

The Effect of Nursing Students' Perspectives Toward Foreign Nationals on Post-operative Patient Care

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Abstract

Introduction: This study aimed to determine the effect of nursing students' perspectives toward foreign nationals on the quality of post-operative patient care.

Methods: Data were collected between May 02, 2023 and January 30, 2024, from nursing students enrolled in the departments of two foundation universities. A 30-item questionnaire developed by the researcher based on the literature was used to gather data through face-to-face interviews.

Results: The study was completed with 249 participants. Among the participants, 60.6% did not prefer to include foreign national patients when preparing care plans, primarily due to limited foreign language proficiency (54.2%). Furthermore, 70.7% reported difficulties in providing post-operative care because of inadequate foreign language skills, while 53% experienced challenges related to cultural differences. Overall, 62.7% of students who held negative perceptions of foreign nationals had difficulty in providing post-operative care.

Discussion and Conclusion: The growing number of foreign nationals has contributed to negative perceptions among nursing students. Language barriers and cultural differences were the main factors impeding effective post-operative care. It is recommended that nursing curricula emphasize transcultural nursing and that further research be conducted to enhance students' cultural competence and attitudes toward diversity.

Keywords: Migrants, Nursing care, Nursing students, Post-operative care

With globalization, interactions among individuals from diverse cultures have become increasingly common, largely due to migration. Over the past century, millions of people have migrated worldwide because of wars, ethnic and religious conflicts, economic hardship, educational and employment opportunities, and marriage. Most migrants move to more developed regions seeking better living conditions and stability.^[1,2] According to the

International Organization for Migration, approximately 281 million international migrants were recorded in 2020, representing 3.6% of the global population.^[3] The countries hosting the largest migrant populations include the Islamic Republic of Iran, Türkiye, Colombia, and Germany. Most refugees in Iran and Pakistan are Afghans, while nearly all refugees in Türkiye are Syrians.^[4] As of July 2024, more than three million Syrian refugees were registered in Türkiye.^[5]

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The increasing migrant population has brought about various challenges, including economic strain, stigmatization, limited health literacy, and communication barriers.^[6] Furthermore, the growing presence of foreign nationals in daily life may influence social perceptions, potentially leading to prejudice and negative attitudes that undermine the quality of healthcare services.^[7]

Nursing, as a profession, plays a fundamental role in promoting and protecting the health of individuals, families, and communities, as well as in restoring physical and mental well-being. Nurses frequently interact with patients from diverse cultural backgrounds and are expected to adhere to the ethical principles outlined by the International Council of Nurses (ICN). The ICN Code of Ethics emphasizes that nursing care is universal and grounded in respect for human life and rights, regardless of nationality, religion, gender, belief, age, political opinion, or social status.^[8,9]

Culturally competent healthcare professionals are better equipped to meet the needs of foreign national patients. Cultural competence involves recognizing and respecting cultural differences and integrating them into individualized care planning.^[6,7,10] A culturally competent nurse understands that health perceptions vary across cultures and provides holistic care by incorporating patients' cultural values, beliefs, and lifestyles. A lack of cultural competence, however, may result in misinterpretation of patient behaviors and hinder effective communication.^[7] Developing cultural competence begins with self-awareness—understanding one's own cultural background, biases, and professional identity. Nurses thus have a crucial role in identifying and addressing the social determinants of health affecting foreign nationals and in improving their quality of life. Nursing students, as future healthcare professionals, also play a vital role in this process.^[6,7,10]

Negative or prejudiced attitudes among nurses and nursing students toward culturally diverse patients can adversely affect treatment outcomes and the overall quality of care.^[7] Surgical interventions cause significant physiological and psychological stress, requiring high-quality post-operative nursing care to ensure recovery and well-being.^[11] Such care demands competence, professionalism, empathy, respect, and patient advocacy.^[11,12] The quality of post-operative care provided to foreign nationals can influence outcomes, such as wound healing and length of hospital stay.^[12]

Although previous studies have examined the experiences of nurses and nursing students in caring for foreign national

patients, limited research has focused on post-operative care in this context.^[7,13–15] Post-operative patients from different cultural backgrounds particularly depend on nurses to act as advocates, especially in overcoming communication barriers and managing complications related to anesthesia and surgery. In contrast to internal medicine ward, where students often spend extended periods with patients, surgical patients are typically discharged within a few days, limiting the opportunity for in-depth communication and holistic assessment.^[11] In this context, the present study aimed to determine the effect of nursing students' perspectives toward foreign nationals on post-operative patient care.

Materials and Methods

Study Place and Design

This descriptive study was conducted among nursing students enrolled in the nursing departments of two foundation universities in Türkiye.

Research Questions

The study sought to address the following research questions:

1. What are the perspectives of nursing students toward foreign nationals?
2. What challenges do nursing students encounter in providing post-operative care to foreign patients?
3. Does the perspective of nursing students toward foreign nationals influence the quality of post-operative patient care?
4. Do nursing students' perspectives on foreign nationals differ according to their sociodemographic characteristics?

Population and Sample of the Study

The study population consisted of 2nd, 3rd, and 4th grade students (n=530) who will study in the Nursing departments of two Foundation Universities in the 2023–2024 academic year. 1st year students were not included in the study because they would not have been involved in the clinical practice of the surgical nursing course on the dates when the study was planned. The sample size of the study was calculated using the Raosoft sample size calculator based on the known population formula, with a significance level of $\alpha=0.05$ and a power of $1-\beta=0.95$, and the required sample was determined as 223 participants. Considering potential data loss, it was decided to collect data from approximately

10% more participants, resulting in a target of 250 students. Stratified sampling was conducted according to students' academic years, and data were collected accordingly. As a result, the study was completed with 249 students. The study included the 2nd-, 3rd-, and 4th-year nursing students who agreed to participate in the study and who had done or were doing the clinical practice of the surgical nursing course. Students had not taken a course on transcultural nursing. Students who were on report/leave at the time of the study were not included in the study.

Data Collection Tools

The data were collected with a 30-question data collection form prepared by the researcher in line with the literature. [7,8,13,16–19] The data collection form consists of three sections: Descriptive characteristics, questions evaluating nursing students' perspective on foreign nationals, and questions evaluating post-operative patient care. The descriptive characteristics form consists of 8 questions about students' age, gender, year in school, etc. There are 14 questions evaluating the students' perspective on foreign nationals and 8 questions about post-operative patient care and determining the practices that students have difficulty in caring for foreign national patients.

Data Collection Procedure

Data were collected between May 02, 2023 and January 30, 2024, from students in the nursing departments of two foundation universities. The questionnaire was reviewed by five faculty experts to ensure clarity and content validity. Revisions were made according to expert feedback, and a pilot study was conducted with five students, who were later excluded from the main study. Before data collection, researchers explained the purpose and procedures of the study to the students. Questionnaires were distributed in person at the end of class sessions and completed voluntarily and anonymously in approximately 15–20 min. Completed forms were collected immediately, and researchers checked for completeness before data entry.

Ethical Approach

This study was approved by the Istanbul University-Cerrahpaşa Social and Human Sciences Research Ethics Committee (Date: 06.12.2022, Decision no: 2022/464). Nursing students who participated in the study were informed about the study. It was explained that the answers given by the researchers would be kept anonymous and would only be used for scientific purposes. All study procedures were performed by the ethical standards of the

Helsinki Declaration, and verbal and written consent of the students included in the study were obtained by informing them about the study. An informed consent form was signed for the students who participated in the study, and that they received information and volunteered.

Data Analysis

Data analysis was performed by an independent statistician using the Statistical Package for the Social Sciences version 20.0 for Windows. The normality of data distribution was assessed using the Shapiro–Wilk test, which indicated that the data were not normally distributed. Descriptive statistics for continuous variables were presented as medians (minimum–maximum), while categorical variables were summarized as frequencies and percentages. Relationships between students' ages and their perspectives on foreign national patients were analyzed using the Kruskal–Wallis H test. Associations between students' sociodemographic characteristics, their difficulties in providing post-operative care to foreign patients, and their perspectives toward foreign nationals were examined using the Chi-square test. A $p < 0.05$ was considered statistically significant.

Results

The study was completed with 249 participants. The median age of the participants was 21 years, and 84.3% were female. Most students (82.3%) were graduates of Anatolian high schools, 60.2% had chosen the nursing profession willingly, 94.8% resided in the city, 79.5% had never traveled abroad, and 54.2% reported an intermediate level of foreign language proficiency (Table 1).

A total of 61.4% of students expressed negative opinions about foreign nationals, and 85.1% stated, 75.5% reported feeling uncomfortable with their integration into society, and 80.3% thought that they cause the degeneration of national culture. The majority (81.5%) indicated that foreign nationals benefit more from the advantages offered in Türkiye. Furthermore, 45.4% described foreign nationals as agitated or quarrelsome, 82.7% considered their personal hygiene inadequate, 44.2% believed their expression of problems was exaggerated, and 65.5% stated that they benefited more from health services. Moreover, 83.9% thought that foreign nationals increase disease rates, 75.9% reported that they negatively affect health care policies, 76.7% believed that they do not comply with health care rules, and 63.1% stated that they are not respectful enough toward health care professionals (Table 2).

Table 1. Sociodemographic characteristics of the students (n=249)

Characteristics	Median (min–max)	
Age	21 (19–34)	
	n	%
Gender		
Female	210	84.3
Male	39	15.7
High School		
Regular High School	20	8.0
Anatolian High School	205	82.3
Science High School	9	3.6
Health Vocational High School	15	6.0
Total	249	100.0
Academic year		
Second class	87	34.9
Third class	79	31.7
Fourth class	83	33.3
Did you choose nursing willingly?		
Yes	150	60.2
No	46	18.5
Undecided	53	21.3
Where did you lived the longest?		
City	236	94.8
Town	11	4.4
Villiage	2	0.8
Have you been abroad?		
Yes	51	20.5
No	198	79.5
Foreign language proficiency		
Good	45	18.1
Intermediate	135	54.2
Poor	69	27.7
Total	249	100

It was determined that 64.3% of the students had provided post-operative care to foreign patients during their clinical practice, while 60.6% stated that they did not prefer to prepare nursing care plans for these patients. The primary reason reported was limited foreign language proficiency (54.2%). The majority of students indicated that patients' behaviors (68.3%), religious beliefs (94.0%), gender (95.6%), cultural differences (65.5%), and patient relatives (84.3%) were not perceived as barriers to care. Nevertheless, 55.8% experienced difficulties in providing post-operative care to foreign patients. Specifically, 51.4% reported difficulties

in data collection, 47.8% in communication, and 56.6% in patient education. Concerning clinical practices, students reported challenges in physical examination (83.9%), treatment (84.7%), nursing care (81.9%), patient education (66.3%), evaluation of consciousness (77.5%), pain assessment (61.0%), monitoring vital signs (89.2%), deep breathing exercises (88.0%), spirometer use (90.4%), turning exercises in bed (83.9%), early mobilization (92.4%), fluid monitoring (86.3%), drain monitoring (91.2%), wound care (81.5%), oral care (82.3%), monitoring complications (90.4%), and providing psychological support (61.0%) (Table 3).

Overall, 70.7% of students reported difficulties due to inadequate foreign language proficiency, and 53.0% attributed their challenges to cultural differences. In addition, 59.4% stated that training is necessary for providing post-operative care and communicating with foreign patients (Table 3).

Among students with a positive perspective toward foreign nationals, 55.6% reported difficulty in post-operative care, compared to 62.7% among those with a negative perspective. However, this relationship was not statistically significant ($p=0.02$) (Table 4).

There were no significant differences in students' perspectives based on age ($p=0.95$), gender ($p=0.75$), type of high school ($p=0.60$), academic year ($p=0.47$), or foreign language proficiency ($p=0.14$). Conversely, a significant positive correlation was found between students' willingness to choose the nursing profession ($p=0.00$), having traveled abroad ($p=0.00$), and their perspectives on foreign nationals ($p<0.05$). Among those with negative perspectives, 96.7% lived in the city, and a significant association was observed between place of residence and perspective ($p=0.00$; $p<0.05$) (Table 5).

Discussion

This study examined the effect of nursing students' perspectives toward foreign nationals on post-operative care and found that most participants held negative attitudes. Specifically, 85.1% believed that foreign nationals should return to their home countries once the cause of migration ends; 75.9% stated that they negatively affect healthcare policies; 76.7% thought that they do not comply with healthcare rules; and 63.1% believed that they are not sufficiently respectful toward healthcare professionals. Similar findings were reported by Barutcu and Zengin,^[17] who found that 95% of students believed refugees should return home once conditions improved, and by Tosun and Sinan,^[7]

Table 2. Students' views on foreign nationals (n=249)

Characteristics	n	%	Characteristics	n	%
Opinion about foreign nationals coming to Türkiye			Perception of foreign nationals' personal hygiene		
Positive	27	10.8	Adequate	9	3.6
Negative	153	61.4	Inadequate	206	82.7
Undecided	69	27.7	Undecided	34	13.7
Opinion on what foreign nationals should do after the cause of migration ends			Opinion on how foreign nationals express their problems		
They should return to their country	212	85.1	Exaggerated	110	44.2
They should stay in our country	6	2.4	Appropriate	23	9.2
They should migrate to another country	11	4.4	Insufficient	75	30.1
Undecided	20	8.0	Undecided	41	16.5
Perceived effect of foreign nationals on unemployment rates			Opinion about foreign nationals' access to Türkiye's health services		
Increases	196	78.7	They Benefit More	163	65.5
Decreases	29	11.6	They Benefit Equally	37	14.9
No effect	9	3.6	They Benefit Less	13	5.2
Undecided	15	6.0	They Cannot Benefit	3	1.2
Feelings about foreign nationals mixing with the public			Undecided	33	13.3
Feeling Uncomfortable	188	75.5	Perceived effect of foreign nationals on disease rates		
Not Feeling Uncomfortable	15	6.0	Increases	209	83.9
Not Affected	17	6.8	Decreases	8	3.2
Undecided	29	11.6	No effect	11	4.4
Perceived effect of foreign nationals on national culture			Undecided	21	8.4
Degenerates national culture	200	80.3	Perceived effect of foreign nationals on health care policy		
Develops national culture	6	2.4	Positive	11	4.4
No change	20	8.0	Negative	189	75.9
Undecided	23	9.2	No change	22	8.8
Opinion about foreign nationals benefiting from advantages in Türkiye			Undecided	27	10.8
They Benefit More	203	81.5	Opinion about the compliance of foreign nationals with health care rules		
They Benefit Equally	26	10.4	They Follow the Rules	9	3.6
They Benefit Less	7	2.8	They Do not Follow the Rules	191	76.7
They Cannot Benefit	1	0.4	Undecided	49	19.7
Undecided	12	4.8	Perception of foreign nationals' behavior toward health care professionals		
Perception of foreign nationals' temperament			Not Respectful Enough	157	63.1
Calm and Patient	1	0.4	Respectful Enough	24	9.6
Agitated and Quarrelsome	113	45.4	Undecided	68	27.3
Insecure and Skeptical	88	35.3	Total	249	100
Curious and Talkative	16	6.4			
Undecided	31	12.4			

who observed that students perceived refugees and their relatives as showing limited respect for healthcare staff and hospital rules. Similarly, 53.9% of participants in that study agreed that refugees in Türkiye benefit from healthcare

services more than citizens, suggesting that such negative views may stem from perceptions of inequality in access to resources. Other studies conducted in Türkiye also revealed that nursing students tend to hold unfavorable attitudes

Table 3. Students' views on providing care to foreign nationals (n=249)

Characteristics	n	%	Characteristics	n	%
Have you ever provided care to foreign patients in the post-operative period in your clinical practice?			Deep breathing exercises		
Yes	160	64.3	Yes	30	12.0
No	89	35.7	No	219	88.0
Have you ever not preferred foreign patients when preparing a nursing care plan in your clinical practice?			Use of spirometer		
Yes	74	29.7	Yes	24	9.6
No	151	60.6	No	225	90.4
Sometimes	24	9.6	Turning exercises in bed		
Reason for not choosing*			Yes	40	16.1
Foreign language proficiency			No	209	83.9
Yes	135	54.2	Early mobilization		
No	114	45.8	Yes	19	7.6
Patient's behavior			No	230	92.4
Yes	79	31.7	Monitoring fluid intake and output		
No	170	68.3	Yes	34	13.7
Religious beliefs			No	215	86.3
Yes	15	6.0	Drain monitoring		
No	234	94.0	Yes	22	8.8
Gender discrimination			No	227	91.2
Yes	11	4.4	Wound care		
No	238	95.6	Yes	46	18.5
Cultural differences			No	203	81.5
Yes	86	34.5	Oral care		
No	163	65.5	Yes	44	17.7
Patient relatives			No	205	82.3
Yes	39	15.7	Monitoring of early and late complications		
No	210	84.3	Yes	24	9.6
Have you experienced any difficulties in providing post-operative care to foreign patients?			No	225	90.4
Yes	139	55.8	Providing psychological support to the patient		
No	110	44.2	Yes	97	39.0
Reason for your difficulty*			No	152	61.0
Data collection			Patient education		
Yes	128	51.4	Yes	141	56.6
No	121	48.6	No	108	43.4
Physical examination			Factors making post-operative care for foreign patients difficult		
Yes	40	16.1	Foreign language proficiency		
No	209	83.9	Yes	176	70.7
Treatment			No	73	29.3
Yes	38	15.3	Patient's behavior		
No	211	84.7	Yes	109	43.8
Communication			No	140	56.2
Yes	119	47.8	Religious beliefs		
No	130	52.2	Yes	25	10.0
Nursing care			No	224	90.0
Yes	45	18.1	Gender discrimination		
No	204	81.9	Yes	28	11.2
Patient education			No	221	88.8
Yes	84	33.7	Cultural differences		
No	165	66.3	Yes	132	53.0
Evaluation of the patient's state of consciousness			No	117	47.0
Yes	56	22.5	Patient relatives		
No	193	77.5	Yes	81	32.5
Evaluation and monitoring of pain			No	168	67.5
Yes	97	39.0	Is it necessary to receive training on approaching and providing post-operative care to foreign patients?		
No	152	61.0	Yes	148	59.4
Monitoring vital signs			No	58	23.3
Yes	27	10.8	Undecided	43	17.3
No	222	89.2	Total	249	100.0

*: Multiple answers were given.

Table 4. Effects of the perspectives of foreign nursing students on the post-operative care of patients (n=249)

Difficulty in providing care to a foreign patient in the post-operative period	Nursing students' perspectives on foreign nationals						Test	p
	Positive		Negative		Undecided		χ^{2**}	
	n	%*	n	%*	n	%*		
Yes	12	44.4	96	62.7	31	44.9	7.71	0.02
No	15	55.6	57	37.3	38	55.1		
Total	27	100.0	153	100.0	69	100.0		

*%: Row percentage; ** χ^2 : Chi-square test.**Table 5.** Comparison of nursing students' perspectives on foreign nationals according to their introductory characteristics (n=249)

Characteristics	Nursing students' perspectives on foreign nationals						Test	p
	Positive		Negative		Undecided		H*	
	Median (min- max)							
Age	21.70 (19–27)		21.46 (19–34)		21.35 (19–24)		0.10	0.95
	n	%**	n	%**	n	%**	χ ^{2***}	
Gender								
Female	22	81.5	128	83.7	60	87.0	0.58	0.75
Male	5	18.5	25	16.3	9	13.0		
High School								
Regular high school	4	14.8	12	7.8	4	5.8	0.51	0.60
Anatolian High School	19	70.4	128	83.7	58	84.1		
Science High School	1	3.7	6	3.9	2	2.9		
Health Vocational High School	3	11.1	7	4.6	5	7.2		
Academic year								
Second class	10	37.0	49	32.0	28	40.6	0.56	0.47
Third class	11	40.7	48	31.4	20	29.0		
Fourth class	6	22.2	56	36.6	21	30.4		
Did you choose nursing willingly?								
Yes	20	74.1	89	58.2	41	59.4	14.15	<0.001
No	1	3.7	38	24.8	7	10.1		
Undecided	6	22.2	26	17.0	21	30.4		
Where did you lived the longest?								
City	22	81.5	148	96.7	66	95.7	14.82	<0.001
Town	5	18.5	4	2.6	2	2.9		
Villiage	0	0.0	1	0.7	1	1.4		
Have you been abroad?								
Yes	12	44.4	28	18.3	11	15.9	10.83	<0.001
No	15	55.6	125	81.7	58	84.1		
Your foreign language level								
Good	8	29.6	26	17.0	11	15.9	6.98	0.14
Intermediate	16	59.3	78	51.0	41	59.4		
Bad	3	11.1	49	32.0	17	24.6		

*%: Row percentage; ***H: Kruskal–Wallis test; χ^2 : Chi-square test*.

toward refugees, often perceiving them as receiving preferential treatment or disrupting order within healthcare institutions. These attitudes may arise from concerns about cultural differences, job security, and challenging working conditions anticipated after graduation.^[20–23]

In the present study, 64.3% of students reported having provided post-operative care to foreign national patients during clinical practice, while 60.6% indicated that they did not prefer such patients when preparing care plans. The primary reason was limited foreign language proficiency (54.2%). Similarly, Tosun and Sinan^[7] found that 61.5% of students encountered foreign national patients during clinical practice and 48.6% provided care to them, identifying communication barriers as the most significant challenge. Nearly half of their participants preferred to care for Turkish patients for this reason.

Language barriers were the most prominent obstacle preventing students from delivering effective care to foreign patients, particularly during data collection and patient education – two critical components of nursing care. Selçuk and Yanikkerem^[15] also reported that students had difficulty providing breastfeeding education to Syrian women and often relied on demonstration methods to overcome communication barriers, although they were unable to conduct discharge education effectively. In the present study, 70.7% of students stated that they experienced difficulties in post-operative care due to inadequate foreign language skills, while 53% attributed their challenges to cultural differences. Similarly, Karasu et al.^[10] found that 73.4% of nurses experienced language-related problems and 49.8% encountered cultural challenges when caring for foreign patients.

Although most students in this study were graduates of Anatolian high schools and reported intermediate-level foreign language proficiency – usually English, with German or French as secondary languages – the majority of foreign patients spoke Arabic. Thus, the communication barrier likely stemmed from the absence of a shared language rather than a complete lack of foreign language knowledge. Moreover, 59.4% of students expressed a need for training on how to provide post-operative care to foreign patients. Supporting this, Yiğit et al.^[24] found that 83.5% of nursing students required education in intercultural nursing, and Rızalar et al.^[25] reported that 78.8% of students needed training on caring for foreign nationals.

The findings also showed that students with negative perspectives toward foreign nationals experienced greater difficulty in providing post-operative care. Similarly, Konal

Korkmaz et al.^[8] found that 87% of nursing students held negative attitudes toward war victims, while Rızalar et al.^[25] reported that 62% of students had difficulty providing care to foreign patients. Caring for individuals from different cultural backgrounds requires empathy, communication, and understanding skills that may be hindered by prejudice or bias. Negative attitudes can influence professional behavior and make caregiving more challenging. Nonetheless, the findings of this study indicate that students generally provided equitable care regardless of personal opinion, and that their main difficulties stemmed from language barriers rather than factors, such as gender, religion, or ethnicity. Students with negative attitudes appeared to struggle more with communication and interaction, suggesting the need for training programs to enhance intercultural sensitivity and professional confidence while minimizing the effects of bias on patient care.

Another key finding of the present study was that students who chose the nursing profession willingly displayed more positive perspectives toward foreign nationals. Şekerçi and Biçer^[26] similarly reported that students who voluntarily selected their profession and held positive attitudes exhibited higher levels of cultural sensitivity. In addition, this study found that students who had traveled abroad had more positive perspectives, whereas those living in the city tended to have more negative attitudes. Karasu et al.^[10] noted that nurses who had social interactions with people from different cultures and formed cross-cultural friendships showed greater cultural sensitivity. Similarly, students who had lived abroad may have developed more tolerance and acceptance through exposure to diverse cultural experiences.

Karadaş et al.^[27] observed that individuals residing in regions with high immigration rates are more likely to develop xenophobic tendencies. Cities with high immigrant populations and competitive labor markets can generate economic and social anxieties, leading to negative perceptions, such as fear of job competition, cultural conflict, and limited access to healthcare. Negative perceptions of foreign nationals, including xenophobia, often arise from broader social, political, and cultural dynamics.^[28] When such attitudes occur among healthcare professionals, they can adversely affect the quality, safety, and equity of patient care.^[29]

Although this study revealed that many students held negative perceptions of foreign nationals, these views did not manifest as discriminatory behaviors. Students emphasized that their main challenges in caring for

foreign patients arose from language and cultural differences, not from prejudice in their care delivery. These findings highlight the importance of integrating cultural competence and sensitivity training into nursing curricula to promote equitable, patient-centered care and to prepare future nurses to serve increasingly diverse populations.

Limitations

This study was limited to the independent variables included in the data collection form. Other unmeasured factors may influence foreign nationals' cultural sensitivity and perspectives.

Conclusion and Recommendations

The findings revealed that nursing students' negative attitudes toward foreign nationals have increased with the growing diversity of patient populations. Cultural and language barriers hinder effective care delivery and patient education, leading some students to avoid foreign patients when preparing care plans. Students with negative perceptions faced greater challenges in post-operative care, particularly in communication. Although personal opinions did not appear to affect patient selection, language barriers remained a major obstacle. Participants emphasized the need for training on culturally competent care and patient education. Integrating intercultural sensitivity training into nursing curricula may enhance the quality of care for foreign patients. Furthermore, greater involvement of medical translators could help reduce communication barriers. Future studies should assess the impact of intercultural sensitivity training on nursing practice.

Ethics Committee Approval: The Istanbul University-Cerrahpaşa Social and Human Sciences Research Ethics Committee granted approval for this study (date: 06.12.2022, number: 2022/464).

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