

Sigma's VIRTUAL 31st International Nursing Research Congress (Wednesday, 22 July - Friday, 24 July)

Facilitating the Teaching of Helping Babies Breathe in Fiji: A Method for Developing Cultural Sensitivity

Gaye L. Ray, MS, FNP-C, PH-C

Janelle L. B. Macintosh, PhD, RN

Karen M. Lundberg, MS, RN, CNE

Jessica Bramhall, SN

College of Nursing, Brigham Young University, Provo, UT, USA

Purpose: The purpose of this presentation is to explore the impact of facilitating the Helping Babies Breathe Curriculum in a Fijian nursing school on American student nurses, enrolled in a Public and Global Health Nursing Clinical Practicum (PGHNCP).

Background: Globalization has led to the development of a multicultural society, increasing the diversity of individuals interacting in healthcare settings (Hovland, 2019). ; hence, nurses are on the front lines of interacting with people whose cultures are different than their own (Chang, 2018; Hadziabdic, 2016). Culture is defined as a group's distinct lifestyle, consisting of beliefs, attitudes, and behavior, which is influenced by ethnicity, religion, socioeconomic, and political factors (Fioravanti, 2017; Gö, 2019). A patient's culture ,in turn, determines healthcare needs and preferences. Therefore, it is imperative that nurses develop cultural sensitivity to recognize and meet patients' needs whereby they improve communication, health outcomes, and patient satisfaction (Gower, 2019).

Methods: Nursing students enrolled in a PGHNCP completed Helping Babies Breathe (HBB) training, a program created by the American Academy of Pediatrics (AAP) teaching the fundamental steps and interventions of neonatal resuscitation in limited-resource settings (AAP, 2018). HBB's hands-on simulation model focuses on preparation for delivery and the "Golden Minute" directly after birth, including providing warmth, stimulation, and bag and mask ventilation. PGHNCP students, then, received instruction on facilitating small group breakout sessions designed to practice and test hands-on skills integrated within the HBB curriculum. Subsequently, PGHNCP students traveled to Fiji and assisted with teaching HBB to Fijian nursing students enrolled in the third year of a four-year Fijian nursing school. The overall program was taught by Master HBB teachers who are graduate nursing students. Each PGHNCP student facilitated a small group of Fijian nursing students (8-10 students) with hands-on practice sessions integral to the HBB program. All nine PGHNCP students who participated in this activity responded, in writing, to an open-ended prompt asking them to identify "In what ways did teaching HBB facilitate your engagement in learning about Fijian culture?" All responses contained more than one idea. Each idea was regarded as a separate response and considered accordingly.

Results: PGHNCP nursing student responses revealed facilitating the HBB experience provided:

(1) A venue to connect with Fijian students of two subcultures - Itaukei and Indo-Fijian - in one on one situations, creating meaningful relationships. (2) Opportunities to observe cultural influences. (3) A purpose and structure for interactions at the school. (4) An

appreciation and deep respect for the similarities and differences in their respective cultures and educational paths. (5) Time to engage in a common purpose; fostering an environment for open communication and the development of greater cultural sensitivity.

Conclusion: This exercise illuminated fundamental benefits of structured engagement in a common cause, the HBB hands-on activity, to facilitate cultural learning. The opportunity to work together afforded PGHNCP nursing students a unique and meaningful cross-cultural experience fostering increased cultural sensitivity in American nursing students.

Title:

Facilitating the Teaching of Helping Babies Breathe in Fiji: A Method for Developing Cultural Sensitivity

Keywords:

Cultural, Sensitivity and Student-nurse

Abstract Summary:

The purpose of this presentation is to explore the impact of facilitating the Helping Babies Breathe Curriculum in a Fijian nursing school on American student nurses, enrolled in a Public and Global Health Nursing Clinical Practicum.

References:

- American Academy of Pediatrics. (2018). Helping Babies Survive: Our program. Retrieved from <https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/helping-babies-survive/Pages/Our-Programs.aspx>
- Chang, L., Chen, S.-C., & Hung, S.-L. (2018). Embracing diversity and transcultural society through community health practicum among college nursing students. *Nurse Education in Practice*, 31, 156–160. doi:10.1016/j.nepr.2018.05.004
- Fioravanti, M. A., Hagle, H., Puskar, K., Knapp, E., Kane, I., Lindsay, D., ... Mitchell, A. M. (2017). Creative learning through the use of simulation to teach nursing students screening, brief intervention, and referral to treatment for alcohol and other drug use in a culturally competent manner. *Journal of Transcultural Nursing*, 29(4), 387–394. doi:10.1177/1043659617727832
- Gower, S., Duggan, R., Dantas, J. A., & Boldy, D. (2019). One year on: Cultural competence of Australian nursing students following international service-learning. *Journal of Nursing Education*, 58(1), 17–26. doi:10.3928/01484834-20190103-04
- Gö, I., & Erkin, Ö. (2019). Association between cultural intelligence and cultural sensitivity in nursing students: A cross-sectional descriptive study. *Collegian*, 26(4), 485–491. doi:10.1016/j.colegn.2018.12.007
- Hadziabdic, E., Safipour, J., Bachrach-Lindström, M., & Hultsjö, S. (2016). Swedish version of measuring cultural awareness in nursing students: Validity and reliability test. *BMC Nursing*, 15(1). doi:10.1186/s12912-016-0146-6

- Hovland, O. J., & Johannessen, B. (2019). Nursing students develop cultural competence during student exchanges in Tanzania. Sykepleien Forskning, (73782). doi:10.4220/sykepleienf.2018.73782

First Primary Presenting Author

Primary Presenting Author

Gaye L. Ray, MS, FNP-C, PH-C
Brigham Young University
College of Nursing
Associate Teaching Professor
Provo, Utah
USA

Author Summary: Gaye L. Ray, an Associate Teaching Professor at Brigham Young University, teaches Health Assessment and Health Promotion, Community Health Nursing, and Public and Global Health Nursing. She has presented at national and international conferences in the areas of public health, and global nursing. As a strong advocate for immunization, Gaye continues to work on improving access to vaccines for children worldwide and to improve immunization rates in both children and adults.

Second Author

Janelle L. B. Macintosh, PhD, RN
Brigham Young University
College of Nursing
Assistant Professor
Provo, Utah
USA

Author Summary: Professor Macintosh has published several research articles on improving immunization rates. Her research has been presented at several local, national, and international conferences. Her passion for immunizations is obvious and students enjoy learning from her and doing research with her.

Third Author

Karen M. Lundberg, MS, RN, CNE
Brigham Young University
College of Nursing
Teaching Professor
Provo, Utah
USA

Author Summary: Karen Lundberg is a teaching professor at Brigham Young University in the College of Nursing where she has taught child health, introduction to nursing and global health for 11 years. Her global health clinical sites have included the local refugee population, leprosy afflicted colonies of rural India and ethnic minority

tribes of rural northern Vietnam. Her personal interests include family and hiking in the mountains of Utah.

Fourth Author

Jessica Bramhall, SN
Brigham Young University
College of Nursing
Research Assistant
Provo, Utah
USA

Author Summary: Jessica is an undergraduate student preparing for a bachelors degree in nursing. She has been a research assistant for 2 years. Jessica is passionate about nursing and learning.