross-cultural awareness for nursing. In other words, even if students are interested in English or cultural learning, they may not be successful in transferring this knowledge to their nursing study.

2. Purpose of the study

Based on this conjecture, the present study was conducted for the following two purposes:

1) To evaluate an introductory ENP program aimed at developing cross-cultural awareness for nursing.
2) To explore whether general motivation in English and cultural learning are correlated with motivation in cross-cultural awareness for nursing.

3. Theoretical background

This course was designed based on the nursing theory taught by the university at which the present study was conducted. Usui (1997) defines a human as a unity of biologically and socially constructed living existence within human relationships. She also states that nursing aims to discover obstacles which lead to the unnecessary expense of the subject's vital power and attempts to create a way to minimize these obstacles. She also mentions nursing subjects with different cultural backgrounds as follows:

> From the perspective of the socially constructed living organism, we realize many differences in specificity and individuality. There are differences in racial customs of bathing, degree of temperature for comfort, habits of timing, and so on. Some cannot stand going without daily bathing, but others feel no problem with an interval of two or three days.[1]

In addition to the above nursing theory, the development of this course included the consulting of other intercultural and cross-cultural nursing sources. Lipson et al. (1996) provide a set of guidelines for American nurses on cross-cultural nursing for 26 ethnicities, explaining it is meant "to sensitize nurses to cultural variation, encourage the asking of questions, and stimulate learning about how a patient identifies with and expresses his/her

cultural background" as "a starting point for individualizing their nursing care."[2]

One of the main challenges arising from the attempt to prepare nursing students for the possibility of caring for a patient from another culture is that of addressing students' awareness of other cultures, as opposed to teaching facts about individual cultures. General information, which affects large populations—such as the rules in a halal or kosher diet—are likely to be relevant for students' future nursing. However, as it is not possible to introduce every culture in existence, it instead behooves the instructor to prepare nursing students to be able to successfully approach the future possibility of interacting with and caring for a patient from another cultural background by teaching students what kind of information may be relevant in cross-cultural nursing, how to pursue such information autonomously (Ushioda, 2011)[3], and the correct attitude to take when faced with such a situation. It was felt that the concept of intercultural posture (Yashima et al., 2004)[4] should play a role in cross-cultural nursing attitudes and be subsequently measured for upon completion of the course.

Ⅱ. Participants and Method

1. Participants

As the current study was conducted within a single course, participants were students enrolled in the course, which was taught at a public nursing university in southern Japan and was the fourth English class in the university's required curriculum. The course was taught in the fourth (autumn) semester, and enrolled students were either in their second year of university (n=103) or were repeating the course (n=5). All participants included in the study (n=97, 89.8%) completed the course.

2. Ethical Consideration

Prior to the survey, the participants were informed of the purpose of this study, and it was explained that the data gained from a questionnaire survey and final paper would be used with full ethical considerations and that participation in this study or questionnaire responses would not influence their course grades. Written consent was obtained from the participants who consented to participation in this study.

3. Method

1) Course design and evaluation

The current study was conducted in a single course over one semester. The coursework of this class was divided into three main sections. First, necessary viewpoints for cross-cultural nursing were introduced, for example, brainstorming what background information might be necessary to check before caring for a patient from another culture. A practice lecture and review were also conducted to acclimate students to the class style. Second, the semester largely consisted of three group work-based repeated cycles, including researching general information about the speakers' cultures, listening to speakers' lectures on their cultures and participating in a Q&A session, and reviewing the lecture content through student-led group summaries and discussion. Finally, at the end of the course, a review of the six lectures was conducted, and students wrote a final paper based on what they had learned.

Each of the selected guest speakers fit a set of predetermined criteria. All were non-Japanese, as well as non-medical professionals. They all had grown up outside Japan and lived within the same prefecture as the university at the time of the course. All speakers gave their lectures in English. Speakers' professions tended to be related to education, and most were non-nursing university professors, multicultural advisors dispatched from the prefectural International Exchange Center, or assistant language teachers (ALTs) or coordinators for international relations (CIRs) participating in The JET (Japan Exchange and Teaching) Programme. For the academic year in which the present study was conducted, guest speakers were from the following six cultural backgrounds: Irish, Romanian, Filipino, German, Singaporean, and Korean-American.

At the conclusion of the course, both quantitative and qualitative data were collected. Quantitative data were collected in the form of a questionnaire survey, which was administered on the last day of classes. To avoid misunderstandings and irregularities in responses, the survey was conducted in Japanese. The survey contained a total of 63 items, which were divided into two areas:

1. Questions for evaluating the course (24)
   1) Items related to the preparation days (6)
   2) Items related to the lecture days (9)
   3) Items related to the review days (9)
2. Questions to measure student motivation and attitudes both before and after the course (39)
   1) Items on student attitudes toward English (16)
   2) Items on culture and intercultural communication (15)
   3) Items on cross-cultural nursing (8)

Evaluation questions pertaining to the course specifically probed each section of the group work cycle and included items such as "The review helped to clarify content from the lectures". Items related to student motivation and attitudes were adapted from Yashima et al. (2004)[4] to examine whether participation in the course influenced students' attitudes toward intercultural communication, including cross-cultural nursing.

Qualitative data were collected through analysis of student's course-final papers, which were handwritten upon completion of the course. The final paper was written in the final class period, which was 90 minutes long and included answering the questionnaire survey introduced above.

The final paper consisted of two parts, each comprised of a given scenario to which students were to provide content answers. Part One introduced a scenario in which students were to imagine meeting six patients from the same six cultures from which the guest speakers hailed. Students' answers were to include the information from each guest's lecture that was useful for understanding the guest's life process, as well as any questions that students wanted to ask each guest. In preparation for Part One, students were given one class in the penultimate week of the semester to review the six lectures and summarize and categorize the information they gained from each lecture. This was in addition to the post-lecture review days conducted as part of the regular class cycle throughout the semester. This preparation included three areas: (1) What information was new to the students;

(2) What information students thought was useful to understand the guests' life processes, which included lifestyle, values, and beliefs; and
(3) What further questions they might ask to better understand the guests' life process.

Part Two consisted of a scenario in which students were instructed to plan a 30-minute talk introducing Japan and Japanese culture to American nursing students. The concept of Part Two was introduced in class the week before the final period, but students were not given time to prepare in class. They were instructed to prepare outside of class. The following five criteria applicable to the final paper were explained to students:

1. They could write in English or Japanese or a mix of both languages.
2. They were encouraged to use at least some English but were told points would not be deducted for using Japanese.
3. Points would not be deducted for incorrect grammar or spelling.
4. The final paper would only be scored for content, not language use.
5. The use of notes from the lecture preparation and review days was allowed, but students could not use prepared notes for Part Two.

The goal of Part Two, then, was to determine whether students had understood and could apply the cultural knowledge and awareness gained in the course to a novel, but related, situation. Parts One and Two were scored on a scale of 1 (low) to 4 (high) first independently by each researcher and then collaboratively through discussion of any discrepancies in allotted scores.

2) Quantitative course evaluation

The current paper mainly focuses on the quantitative evaluation of the course by means of the questionnaire survey, as explained in the previous section, and students' achievement indicated in their final paper scores. In order to explore the correlations among students' attitudes and motivation within the categories of English learning, cultural learning, and cross-cultural nursing and students' achievements, Spearman correlation analysis was also conducted with the significance of correlation coefficients tested. The mean score of each question item was calculated, and correlation analysis was performed using Excel Statistics 2012 for Windows.[5)]

Ⅲ. Results

1. Questionnaire survey

1) Student evaluation of the coursework

The questionnaire survey consisted of 63 items, divided into 24 questions for evaluating the course (Figures 1-3) and 39 questions to investigate student motivation and attitudes before and after the course, including 16 items related to English (Figure 4), 15 related to culture (Figure 5), and eight related to cross-cultural nursing (Figure 6). Most questions were answered on an interval scale from 5 (strongly agree) to 1 (strongly disagree).

Figure 1 shows that 93 percent of the participants felt the preparation days were helpful (Q1), 96 percent found that doing the cultural research was interesting (Q2), and 84 percent thought the group research was helpful (Q6). The mean score of the four items (Q1, 2, 5, 6) on preparation days was 4.42.

Figure 2 shows that 92 percent of the participants seemed to have felt the lectures

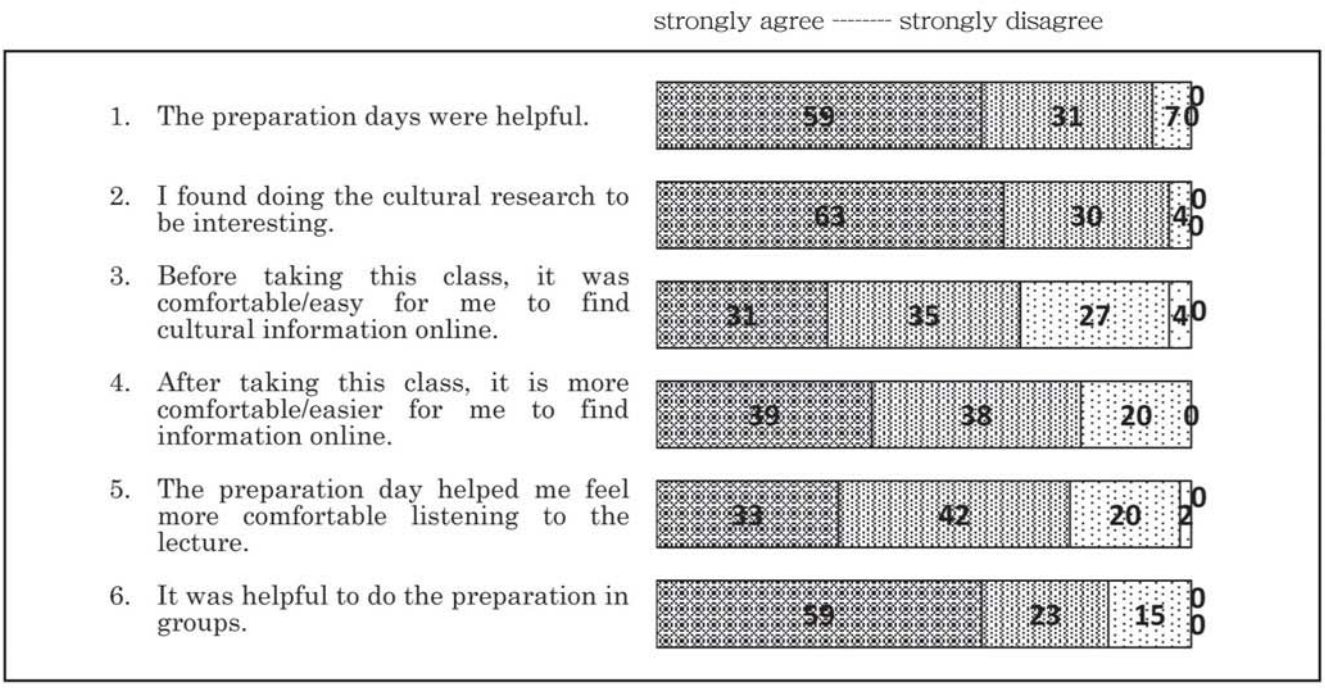

Fig. 1. Evaluation of course: (1) Preparation days

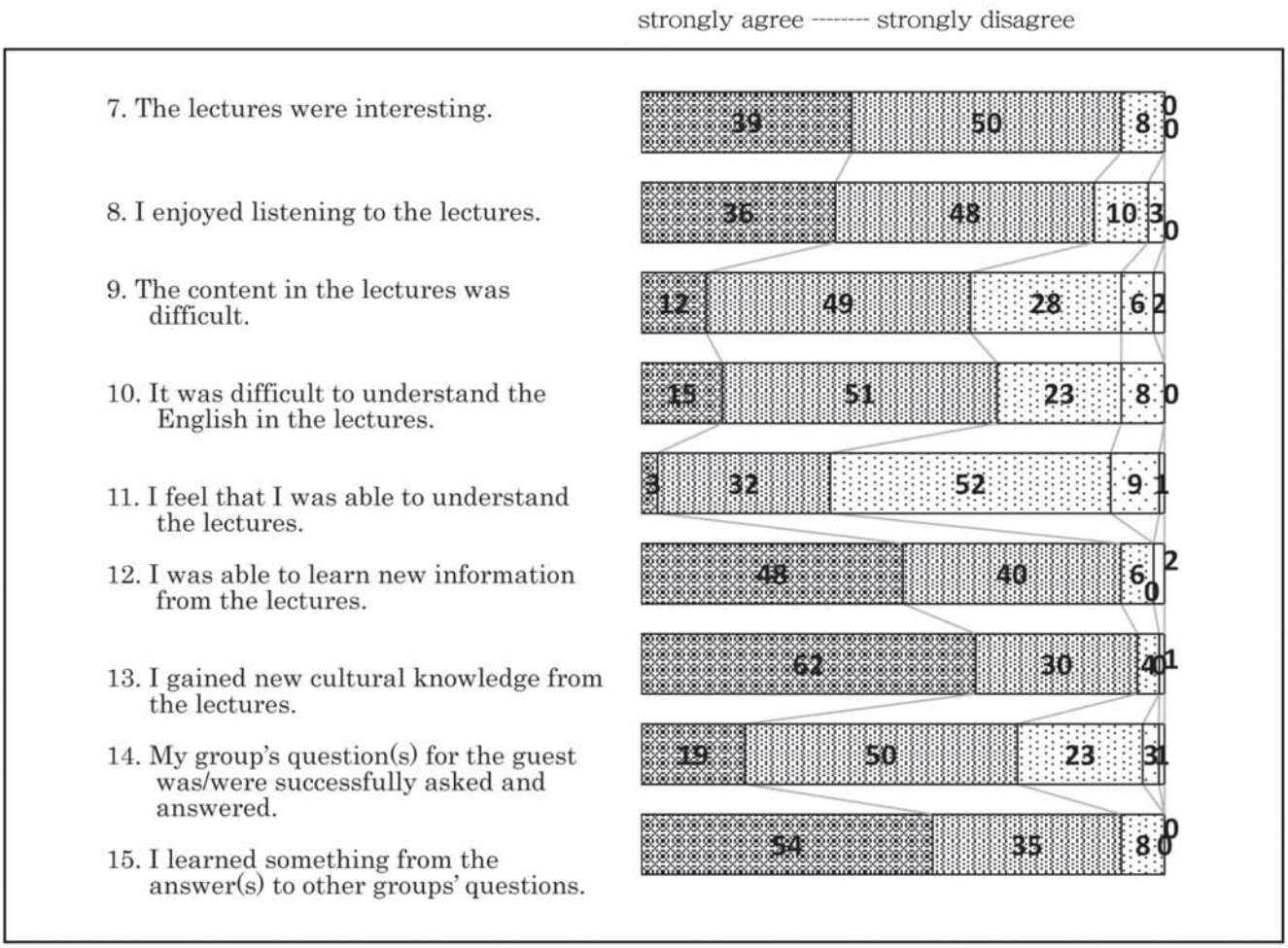

Fig. 2. Evaluation of course: (2) Lecture days

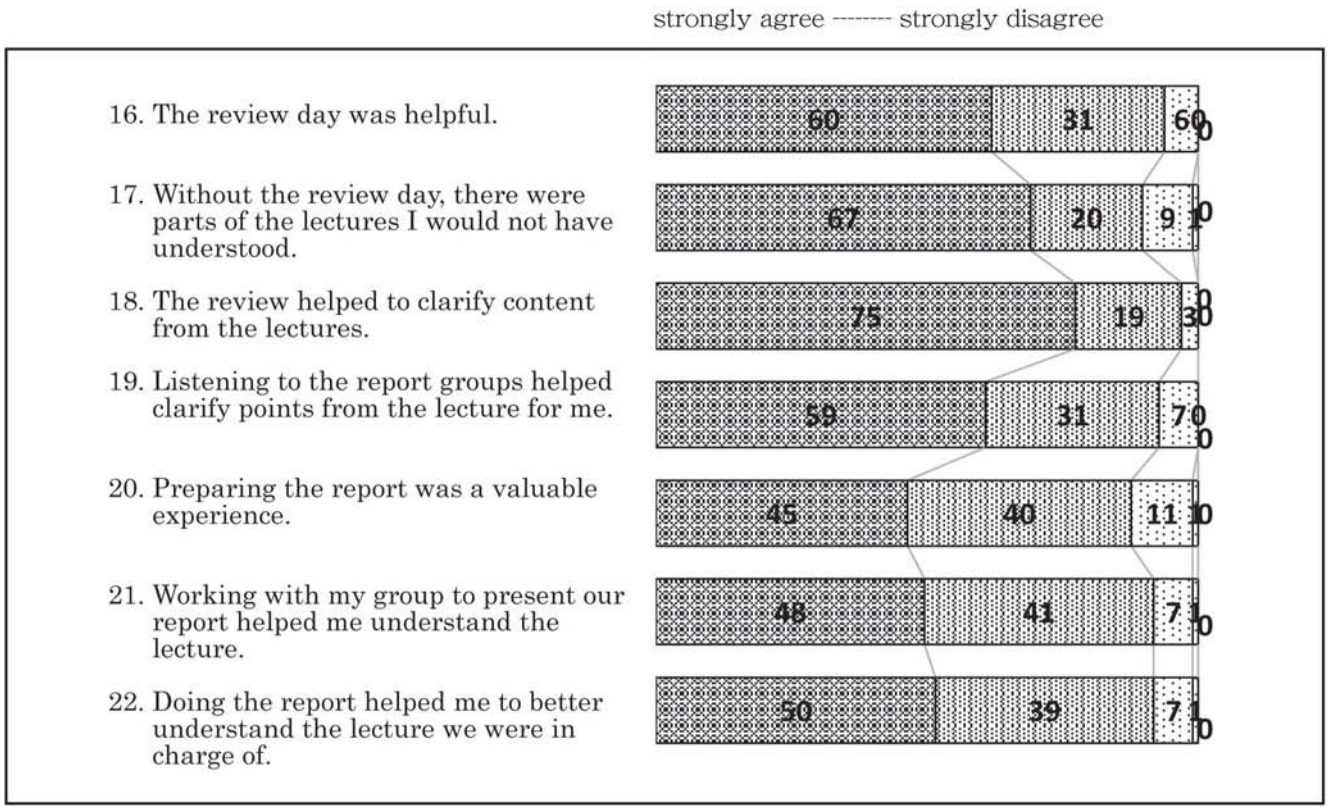

Fig. 3. Evaluation of course: (3) Review days

given by the guest speakers were interesting (Q7) and enjoyable (Q8), although more than 60 percent of the students felt the cultural content and/or English of the lectures was difficult (Q9, 10). Thirty-six percent of the participants felt they understood the lectures well, while 54 percent thought they partly understood the lectures, and 10 percent did not think they understood the lectures well (Q11). However, more than 90 percent found they gained new information and cultural knowledge from the sessions, 71 percent of students felt their questions were asked and answered successfully (Q14), and 93 percent felt they learned something from the answers given to other groups' questions (Q15).

Figure 3 shows that more than 90 percent of students reported that the review days were not only helpful (Q16), but necessary to clarify the lecture content (Q17, 18). Students evaluated their experience of the group reports highly (Q21, 22), answering that listening to the reports from other groups was helpful (Q19), and that preparing for their own group reports was a valuable experience (Q20) and helpful to understand the lectures (Q21). The mean score of the seven items on review days (Q16-22) was 4.51.

2) Effects on motivation and attitude

Figure 4 shows participants' responses regarding how this course affected their interest and attitudes in English study. The notion of English as a valuable tool for international communication after completing this course had the strongest response (Q31), followed by students' feeling they should have

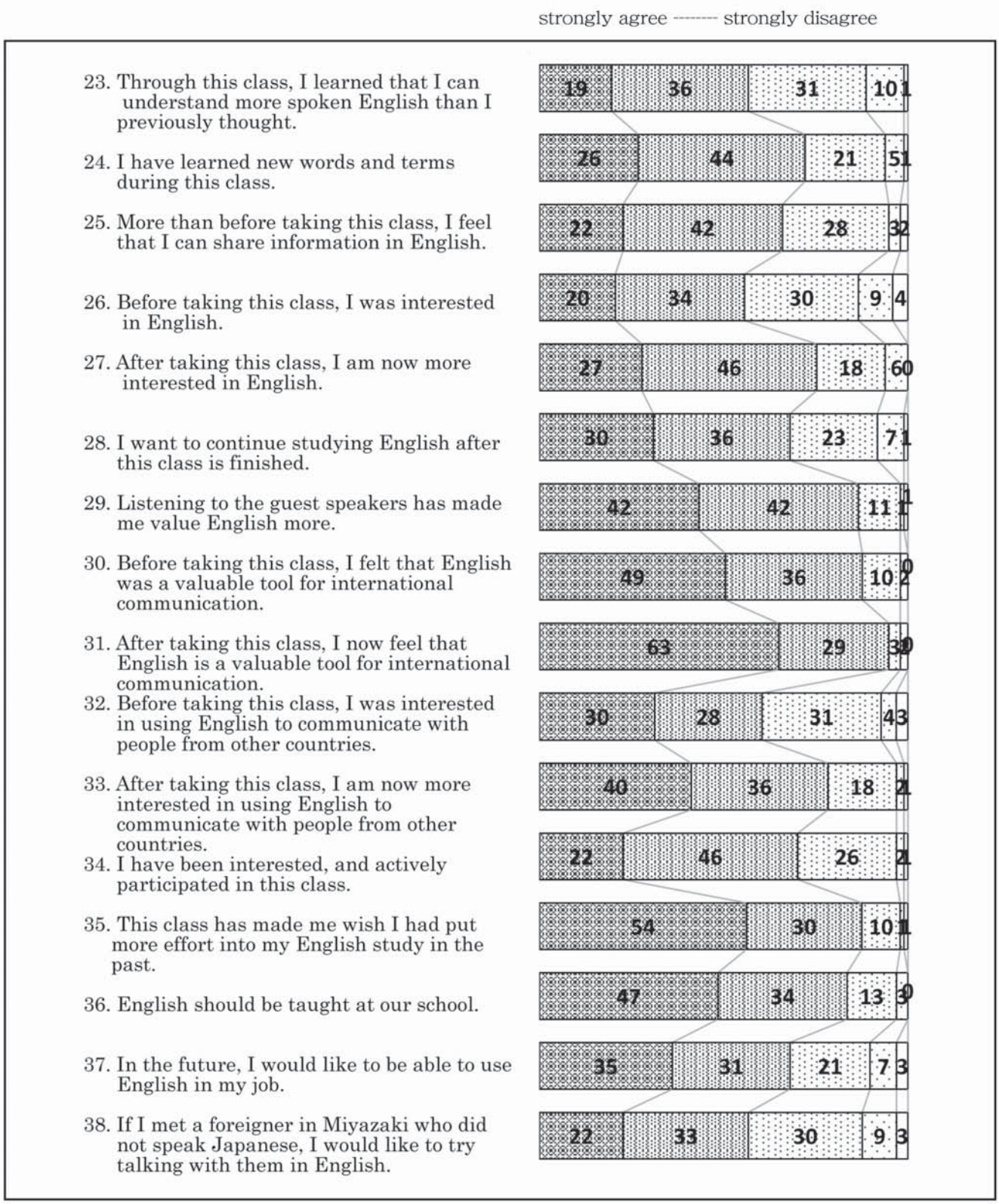

Fig. 4. Motivation and attitudes toward English study

put more effort into their English study in the past (Q35). A comparison between before and after the course found that students' interest in English increased by 75 percent (Q27), and

there was a similar 78 percent increase in nterest in communication using English (Q33). Seventy-two percent of the participants also felt this course was helpful in learning new words and terms (Q24).

Upon completion of the course, 57 percent of students felt they could understand spoken English more than they had previously thought (Q23). Students' awareness of their abilities (Q23) was found to be correlated with many other factors, such as the feeling they can share information in English (Q25: $r=.71$, $p<.01$), having more interest in English (Q27: $r=.68$, $p<.01$), a willingness to continue studying English (Q28: $r=.52$, $p<.01$), having more interest in using English to communicate with foreign people (Q33: $r=.42$, $p<.01$), valuing English more (Q29: $r=.39$, $p<.01$), and feeling they have learned new words and terms during this course (Q24: $r=.63$, $p<.01$).

Figure 5 shows how the participants felt this course affected their interest and attitudes toward cultural study, which also exhibited a change. Overall, nursing students do not typically have a strong positive interest in studying or working/volunteering abroad (Q39-45), but after this course students demonstrated a slight increase in interest in studying and/or working/volunteering abroad (Q40, 42, 45). Eighty-four percent showed interest in traveling abroad after the class (Q42). While student responses to whether they would like to try living abroad were mixed, there were positive responses to several cultural items. Eighty-four percent of students responded they would not mind having a coworker from a different country in the future. Seventy-two percent of students responded that they would welcome the chance to interact with a foreign patient (Q49), with 76 percent feeling comfortable learning about the culture of a patient from a different culture in the future (Q50). The vast majority of students (94%) reported that they felt understanding other cultures is important for being a good nurse (Q53), and nearly all students (99%) felt that inviting guest speakers from other countries was a good way to learn about culture (Q51).

On the topic of cross-cultural nursing, after this class, the number of students interested in the lifestyles of other cultures increased (Q54, 55). Around ninety percent responded that they now felt they have a better understanding of different values (Q57), necessary background information of people from other cultures (Q58), and necessary information for cross-cultural nursing (Q59). Moreover, 78 percent felt more prepared to deal with a foreign patient upon completion of the course (Q60). There was also a 90 percent positive response for having non-medical professional guests from other cultures to learn about cross-cultural nursing (Q61).

2. Students' achievement: Final paper

Qualitative results came from analysis of student responses on the final paper, which evaluated how well students could extract information useful for cross-cultural nursing from the various information in the lectures. Thus, students selected the information which they thought might be useful for cross-cultural nursing from their lecture notes. The following are some examples of students' answers, which met expectations due to being information potentially useful for cross-cultural nursing:

・Romanian people take a shower every day

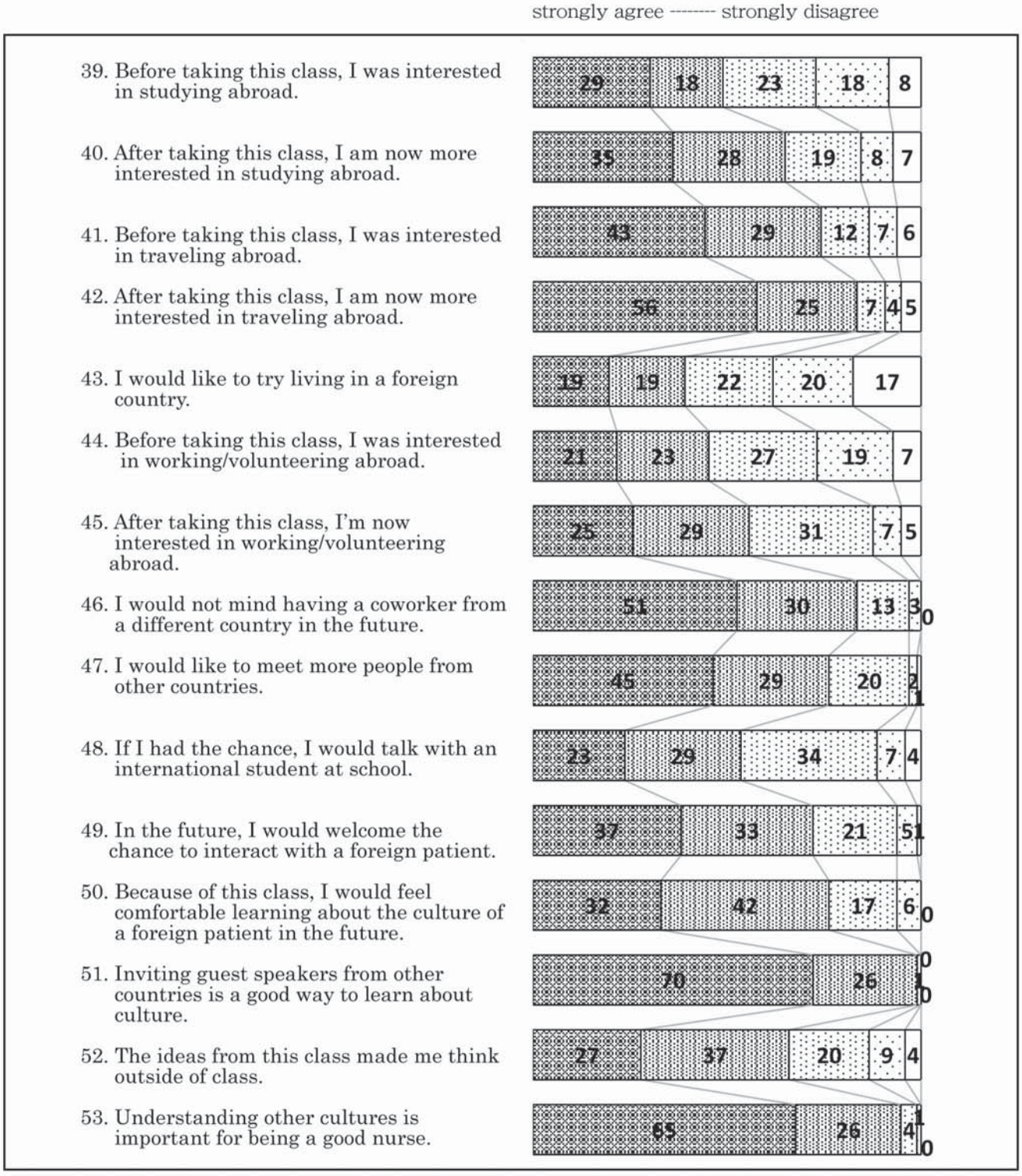

Fig. 5. Motivation and attitudes toward cultural study

but wash their hair two-to-three times a week. (hygiene)

・Romanian people use salt pillows and eat mamaliga and black radish when they have a cold. (home remedy)

・[Chinese] Singaporeans maintain their health

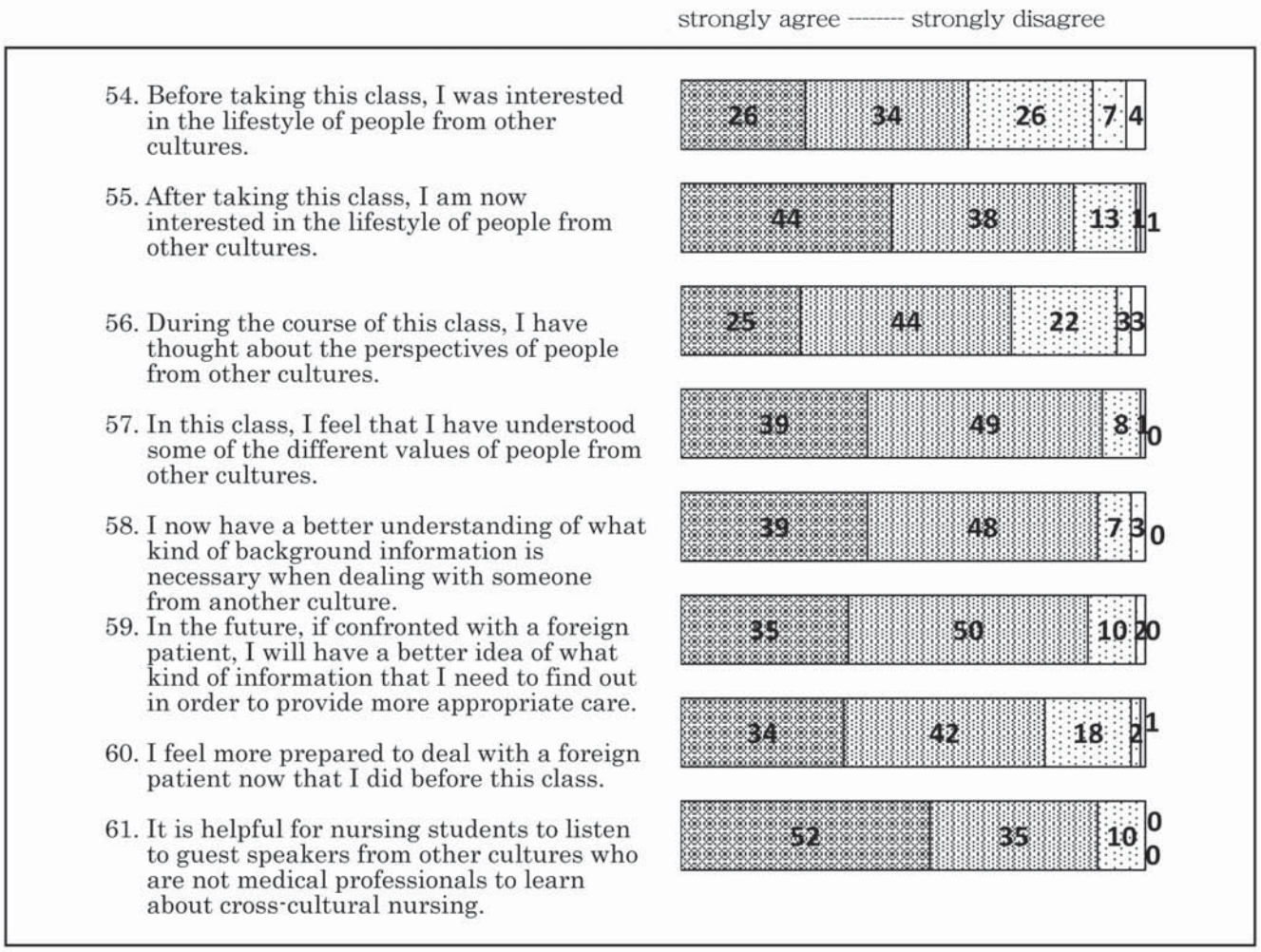

Fig. 6. Motivation and attitudes toward cross-cultural nursing

by drinking "cooling drinks" and healthy soups. They have honey drinks when they are sick. (health practice, food remedy)

- Germans squeeze lemon in drinks when they have a cold. (home remedy)
- Religious devotion and family bonds are very important for Filipinos. (religious beliefs, family relationships)
- A Korean-American speaker believes "Foods are for energy and supplements are for nutrition." (belief on diet)

However, some students included facts apparently irrelevant to cross-cultural nursing. There are two types of such incorrect descriptions. The following statements contain information useful in traveling abroad rather than cross-cultural nursing.

- In Ireland, they have Japanese restaurants, but [they are] expensive.
- There are many sightseeing spots in Ireland, for example, the filming location of Star Wars and the Guinness beer factory.
- Chewing gum is prohibited by law in Singapore.

The following examples contain cultural information in general.

- Wedding parties last two days in Romania.
- [The] unemployment rate is low in Singapore.

- There are some cliffs in Ireland.
- Ireland is famous for Guinness Beer.
- Medical costs are too expensive for average people in America.

The final paper was scored based on the amount of relevant information included in students' descriptions. If students' answers contained mostly relevant information, a score of four points was given. If answers included mostly irrelevant information, a score of one point was given. If answers were mixed with both relevant and irrelevant information, a score of two or three points was given, based on the amounts of each kind of information. Figure 7 shows that the score distribution for Part One was an average 2.7±0.8 (SD). The average score for Part Two was 2.9±0.9 (SD).

Figure 8 shows which language students used for the final paper. Although the evaluation was given based only on the content, and not language selection, for the purpose of examining students' answers for data analysis, the answers written completely or mostly in English were scored 4, while the answers written completely or nearly all in Japanese were scored 1. Even though it was clearly explained to the students that their selection of language or grammatical/spelling mistakes in English would not be scored as part of the final grade, most students chose to write their final paper mostly in English with little to no Japanese. It may be possible to interpret students' voluntary use of more English on their answers as implying more interest in English learning. However, no correlation was found between the language used on the final paper and the final content-based score, i.e., the quality of the paper.

As the current analysis focuses on the quantitative results obtained through the questionnaire survey, further discussion of the details of the contents of students' final papers will be qualitatively analyzed in a separate, upcoming study.

Ⅳ. Discussion

Most students were satisfied with the preparation days (Q1-6), lecture days (Q7-15), and review days (Q16-22). While challenging, students did not find the lectures overwhelmingly difficult (Q9-11), and they reported that they learned from the lectures (Q12-13). Most students realized the review days helped to clarify the content (Q18, 19) and were necessary to understand parts of the lectures (Q17). Through the class, half the students realized their English comprehension was greater than they had thought (Q23), and found they were able to share information in English more than before this class (Q25). Most students felt it was helpful and meaningful to have non-medical guests from other cultures for the purpose of learning cross-cultural nursing (Q61). Most students felt they had a better idea and felt more prepared to deal with foreign patients than before this class (Q60).

Strong correlation ($r=.71$, $p<.01$) was found between comprehension of spoken English being greater than students had thought (Q23), and that, through this class, they felt more prepared to share information in English (Q25). This seems to imply that confidence in English is a contributing factor in the improvement of student attitudes toward English learning. This finding corroborates Ushioda's work in motivation[3], which states that learners'

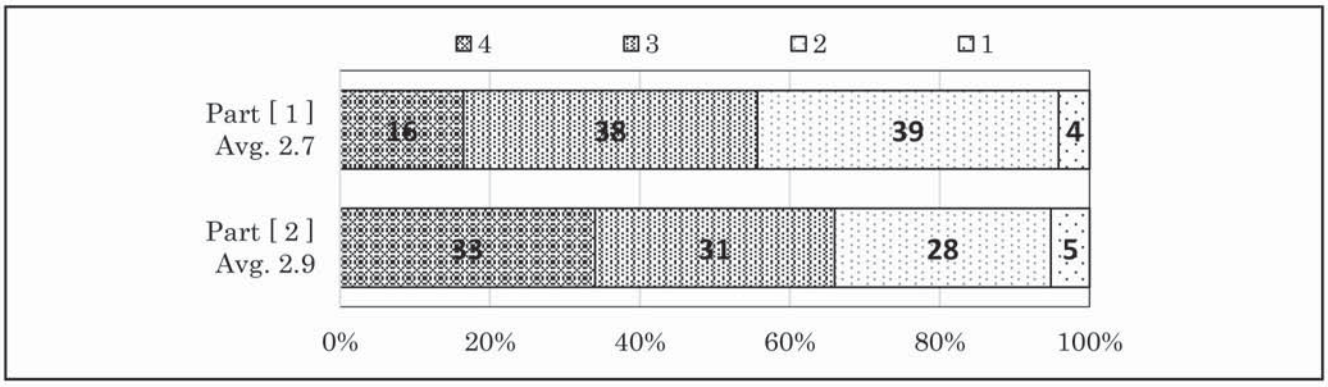

Fig. 7. Final Paper: Scores based on content

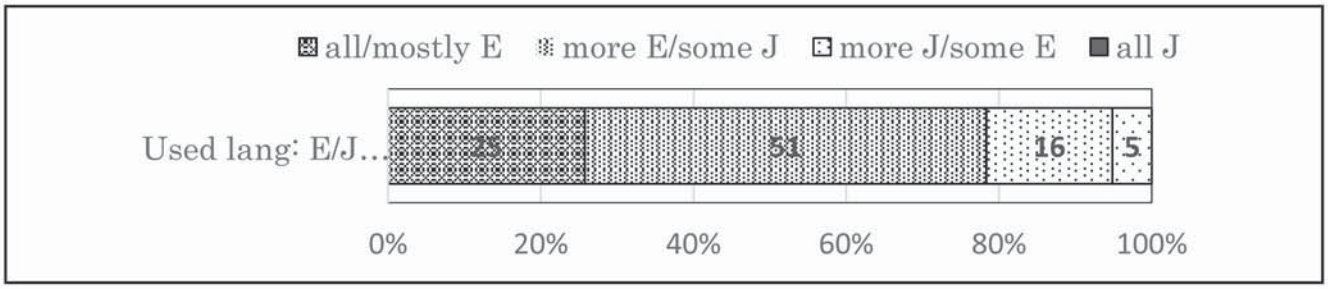

Fig. 8. Final Paper: Language(s) used in the final paper

identities and motivation are interlinked and develop together simultaneously. The correlation between Q23 and Q25 seem to suggest that, upon finding their linguistic ability greater than they had realized, there may be a corresponding increase in learners' sense of their own ability to share information in English. This motivational increase, inextricably interwoven with learners' identity, may empower learners to feel more able to interact with and care for patients from other cultures in the future. Likewise, a strong response was found regarding English as a valuable tool for international communication (Q30, 31). And this, in combination with the increased willingness to engage and interact with those from other cultures, seems to imply that students' international posture (Yashima et al., 2004)[4] was also positively affected by the course.

Strong correlation ($r=.77$, $p<.01$) was also found between students' feeling they had a better idea with how to handle being confronted with a foreign patient after this course (Q59: 88% positive) and feeling they are more prepared to deal with foreign patients than before this class (Q60: 78% positive). On average overall, these scores, while positive, seem to be more centered around a score of 4 (out of 5) -- evidence that students may not be recognizing or making the connection between intercultural communication and their nursing study (for the purpose of cross-cultural nursing).

However, there were also challenges found which must be considered. No correlation was found between positive responses on the survey and the quality of students' final papers. It may be the case that, because these students are in the second year before the first clinical practicum starts, even if they have positive attitudes toward English, cultural learning, and/or cross-cultural nursing, they are not yet able to independently connect the facts gained from cultural learning with nursing.

V. Implications for future implementation and research

This study implies that there is a need to consider how to improve the preparation days and review days of the course to encourage and enable students to connect English and cultural information with communication in cross-cultural nursing. More explicit instruction might be necessary, for example, to enable students to extract meaningful data out of the total information given by the non-medical professional guest speakers (who most likely resemble students' nursing subjects in future cross-cultural nursing). Further research should include qualitative analysis using the students' descriptions in the final paper to see what the lectures given by non-professional guest speakers meant to the nursing students.

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実践報告

看護学生を対象とした異文化への気付きのためのコース

川北直子，ヘンスリー・ジョール

【要旨】

本稿は、ゲストスピーカーの視点で語られる異文化の生活様式や価値観の理解を目的とした看護大学2年次生を対象としたコースについて、学生の評価から得られた調査結果を報告するものである。このコースは、それぞれ異なる文化的背景を持つ6名のゲストスピーカーによる一連の講義を軸としており、看護学生が将来必要となるであろう異文化間コミュニケーションや、異なる文化的背景を持つ対象をケアするために必要な意識・理解を備えることを目標とした。本コースでは次のサイクルを繰り返し行った；ゲストの文化に関する背景調査を行う準備学習→ゲストによる講義の聴講と質疑応答→少人数グループでの講義報告準備と発表によって講義内容をクラス全体で共有する振り返り学習。コース終了時、学習者の第一言語でのアンケート調査という形で、コース評価のための定量的データを収集し、学生の最終レポートという形で学生の理解度の評価とコース評価を行った。本稿では、新しい講義の実践報告とアンケート調査の結果の分析結果から、学習者の本コースに対する考え、英語学習、異文化理解、異文化間コミュニケーション、異文化間看護への関心という視点から見いだせたことを報告し、今後の実践・研究へ向けた課題を示す。

【キーワーズ】 異文化への気付き，専門教育のための英語教育，異文化間コミュニケーション，異文化間看護

Naoko Kawakita，Joel Hensley：宮崎県立看護大学