

Multi-level Peer-to-Peer Engagement: Using Simulation to Facilitate Intercultural Development
in Undergraduate Nursing Students

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Aim/Purpose/Objective: This mixed-methods research study investigated the impact of culturally based, high-fidelity simulation on the intercultural development of multi-level undergraduate nursing students. The results of this study helped us better understand the combined effects of cultural education and simulation on the intercultural development of nursing students.

Sample: The sample population included 150 multi-level third- and fourth-year BSN students. A convenient sampling method was used. There was no randomization of subjects as all received the same simulation offering.

Setting: The setting for our study was the Northern Kentucky University Center for Simulation Education.

Methodology: Mixed Methods, Simulation, Surveys

The study is a mixed-methods, quasi-experimental research design. The TSET better known as the Transcultural Self-Efficacy tool created by Marianne R. Jeffreys was used for the pre-test and posttest. Reflective journaling was used to capture qualitative student reflection data.

Results: Paired t-test results to check whether there is a significant difference between the Pre-Data and Post-Data as the primary outcome. The results indicate an increase from PRE to POST. There is evidence to conclude there are increases in the average for ALL cases (overall and on each subscale). Qualitative themes were identified as the simulation experience having a impact on BSN education.

Conclusions: Simulation utilizing standardized patients in combination with high-fidelity manikins and video vignettes provided a variety of learning and teaching approaches to ensure students gain cultural competence. Preliminary findings of the study reveal that simulated experiences improve students' intercultural development by helping students identify the impact of culture on healthcare outcomes.

Implications: Improve patient satisfaction with experience and quality of healthcare. Provide a cultural safe space for student discussions, conceptualization and communication to allow for an expansion of views Intercultural simulations are suitable for fostering cultural intelligence, empathy, and humility in students. Curriculum-based cultural education ensures all students receive similar experiences.

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