

**Title:**

Graduate Nurses' Perceptions of the Refugee Crisis: A High-Impact Practice

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**References:**

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**Abstract Summary:**

The purpose of this mixed methods pilot study was to increase graduate nurses' understanding about the human experience and complex ethical issues of migration surrounding the refugee crisis by attending a high impact global immersion experience.

**Learning Activity:**

| LEARNING OBJECTIVES                                                                                                                         | EXPANDED CONTENT OUTLINE                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| 1. Examine the effect of a high impact practice (HIP) global immersion experience on cultural competency and meaningful student engagement. | High Impact Practices (HIPs) such as service-learning immersion experiences contribute to a student's development of cultural sensitivity, social justice, collaboration, and self-reflection (Bosworth, et al., 2006; Reising, et al., 2008). Liberal Education & America's Promise (LEAP) is a national advocacy, campus action and research initiative that champions the importance of a 21st century liberal education. The LEAP vision for college-level learning |

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|                                                                                                                        | <p>has identified High Impact Educational Practices (HIPs) as one way to help students achieve the essential learning outcomes (AACU, 2013). High Impact Practices engage and challenge students through enhanced intercultural knowledge and competence; ethical reasoning and action; and service learning collaborative research</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>2. Discuss the value of debriefing and reflective global learning in evidence-based nursing education research.</p> | <p>A hallmark of the educational transformation experiences by graduate-prepared nurses is their increased leadership capacity in reducing health disparities in education, research, practice, and policy. In this transformation, students move from “thoughtful action” to “critical reflection”, challenging their assumptions and broadening their perspectives (Duffy, 2001). One way to expand their global perspective and develop intercultural sensitivity is through international cultural immersion experiences and service-learning in diverse communities. Student learning often occurs in the reflective opportunities in the experience/immersion, such as debriefing (LaLante, 2007). Debriefing by faculty helps the student understand their own world view and develop self-awareness and a respectful attitude toward diverse points of view. This is essential in practicing cultural humility (Tervalon &amp; Murray-Garcia, 1998).</p> |

**Abstract Text:**

Healthcare providers who develop skills in social responsibility and cultural competency can more effectively provide care to diverse populations. Nursing education is challenged to develop cultural competency in nurses as deficiencies in cultural understanding and skill and an absence of cultural humility and cultural sensitivity have been identified (Kwong, 2009; Maltby & Abrams, 2009). However, much debate exists about how to effectively develop cultural competency in students in the context of global health and vulnerable populations. This is further complicated when preparing students to study abroad or to do direct work with underserved or culturally diverse populations. Moreover, little research exists to explore how to best facilitate the development of global citizenship and cultural competency skills for nurses at the graduate level. A hallmark of the educational transformation experiences by graduate-prepared nurses is their increased leadership capacity in reducing health disparities in education, research, practice, and policy. In this transformation, students move from “thoughtful action” to “critical reflection”, challenging their assumptions and broadening their perspectives (Duffy, 2001). One way to expand their global perspective and develop intercultural sensitivity is through international cultural immersion experiences and service-learning in diverse communities. Student learning often occurs in the reflective opportunities in the experience/immersion, such as debriefing (LaLante, 2007). Debriefing by faculty helps the student understand their own world view and develop self-awareness and a respectful attitude toward diverse points of view. This is essential in practicing cultural humility (Tervalon & Murray-

Garcia, 1998). The research findings support the inclusion of international immersion experiences with debriefing and reflective learning (qualitative themes) as effective teaching strategies. However, there have been few studies of scientific rigor to provide evidence of the effect and value of high impact immersion service-learning on cultural competency, especially at the graduate level.

High Impact Practices (HIPs) such as service-learning immersion experiences contribute to a student's development of cultural sensitivity, social justice, collaboration, and self-reflection (Bosworth, et al., 2006; Reising, et al., 2008). Liberal Education & America's Promise (LEAP) is a national advocacy, campus action and research initiative that champions the importance of a 21<sup>st</sup> century liberal education. The LEAP vision for college-level learning has identified High Impact Educational Practices (HIPs) as one way to help students achieve the essential learning outcomes (AACU, 2015). High Impact Practices engage and challenge students through enhanced intercultural knowledge and competence; ethical reasoning and action; and service learning collaborative research. Active involvement with diverse communities and real world challenges can increase global engagement and personal and social responsibility. At Carlow University, guided by the mission and traditions of the Sisters of Mercy and the Social Justice Institutes, we are well-poised to facilitate global learning by developing a transformative curriculum on cultural competency for first generation college students who have had not had the opportunity to study abroad or work with underserved or diverse populations. Developing high impact practices (HIPs) that advance cultural knowledge and challenge oppression locally, nationally and internationally by engaging students and faculty and staff in research and outreach is the first step.

The purpose of this mixed methods pilot study was to increase graduate nurses' understanding about the human experience and complex ethical issues of migration surrounding the refugee crisis. Graduate nursing students were invited to attend the high impact immersion experience: "Forced From Home: The Global Refugee Crisis: Flight & Resettlement", an interactive global immersion experience that presents the ethics, social and structural factors faced by migration and immigration. Graduate students were asked to participate in a panel discussion (led by local and international leaders in the Doctors Without Borders humanitarian organization) and/or the interactive exhibit for 90 minutes. Students completed a short demographic survey and responded (pre/post) to basic knowledge questions about the refugee crisis. After the experience, students were asked to participate in small focus group (debriefing) discussions about their thoughts and feelings (self-reflection) about refugees. The debriefing sessions were led by two graduate nursing professors with expertise in global health & cultural competence. Focus groups were audiotaped and themes were derived from the discussion. Preliminary findings in this sample (n=21) of graduate nursing students in the MSN/FNP or MSN/NCEL program reveal that the sample was female; average age 33 years (n=14); 38% of the sample had previously participated in a local service-learning project during their undergraduate education (one student had international service in Panama and Honduras). Seven students reported that they have never traveled outside of the U.S. Knowledge regarding challenges and obstacles faced by refugees increased (final data analysis pending). One key question on the pre/post survey: "I feel concern and compassion for refugee populations" revealed interesting results. In this sample, 57% 'Strongly Agree' with this statement pre & post immersion experience; 33% 'Agree' pre-immersion however, post-immersion 29% of those increased their perception of caring to 'Strongly Agree'; 10% of the sample (N=2) responded 'neutral' to this statement but 'agree' after participating in the high impact immersion experience. During the debriefing in small focus groups, several qualitative themes emerged: **Emotional Response** (feelings of "sadness; helplessness; I feel guilty"); **Call to Service** ("...this experience made me want to volunteer; do more; crazy how much work is needed; I should do more"); and **Cultural Sensitivity** ("...very eye opening; passionate; I was shocked how unaware I was about this global crisis; I shamefully say that I was very much against refugee immigration but after the interactive exhibit I have a totally new perspective on the processes refugees face...."). These findings are consistent with the Campinha-Bacote (1998) Model of Cultural Competence in that it views cultural competence as an ongoing process; the nurse sees themselves as becoming culturally competent rather than already being culturally competent. The five constructs in the process of becoming culturally competent are: cultural awareness; cultural knowledge; cultural skill; cultural encounters; and cultural desire (Campinha-Bacote, 2002). These five constructs have an independent relationship with each other no matter when one enters the process; it is the intersection of these constructs that depicts the true process of cultural competence.

Thus, this model provides a framework for innovative teaching strategies for nursing students across all levels (undergraduate and graduate) to engage in the process. Furthermore, both the AACN Essentials (2011) and QSEN have used Campinha-Bacote's Model as a framework for the development of cultural competence recommendations for nursing. Thus, our preliminary research findings support the inclusion international immersion high impact practices (HIPs) combining cultural knowledge (quantitative data) with cultural awareness through debriefing and reflective learning (qualitative data) as effective teaching strategies. However, more studies of scientific rigor are needed to provide evidence of the effect and value of high impact practices such as immersion service-learning on cultural competency and global engagement, especially at the graduate level.