

Transcultural Self-Efficacy Tool (TSET)

DESCRIPTION

An 83-item questionnaire designed to measure and evaluate learners' confidence (transcultural self-efficacy) for performing general transcultural nursing skills among diverse client populations. It has been requested by researchers worldwide in multiple health disciplines for use with students, nurses, and other health professionals. The new TSET-Multidisciplinary Healthcare Provider version should be used with multidisciplinary groups (see Toolkit Item 2).

INSTRUCTIONS FOR RESEARCHERS

- (1) Detach this cover sheet before photocopying or posting online and administration to sample.
- (2) Review information about TSET, administration, uses, and scoring in *Teaching Cultural Competence in Nursing and Health Care: Inquiry, Action, and Innovation (2010)* **before** study design and data collection.
- (3) Please be sure that all respondents return the questionnaire.
- (4) Send reliability and validity test results and study results (see Toolkit Item 21) to:
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2800 Victory Boulevard, Staten Island, New York 10314, USA.

EASY SCORING

Self-Efficacy Strength (SEST) refers to the average strength of self-efficacy perceptions within a particular dimension (subscale) of the construct. Calculate by totaling subscale item responses and dividing by the number of subscale items, resulting in the mean score. For example:

	Cognitive Subscale	Practical Subscale	Affective Subscale
Formula			
$\frac{\text{Item Response Sum}}{\text{\# of Subscale Items}}$	$\frac{\text{Add Item Responses}}{25}$	$\frac{\text{Add Item Responses}}{28}$	$\frac{\text{Add Item Responses}}{30}$
Application	$\frac{140}{25}$ SEST = 5.6	$\frac{182}{28}$ SEST = 6.5	$\frac{210}{30}$ SEST = 7.0

Use scores to compare subscale scores within and between groups to determine effectiveness of cultural competence educational intervention(s) as seen by statistically significant differences in scores.

Longitudinal comparison within groups

- (1) TSET pretest → Cultural Competence Educational Intervention → TSET post-test

Comparison between groups

- (2) TSET pretest → Cultural Competence Educational Intervention → TSET post-test
 TSET pretest (Control Group) → TSET post-test

Cross-sectional comparison between groups

- (3) TSET administration to novice group (before cultural competence educational intervention)
 TSET administration to advanced group (after cultural competence educational intervention)

PURPOSES

Evaluation of transcultural self-efficacy (TSE) perceptions may be used for a variety of purposes targeting the individual and/or groups. The purposes are to:

- Develop a composite/baseline of learners' needs, values, attitudes, and skills concerning transcultural nursing (or health care)
- Identify general transcultural skills perceived with more confidence (or those as less difficult or stressful)
- Identify general transcultural skills perceived with less confidence (or those as more difficult or stressful)
- Identify differences within groups
- Identify differences between groups
- Identify at-risk individuals (low confidence or overly confident)
- Evaluate the effectiveness of specific teaching interventions
- Assess changes in transcultural self-efficacy perceptions over time

ADDITIONAL INFORMATION

Researchers seeking to group individuals into low efficacy, medium efficacy, and high efficacy groups for the purpose of identifying at-risk individuals and tracking changes should consult standard statistical methods and literature for guidance. The study purpose and sample may guide method selection for group categorization.

Self-Efficacy Level (SEL) refers to the number of items perceived at a specified minimum level of confidence. For example, SEL had been used to identify individuals with "low efficacy" and then track SEL changes following treatment interventions. The study purpose and sample may guide the selected definition of the minimum confidence level; however this scoring calculation is no longer recommended due to consistently insignificant results with nursing students and nurses. (See previously published studies and Chapter 4.)

SUPPLEMENTARY RESOURCES

Book Chapters 3, 4, and 5.

TSET Research Exhibits in Chapters 6 and 10.

Jeffreys, M.R. (2000). Development and psychometric evaluation of the Transcultural Self-Efficacy Tool: A synthesis of findings. *Journal of Transcultural Nursing*, 11(2), 127–136.

Jeffreys, M.R. & Dogan, E. (2010). Factor analysis of the Transcultural Self-Efficacy Tool (TSET). *Journal of Nursing Measurement*, 18(2), 120–139.

Jeffreys, M.R. & Smoldlaka, I. (1999). Changes in students' transcultural self-efficacy perceptions following an integrated approach to cultural care. *Journal of Multicultural Nursing and Health*, 5(2), 6–12. (Erratum, 2000, 6(1), 20.

Jeffreys, M.R. & Smoldlaka, I. (1999). Construct validation of the Transcultural Self-Efficacy Tool. *Journal of Nursing Education*, 38, 222–227.

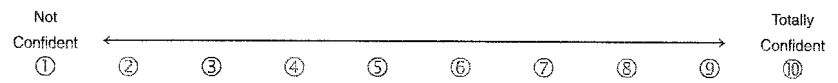
Jeffreys, M.R. & Smoldlaka, I. (1998). Exploring the factorial composition of the Transcultural Self-Efficacy Tool. *International Journal of Nursing Studies*, 35, 217–225.

Jeffreys, M.R. & Smoldlaka, I. (1996). Steps of the instrument-design process: An illustrative approach for nurse educators. *Nurse Educator*, 21(6), 47–52. (Erratum, 1997, 22(1), 49).

Part II: *The most effective way to identify specific cultural factors that influence client behavior is to conduct a cultural assessment of each client. This is best done by interview.*

Right NOW, how confident are **YOU** about **interviewing clients of different cultural backgrounds** to learn about their values and beliefs?

Rate your degree of confidence or certainty for each of the following **interview topics**. Please use the scale below and mark your response accordingly.

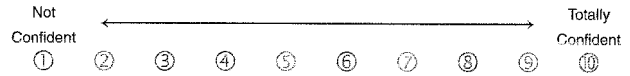


Interview clients of different cultural backgrounds about:

	1	2	3	4	5	6	7	8	9	10
(26) language preference	1	2	3	4	5	6	7	8	9	10
(27) level of English comprehension	1	2	3	4	5	6	7	8	9	10
(28) meaning of verbal communication patterns	1	2	3	4	5	6	7	8	9	10
(29) meaning of nonverbal behaviors	1	2	3	4	5	6	7	8	9	10
(30) meanings of space and touch	1	2	3	4	5	6	7	8	9	10
(31) time perception & orientation	1	2	3	4	5	6	7	8	9	10
(32) racial background & identity	1	2	3	4	5	6	7	8	9	10
(33) ethnic background & identity	1	2	3	4	5	6	7	8	9	10
(34) socioeconomic background	1	2	3	4	5	6	7	8	9	10
(35) religious background & identity	1	2	3	4	5	6	7	8	9	10
(36) educational background & interests	1	2	3	4	5	6	7	8	9	10
(37) religious practices & beliefs	1	2	3	4	5	6	7	8	9	10
(38) acculturation	1	2	3	4	5	6	7	8	9	10
(39) world view (philosophy of life)	1	2	3	4	5	6	7	8	9	10
(40) attitudes about health care technology	1	2	3	4	5	6	7	8	9	10
(41) ethnic food preferences	1	2	3	4	5	6	7	8	9	10
(42) role of elders	1	2	3	4	5	6	7	8	9	10
(43) role of children	1	2	3	4	5	6	7	8	9	10
(44) financial concerns	1	2	3	4	5	6	7	8	9	10
(45) traditional health & illness beliefs	1	2	3	4	5	6	7	8	9	10
(46) folk medicine tradition & use	1	2	3	4	5	6	7	8	9	10
(47) gender role & responsibility	1	2	3	4	5	6	7	8	9	10
(48) acceptable sick role behaviors	1	2	3	4	5	6	7	8	9	10
(49) role of family during illness	1	2	3	4	5	6	7	8	9	10
(50) discrimination & bias experiences	1	2	3	4	5	6	7	8	9	10
(51) home environment	1	2	3	4	5	6	7	8	9	10
(52) kinship ties	1	2	3	4	5	6	7	8	9	10
(53) aging	1	2	3	4	5	6	7	8	9	10

Part III: As a nurse who will care for many different people, **knowledge of yourself** is very important.

Please rate **YOUR** degree of confidence or certainty for each of the following items. Use the scale below and mark your response accordingly.



(A) About yourself, you are AWARE OF:

- | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| (54) YOUR OWN cultural heritage and belief systems | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |
| (55) YOUR OWN biases and limitations | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |
| (56) differences within YOUR OWN cultural group | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |

(B) Among clients of different cultural backgrounds,

You are **AWARE OF:**

- | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|
| (57) insensitive and prejudicial treatment | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |
| (58) differences in perceived role of the nurse | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |
| (59) traditional caring behaviors | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |
| (60) professional caring behaviors | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |
| (61) comfort and discomfort felt when entering a culturally different world | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |
| (62) interaction between nursing, folk, and professional systems | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |

You **ACCEPT:**

- | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|
| (63) differences between cultural groups | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |
| (64) similarities between cultural groups | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |
| (65) client's refusal of treatment based on beliefs | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |

You **APPRECIATE:**

- | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| (66) interaction with people of different cultures | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |
| (67) cultural sensitivity and awareness | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |
| (68) culture-specific health care | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |
| (69) role of family in providing health care | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |
| (70) client's world view (philosophy of life) | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |

You **RECOGNIZE:**

- | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|
| (71) inadequacies in the U.S. health care system | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |
| (72) importance of home remedies & folk medicine | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |
| (73) impact of roles on health care practices | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |
| (74) impact of values on health care practices | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |
| (75) impact of socioeconomic factors on health care practices | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |
| (76) impact of political factors on health care practices | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |
| (77) need for cultural care preservation/maintenance | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |
| (78) need for cultural care accommodation/negotiation | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |
| (79) need for cultural care repatterning/restructuring | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |
| (80) need to prevent ethnocentric views | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |
| (81) need to prevent cultural imposition | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |

You **ADVOCATE:**

- | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|
| (82) client's decisions based on cultural beliefs | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |
| (83) culture-specific care | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |