Student Reflections on Their India Immersion Experience

Debbie Marie Beck, PhD, MSN, MSA
Chamberlain College of Nursing, DeVry Education Group, Chicago, IL, USA
Susan E. Fletcher, EdD, MSN
Global Health Program, Chamberlain College of Nursing, St Louis, MO, USA

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Abstract Summary:
For decades, BSN students at Chamberlain College of Nursing have participated in international service learning projects across the globe. A description of pre-licensure nursing students’ perceptions of the immersion experiences in India will be presented to disseminate these research findings and implications for practice.

Learning Activity:

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<th>LEARNING OBJECTIVES</th>
<th>EXPANDED CONTENT OUTLINE</th>
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The learner will describe an overview of research conducted at Chamberlain College of Nursing's Global Health Program on Student Reflections Of Their India Immersion Experience

I. Student Reflections on Their India Immersion Experience
   A. Introduction of Faculty
      1. Faculty Disclosures
      2. Conflict of Interest
   B. Goals and Objectives
      1. Session Goal:
      2. Objectives:
   C. Chamberlain College of Nursing Global Health Campus
      1. History and overview of program
      2. Types of immersion experiences offered
      3. How students are selected for immersion experiences
      4. Faculty selection and supervision of students
   D. Introduction
      1. Qualitative investigation of pre-licensure nursing student reflection of their India immersion experience
   E. Theories Supporting this Research
      1. Transformational Learning Theory
   F. Research Methodology
      1. Qualitative Design
      2. IRB approval received for the study
   G. Research Questions:
      1. What are student perceptions of their immersion experience in India?
      2. How do students describe the influence of their immersion experience in India in transforming:
         a. Their worldview?
         b. Personal growth?
         c. Understanding of culture?
         d. Care of patients?
         e. Current and future nursing practice?
      3. What are the feelings that nursing students report before, during, and after their experience?
   H. Sample
      1. 17 nursing students registered in Community Health in the Global Health Program who participated in the India Immersion experience that agreed to participate in the study
   I. Data Collection
      1. Videos, pre and post immersion questionnaires, and journals of students who met inclusion criteria
   J. Video Reflections
      1. Sample video from India immersion
   K. Data Analysis
      1. Data was analyzed from a review of videos, pre and post immersion questionnaires, and student journals
      2. Video media sources were reviewed to document and code “vivid images” of the setting, as well as from participants by capturing specific terms, labels, words, and phrases used as well as actions, gestures, and expressions
      3. Quotes from the participant and connections between the data were identified and interpreted
   4. The
The final process in the analysis of the data was to review the categories and look for connections, similarities, and differences. This process yielded common themes from the data. Themes were used to organize the ideas that were used to portray what was learned from the research and utilized to interpret and report the data. This process was repeated until the research questions were answered and sufficient meaning was extracted from the data. A second member of the research team reviewed the codes and themes and provided feedback on findings. Comparisons of analysis were done to have convergence of key findings.

### L. Findings/ Major themes

1. Students described their experiences as “life changing” and “transformational”.  
2. Students reported that the immersion experience benefitted them in a number of ways including an increased:
   a. Awareness of societal inequities and injustices
   b. Understanding of culture and diversity
   c. Capacity to care for others
   d. Ability to critically think and problem solve
   e. Application of experiential knowledge
   f. Feelings of personal growth
   g. Proficiency to reflect on experiences
   h. Awareness of global health disparities
   i. Commitment to future service and civic engagement

### M. Limitations

1. Due to the qualitative design sample sizes are small, and no generalizations can be drawn from this study.  
2. The data collected was restricted to one immersion experience in India.  
3. Participants were all from one multi-campus academic system.  
4. It cannot be absolutely established that the students were always truthful, were completely forthcoming in reporting their experiences, and may have omitted information in sharing their perspectives.

The learner will explain the associated implications of the research findings and possibilities for future research related to the student immersion experience in India.

### N. Implications

1. The proposed research has implications for all key stakeholders involved in nursing education in a higher education setting including: those who have a vested interested in the process and outcomes of the
program, provide funding, are immediately involved with the implementation and continuation of the program, have an important interest in the program’s success, and are interested in the evaluation for future planning or decision making. The key stakeholders may include the College Board, administration, dean, program faculty, chair for the school of nursing, students, accrediting bodies, clinical agencies, and employers. O. Future Research 1. Repeat current research with another group of students who participate in an immersion experience in India. 2. Compare findings of the immersion experience to India to the immersion experience in another country. 3. Repeat study with another multi-campus system in other regions of the nation and in nursing programs outside of the United States. 4. Compare findings of U. S. based programs with those in other countries.

Abstract Text:

For decades, the Bachelor of Science in Nursing (BSN) students at Chamberlain College of Nursing have participated in international service learning projects across the globe. The mission of this Global Health Education Program is to provide professional education through experiential international health care services. The belief is that optimal healthcare is best applied by prepared healthcare workers with multicultural knowledge, skills and experience. The purpose of this qualitative research was to describe pre-licensure nursing students’ perceptions of the immersion experiences in India to determine how, and in what ways, they have been transformed in this process. While study abroad programs and immersion experiences have been researched extensively in higher education (Landon, Tarrant, Rubin & Stoner, 2017; Mamat, & Rambely, 2017; Plante, Murray, & Cox, 2017; West, 2017), few studies have been conducted with a specific focus on pre-licensure nursing education programs in the United States that include diverse student representation, that are less than 3 weeks in length, and include a clinical component in the actual care of patients in India.

In this IRB approved study, students reported their experiences in journal accounts, video interviews, pre and post experience questionnaires about their two-week immersion in India. In addition, students provided insights on how the experience has influenced their thoughts about culture, care, and implications for current and future nursing practice. In order to better understand the student immersion experience, the following questions guided the investigation: (1) What are student perceptions of their immersion experience in India? (2) How do students describe the influence of their immersion experience in India in transforming: a. Their worldview? b. Personal growth? c. Understanding of culture? d. Care of patients? e. Current and future nursing practice? (3) What are the feelings that nursing students report before, during, and after their experience? The data from the written journal entries, video interviews, and responses on the pre and post experience questionnaires were used for analysis. Codes were developed from multiple sources and arranged according to themes and verified by a second reviewer (Holloway & Galvin, 2016; Holtslander, Racine, Furniss, Burles & Turner, 2012; Maxwell, 2013). The themes resulted in a rich description of the lived experiences of participants associated with the India immersion.
Students described their experiences as “life changing” and “transformational”. Students reported that the immersion experience benefitted them in a number of ways including an increased: awareness of societal inequities and injustices, understanding of culture and diversity, capacity to care for others, ability to critically think and problem solve, application of experiential knowledge, feeling of personal growth, proficiency to reflect on experiences, awareness of global health disparities, and commitment to future service and civic engagement.