

Multi-Level Peer Engagement:

Using Simulation to Facilitate Intercultural Development in Undergraduate Nursing Students

Laerdal / Northern Kentucky University Mini-SUN
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NURSING



Conflict of Interest



In accordance to ethical reporting, the Joan K. Stout, a Sigma Theta Tau grant, was awarded to us and used as the sole funding source for our research. Otherwise, there is no other financial/non-financial interests with our work.





Presentation Objectives



Objective #1

Recognize intercultural education in BSN programs as an essential piece of providing patient-centered care.



Objective #2

Identify how cultural education in the curriculum can promote student engagement.



Objective #3

Describe the effects of simulation education on intercultural development.



Objective #4

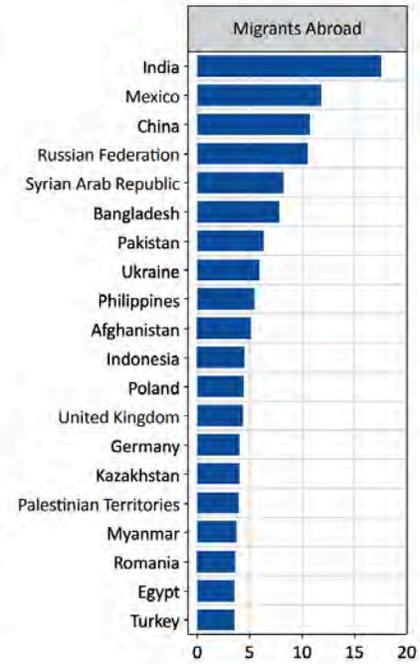
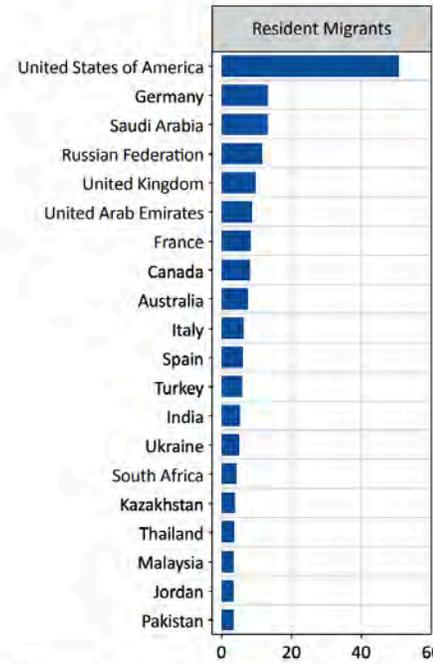
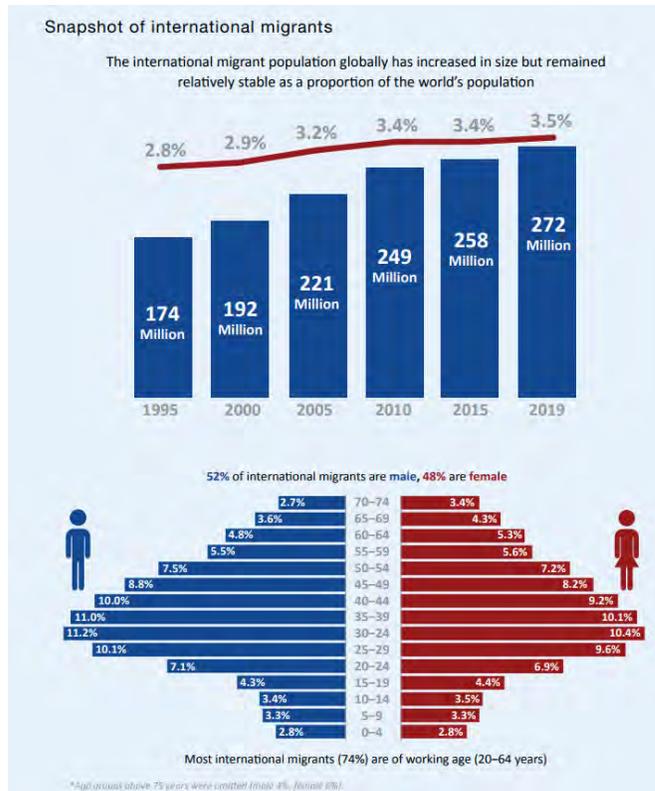
Understand how the data from this research study can influence program outcomes.

“Objectives are not commands; they are commitments!”

~Peter Drucker



Background



Source: UN DESA, 2019a (accessed 18 September 2019).





Background



Chen et al., 2022; Choi & Kim, 2018; Jeffreys, 2015;
Osmancevic et al., 2021; Wang et al., 2018

Cultural Competence

Impact

Best Practices →



What impact does high fidelity simulation have on intercultural development of multi-level undergraduate nursing students?

Clinical Question

Aim #1

Use cultural education in the curriculum in ways that are both effective and engaging.

Aim #2

Analyze data to determine the effects of simulation education on intercultural development.

Aim #3

Utilize the information obtained from this research study to benefit the education of nursing students in the area of intercultural development.

Aim #4

Use the data from this research study to influence program outcomes for our University.





Methodology



Setting

Suitable for all categories business and personal presentation, just put a description here.



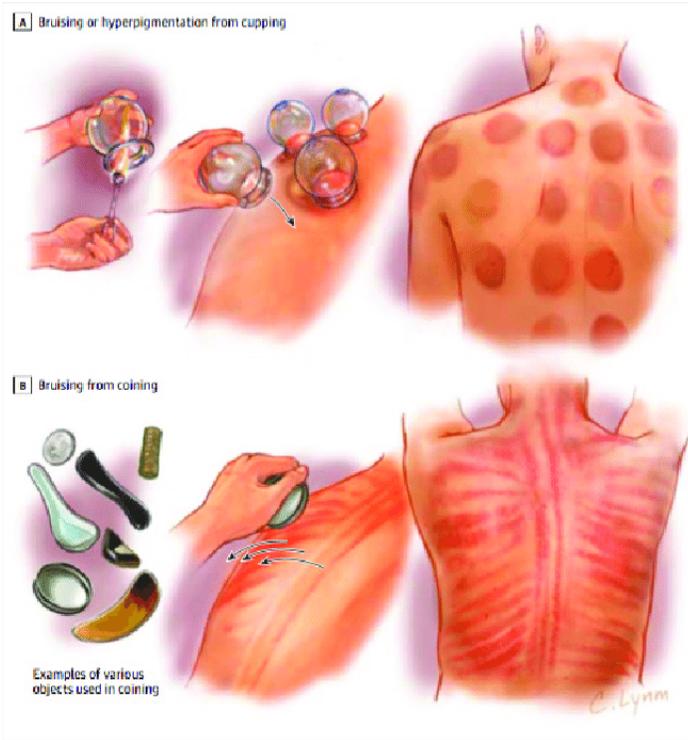
Population, Sampling, Recruitment, & IRB

- Multi-Level BSN Student
- Convenient Sampling
- Recruited During Required Clinical Simulation



Research Design

Mixed-Methods, Quasi-Experimental



Instrumentation & Tools

In this section, we provide an overview of our study design through the lens of the instrumentation and tools we utilized.



TSET

Suitable for all categories
business and personal
presentation



Vignettes

Suitable for all categories
business and personal
presentation



Cultural Vision

Suitable for all categories
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presentation



High Fidelity Simulation

Suitable for all categories
business and personal
presentation



Debriefing

Suitable for all categories
business and personal
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Intervention: Cultural-Based Vignettes



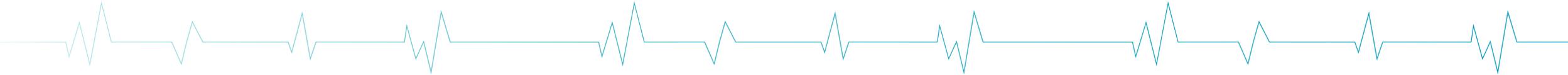


Quantitative
Data

TSET



Data Collection



Data Analysis

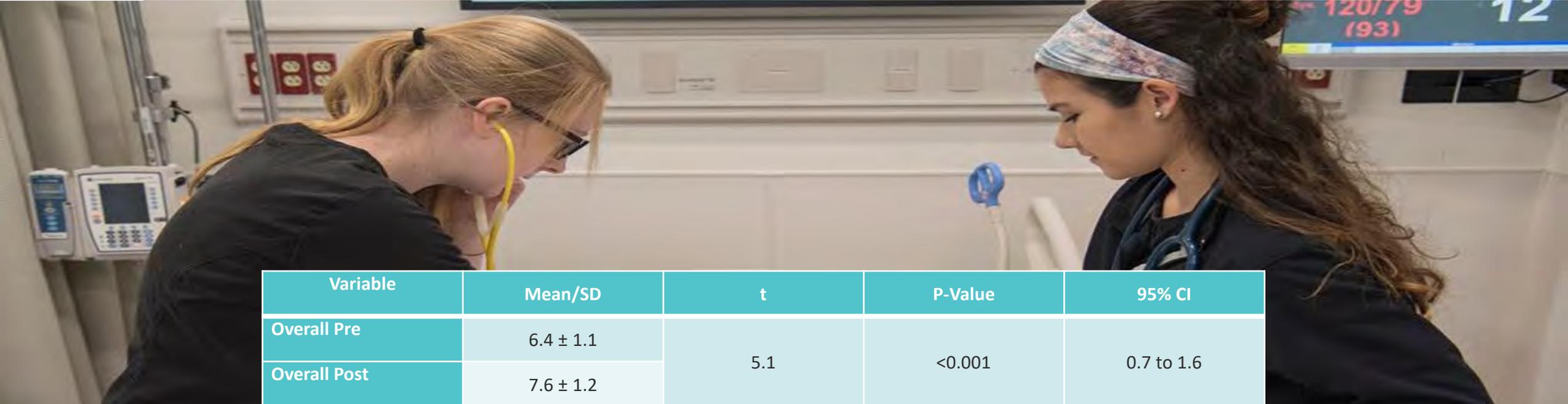


Qualitative
Data

Debriefing with
Guided Reflection



Quantitative



Variable	Mean/SD	t	P-Value	95% CI
Overall Pre	6.4 ± 1.1	5.1	<0.001	0.7 to 1.6
Overall Post	7.6 ± 1.2			
Cognitive Pre	5.8 ± 1.6	5.8	<0.001	0.9 to 1.8
Cognitive Post	7.2 ± 1.3			
Practical Pre	5.3 ± 1.7	5.4	<0.001	1.1 to 2.5
Practical Post	7.1 ± 1.5			
Affective Pre	7.9 ± 1.0	2.4	0.019	0.1 to 0.8
Affective Post	8.3 ± 1.3			



Quantitative



Analysis of Variance

Source	DF	Adj SS	Adj MS	F-Value	P-Value
Group	1	3.958	3.958	3.30	0.076
Subject(Group)	45	70.184	1.560	1.30	0.191
Pre/Post	1	32.755	32.755	27.31	0.000
Pre/Post*Group	1	1.903	1.903	1.59	0.214
Error	45	53.977	1.199		
Total	93	161.907			

Analysis of Variance

Source	DF	Adj SS	Adj MS	F-Value	P-Value
Group	1	8.868	8.8675	6.87	0.012
Subject(Group)	45	127.435	2.8319	2.19	0.005
Pre/Post	1	42.351	42.3509	32.82	0.000
Pre/Post*Group	1	0.021	0.0206	0.02	0.900
Error	45	58.065	1.2903		
Total	93	236.792			



Quantitative



Analysis of Variance

Source	DF	Adj SS	Adj MS	F-Value	P-Value
Group	1	2,853	2,853	1,13	0,293
Subject(Group)	45	109,329	2,430	0,96	0,547
Pre/Post	1	79,899	79,899	31,73	0,000
Pre/Post*Group	1	8,805	8,805	3,50	0,068
Error	45	113,306	2,518		
Total	93	311,155			

Analysis of Variance

Source	DF	Adj SS	Adj MS	F-Value	P-Value
Group	1	2,013	2,0127	2,91	0,095
Subject(Group)	45	88,022	1,9561	2,83	0,000
Pre/Post	1	4,337	4,3373	6,28	0,016
Pre/Post*Group	1	0,876	0,8758	1,27	0,266
Error	45	31,089	0,6909		
Total	93	126,108			

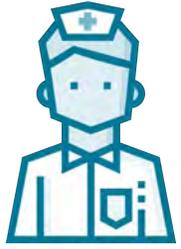




In-Kind Donations
\$500 Videographer
\$250 for Standardized Patients

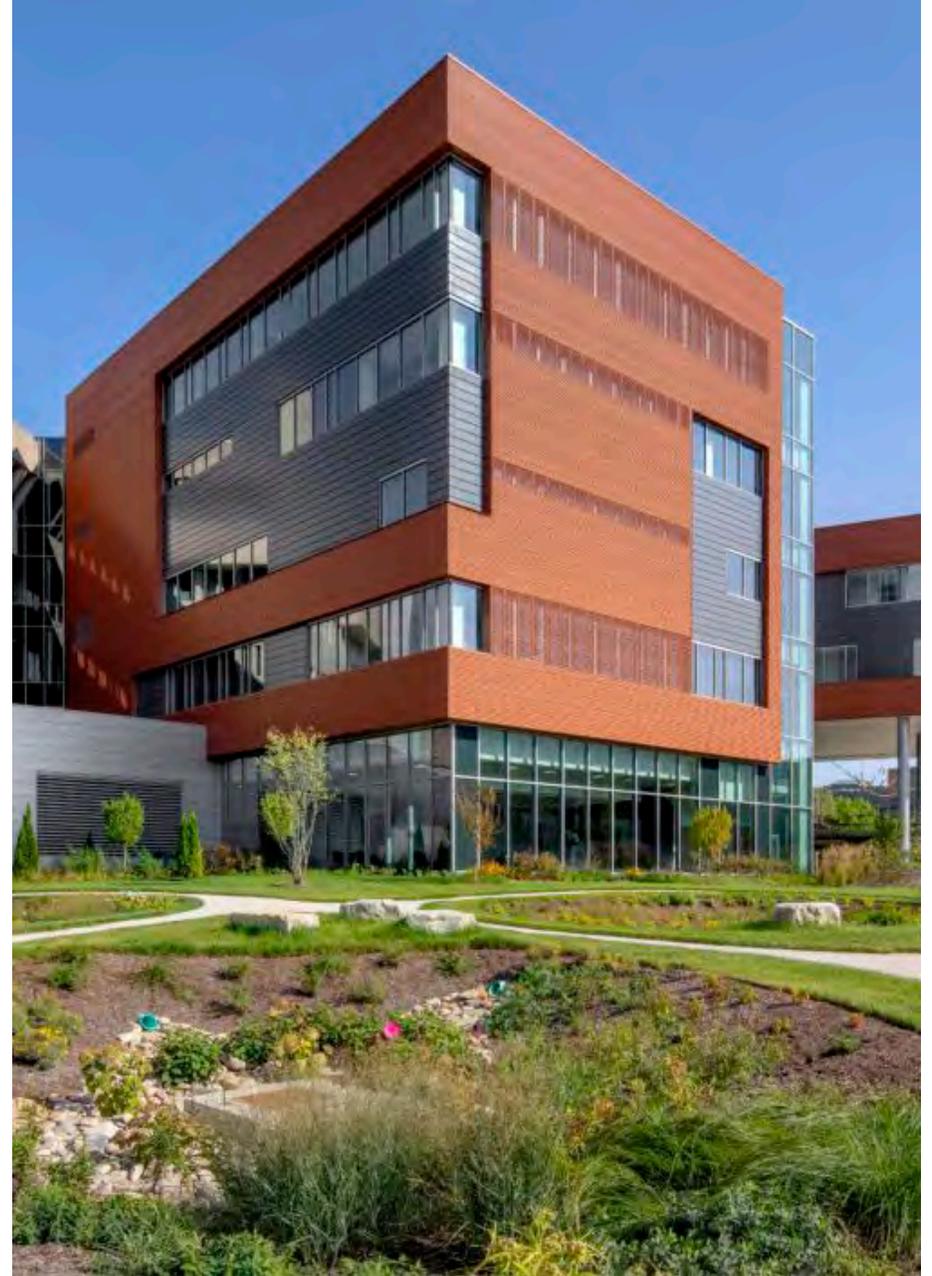
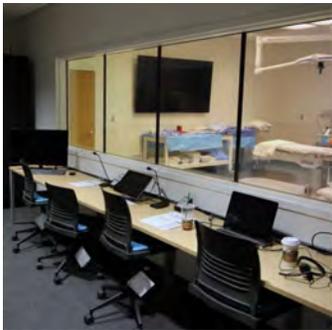


Purchase	Cost
CultureVision™	\$3,263.00
Atlas.ti 22 Software	\$825.00
TSET Instrumentation	\$350.00
Statistician	\$157.50
Total	\$4,595.50/\$4,995



Significance of Study

- Combining teach modalities facilitates positive student cultural development.
- Multi-level peer interaction was favorable amongst students as they were able to draw from their life and clinical experiences.
- Study supports the ideology that it is vital to offer and gain intercultural nursing skills.





Weaknesses Limitations

- Reflective Journal Response Rate
- Therapeutic Communication
- Limited Budget/Funds
- Time for Data Collection

“Build upon strengths, and weaknesses will gradually take care of themselves.”

~Joyce C. Lock

Strengths

- Expertise of Researchers
- Culturally Appropriate Actors
- CultureVision™
- Sample Size
- Active Engagement





Recommendations



Recommendation 02

Conduct a long-term assessment of the Transcultural Self-Efficacy Test.



Recommendation 04

Ensure students nurses maintain a high emphasis on the appreciation of cultural differences and similarities.

Recommendation 01

Integrate intercultural based simulations into other clinical practicum courses.



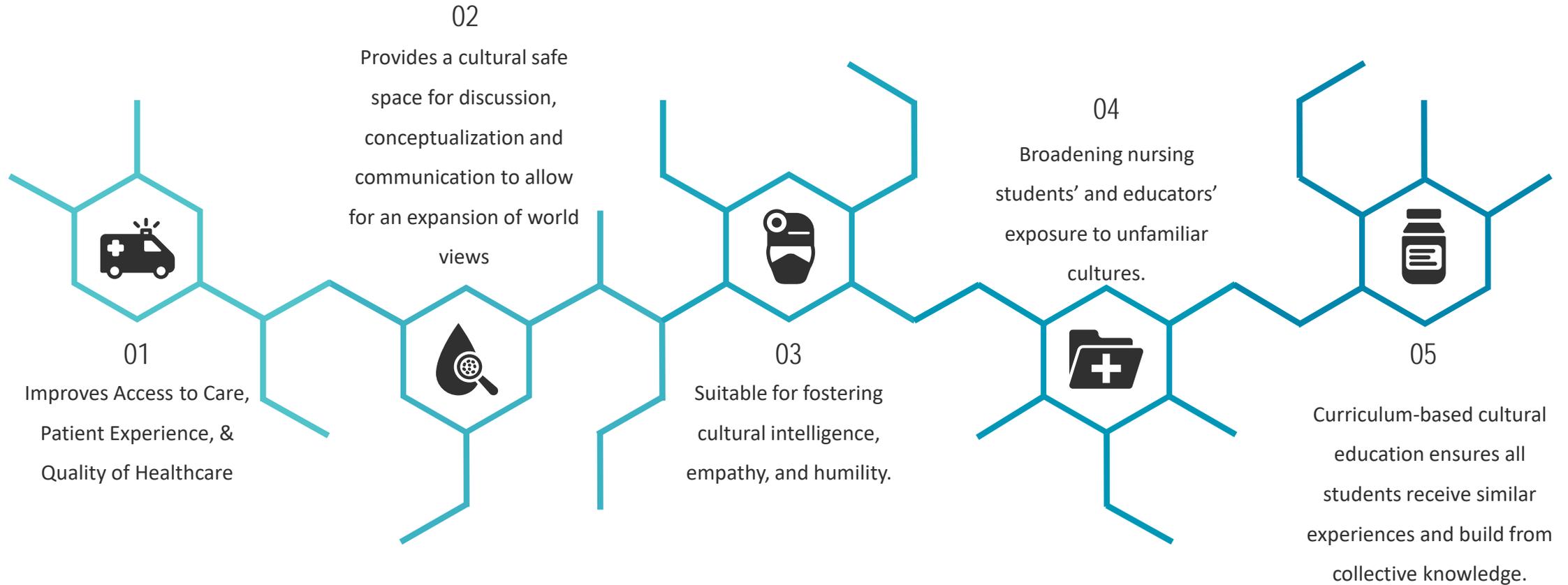
Recommendation 03

Evaluate nursing students' intercultural competency in live patient care settings.





Practice Implications





Thank You



Acknowledgment



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Q & A: With the Team



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