

Sigma Theta Tau International's 29th International Nursing Research Congress

Making a Difference: Changing Nursing Students' Global Beliefs

Christine Ann Argenbright, PhD¹

Julie Sanford, DNS, MSN, RN¹

Vesna Hart, PsyD²

Portia Jordan, PhD³

Mariette Bengtsson, PhD⁴

Michiko Moriyama, PhD, RN⁵

Maria Jimenez Herrera, PhD⁶

Gwen Sherwood, PhD, RN, FAAN⁷

Lee Peng Lui, PGCLTH, Msc⁸

Yum Iwamoto, MA⁹

(1)School of Nursing, James Madison University, Harrisonburg, VA, USA

(2)Global Engagement, James Madison University, Harrisonburg, VA, USA

(3)Department of Nursing Science, Nelson Mandela University, South Africa, Port Elizabeth, South Africa

(4)Nursing, Malmö University, Sweden, Malmö University SE 205 06, Sweden

(5)Division of Nursing Science Graduate School of Health Sciences, Hiroshima University, Hiroshima, Japan

(6)Nursing, Universitat Rovira i Virgili, 43002 Tarragona, Spain

(7)School of Nursing, University of North Carolina, Chapel Hill, Chapel hill, NC, USA

(8)Faculty of Health, Joint Faculty, Kingston University and St George's University of London, London, United Kingdom

(9)Hiroshima Bunka Gakuen University, Kure-city, Hiroshima, Japan

Purpose: In August of 2017, the Nursing Leadership Collaborative of the International Network of Universities (INU), convened in Hiroshima, Japan to hold a patient safety and quality of care workshop for nursing students from six INU universities located in Japan, Spain, Sweden, South Africa, United Kingdom and the United States. The workshop, held during Peace Week, had as its purpose to develop a model of international collaboration and education to impact quality and safety education in nursing. In addition to examining the impact of the experience on student learning, the leaders wished to determine to what degree students' beliefs and values changed due to participation in the nursing collaborative workshop. The purpose of this research was to measure students' self-reported beliefs that reflect global competency and openness to cultural diversity.

Methods: IRB approval was obtained and a pre-post-test mixed method design was used with the convenience sample of 21 English speaking international undergraduate and graduate nursing students. The workshop lasted 9 days and included a curriculum based on the Quality and Safety Education for Nurses (QSEN) Competencies. Experiential clinical activities focused on how patient safety is improved in Japan. Cultural activities were integrated and primarily focused on the Peace Week events which included the Peace Day ceremony to memorialize the dropping of the atomic bomb on Hiroshima. The Beliefs, Events, and Values Inventory (BEVI), a mixed methods measure, was administered and used to assess relevant processes and constructs including (but not limited to); "openness; receptivity to different cultures; stereotyping; self and emotional awareness; and strategies for making sense of why people do what they do." (Shealy, 2005, p. 99). This study examines Time 1 (prior to participation in the program) and Time 2 (immediately after the completion of the program). Students also completed daily reflections in response to prompts provided by faculty. Qualitative data analysis was completed using NVivo software.

Results: Results from the group aggregate data analysis indicate that prior to the start of the program (Time 1) this group presents itself as quite introspective (Self-awareness = 75th percentile); midway between confident and inquisitive in terms of understanding who others are, how world works, and their experience of life (Basic Determinism = 41st percentile); quite open to and interested in cultural beliefs and practices that are different from one's own (Sociocultural Openness = 74th percentile); open to non-

traditional gender roles (Gender Traditionalism = 20th percentile); do not have strong religious convictions (Religious Traditionalism = 26th percentile); and express a high degree of concern about ecological issues and the natural world (Ecological Resonance = 59th percentile).

Following the completion of the program (Time 2), the group as a whole reported being more sophisticated in making causal explanations about why the world works in the way it does (Basic Determinism = 30th percentile); increased openness to and interest in cultural beliefs and practices that are different from one's own (Sociocultural Openness = 80th percentile); increased openness to non-traditional gender roles (Gender Traditionalism = 13th percentile); further decrease in strong religious convictions (Religious Traditionalism = 20th percentile); and increased degree of concern about ecological issues and the natural world (Ecological Resonance = 71st percentile). On the other hand, results on two scales show decreased Self-Awareness (Time 1 = 75th percentile; Time 2 = 62nd percentile) and Emotional Attunement (Time 1 = 50th percentile; Time 2 = 43rd percentile) at the end of the program. Such results are common immediately following an intensive global learning experience, and the longitudinal assessment indicate that human beings exposed to experiences that are highly discrepant from their usual experiences may need time to consolidate the learning, growth, and development that occurs (Hart et al, 2015; Shealy, 2016). Statements from qualitative data analysis reflect greater understanding and empathy for others' perspectives and experiences and increased openness.

Conclusion: Nursing students experienced changes in their beliefs and values that reflect a greater degree of global competency after the short term international workshop experience with other nursing students.

Title:

Making a Difference: Changing Nursing Students' Global Beliefs

Keywords:

Cultural Diversity, Global Beliefs and International Nursing Collaboration

References:

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Abstract Summary:

An international workshop on patient safety and quality care was held in Hiroshima, Japan, for nursing students from six global universities. Students' self-reported beliefs reflecting global competency and openness indicate significant changes after the 9 day experience.

Content Outline:

Introduction:

1. The International Network of Universities (INU) is a global consortium of higher education institutions with goals to seek international partnerships and experiences, create innovative programming and delivery methods, and embrace the globalization movement.
2. Academic nursing leaders within the INU developed a Nursing Leadership Collaborative to facilitate global engagement among the schools of nursing. INU nursing leaders, informed by worldwide challenges related to quality and safety, are collaborating to develop academic innovations that ultimately improve patient outcomes.
3. In August of 2017, the Nursing Leadership Collaborative of the International Network of Universities (INU), convened in Hiroshima, Japan to hold a patient safety and quality of care workshop for nursing students from six INU universities located in Japan, Spain, Sweden, South Africa, United Kingdom and the United States.
4. The workshop, held during Peace Week, had as its purpose to develop a model of international collaboration and education to impact quality and safety education in nursing. In addition to examining the impact of the experience on student learning, the leaders wished to determine to what degree students' beliefs and values changed due to participation in the nursing collaborative workshop. The purpose of this research was to measure students' self-reported beliefs that reflect global competency and openness to cultural diversity.

Body:

1. **Methods:** IRB approval was obtained and a pre-post-test mixed method design was used with the convenience sample of 21 English speaking international undergraduate and graduate nursing students. The workshop lasted 9 days and included a curriculum based on the Quality and Safety Education for Nurses (QSEN) Competencies. Experiential clinical activities focused on how patient safety is improved in Japan. Cultural activities were integrated and primarily focused on the Peace Week events which included the Peace Day ceremony to memorialize the dropping of the atomic bomb on Hiroshima. The Beliefs, Events, and Values Inventory (BEVI), a mixed methods measure, was administered and used to assess relevant processes and constructs including (but not limited to): "basic openness; receptivity to different cultures, religions, and social practices; the tendency (or not) to stereotype in particular ways; self and emotional awareness; and preferred but implicit strategies for making sense of why 'other' people and cultures 'do what they do' (Shealy, 2005, p. 99)." This study examines Time 1 (prior to participation in the program) and Time 2 (immediately after the completion of the program). Students also completed daily reflections in response to prompts provided by faculty. Qualitative data analysis was completed using NVivo software.
2. **Results:** Results from the group aggregate data analysis indicate that prior to the start of the program (Time 1) this group presents itself as quite introspective (Self-awareness = 75th percentile); midway between confident and inquisitive in terms of understanding who others are, how world works, and their experience of life (Basic Determinism = 41st percentile); quite

open to and interested in cultural beliefs and practices that are different from one's own (Sociocultural Openness = 74th percentile); open to non-traditional gender roles (Gender Traditionalism = 20th percentile); do not have strong religious convictions (Religious Traditionalism = 26th percentile); and express a high degree of concern about ecological issues and the natural world (Ecological Resonance = 59th percentile).

3. Following the completion of the program (Time 2), the group as a whole reported being more sophisticated in making causal explanations about why the world works in the way it does (Basic Determinism = 30th percentile); increased openness to and interest in cultural beliefs and practices that are different from one's own (Sociocultural Openness = 80th percentile); increased openness to non-traditional gender roles (Gender Traditionalism = 13th percentile); further decrease in strong religious convictions (Religious Traditionalism = 20th percentile); and increased degree of concern about ecological issues and the natural world (Ecological Resonance = 71st percentile). Statements from qualitative data analysis reflect greater understanding and empathy for others' perspectives and experiences and increased openness.

Conclusion:

1. Nursing students experienced changes in their beliefs and values that reflect a greater degree of global competency after the short term international workshop experience with other nursing students.

Program evaluations reveal mastery of learning outcomes and great opportunity for international dissemination, sharing and impact.

First Primary Presenting Author

Primary Presenting Author

Christine Ann Argenbright, PhD

James Madison University

School of Nursing

Assistant Professor of Nursing

Harrisonburg VA

USA

Professional Experience: Dr. Christine Argenbright received her Doctor of Philosophy in Nursing from the University of Arizona in 2012. Her area of expertise is in adult health and quality improvement in health care organizations, and clinical and administrative leadership. She currently teaches in the undergraduate and graduate nursing programs at James Madison University School of Nursing, Harrisonburg, Virginia, USA.

Author Summary: Dr. Argenbright has presented nationally and internationally on topics related to quality and safety in nursing education and healthcare. She teaches at the graduate level with expertise in clinical and administrative leadership on quality and safety.

Second Secondary Presenting Author

Corresponding Secondary Presenting Author

Julie Sanford, DNS, MSN, RN

James Madison University

School of Nursing

Director

Department of Nursing

James Madison University

Harrisonburg VA

USA

Professional Experience: Dr. Sanford is Professor and Director of the School of Nursing in the College of Health and Behavioral Studies at James Madison University in Harrisonburg, Virginia. She has over 20 years of experience in nursing education at the Baccalaureate, Masters and Doctoral levels. Her research and publications primarily focus on informal caregiving, stress, gerontology, and the use of technology in nursing education. Dr. Sanford's grant writing efforts have resulted in over \$4.5 million in funding. Dr. Sanford has overseen expansion of the BSN program by 50 percent and the initiation of the DNP program. She is the Vice-President of the Virginia Association of Colleges of Nursing, serves as a CCNE visitor, state grassroots liaison and is on the BSN Conference Planning Committee.

Author Summary: Dr. Sanford is Professor and Director of the Department of Nursing in the College of Health and Behavioral Studies at James Madison University in Harrisonburg, Virginia. She has over 20 years of experience in nursing education. Her research and publications primarily focus on informal caregiving, stress, gerontology, and the use of technology, and quality and safety. She is an award-winning nurse educator and is honored to represent James Madison University, USA.

Third Secondary Presenting Author

Corresponding Secondary Presenting Author

Vesna Hart, PsyD

James Madison University

Global Engagement

INU Project Coordinator, Center for Global Engagement

Harrisonburg VA

USA

Professional Experience: Dr. Hart, a native of Croatia, earned her B.A. in Education from University of Novi Sad (Republic of Serbia), her M.A. in Education from Eastern Mennonite University, Harrisonburg (USA), and her Psy.D. in Clinical and School Psychology from James Madison University, Harrisonburg (USA). Dr. Hart has strong interest in international, interdisciplinary and interprofessional collaboration.

Author Summary: Dr. Hart, a native of Croatia, earned her B.A. in Education from University of Novi Sad (Republic of Serbia), her M.A. in Education from Eastern Mennonite University, Harrisonburg (USA), and her Psy.D. in Clinical and School Psychology from James Madison University, Harrisonburg (USA). Dr. Hart has strong interest in international, interdisciplinary and interprofessional collaboration.

Fourth Secondary Presenting Author

Corresponding Secondary Presenting Author

Portia Jordan, PhD

Nelson Mandela University, South Africa

Department of Nursing Science

Associate Professor, School of Clinical Care Sciences

Port Elizabeth

South Africa

Professional Experience: Dr Portia Jordan is an associate professor and head of department at the nursing school at Nelson Mandela University, Port Elizabeth, South Africa. Her specialty area is intensive care nursing, as well as nephrology nursing. Furthermore, she obtained a Masters in Business Administration at the business school, NMU. Her research focus area includes mechanically ventilation in high acuity areas, and evidence-based practice implementation. She has published various book chapters, is the co-editor of a nursing book and various peer-reviewed journal manuscripts

Author Summary: Dr Portia Jordan is an associate professor and head of department at the nursing school at Nelson Mandela University, Port Elizabeth, South Africa. She has published various book chapters, is the co-editor of a nursing book and various peer-reviewed journal manuscripts

Fifth Secondary Presenting Author

Corresponding Secondary Presenting Author

Mariette Bengtsson, PhD
Malmö University, Sweden
Nursing
Associate Professor at Malmö University
Hälsa och Samhälle/Faculty of Health and Society Institutionen för vårdvetenskap/ Department of Care
Science Malmö högskola, Malmö University
Sweden

Professional Experience: Dr. Bengtsson has worked as a specialist nurse in gastroenterology for several years, and is also an educated theatre nurse. Since 2006 she is a lecturer at Malmö University, and her two primary teaching subjects is Nursing and Safety.

Author Summary: Dr. Bengtsson has a master degree in Nursing, and a doctoral degree in Care Science. Dr. Bengtsson is the Director of the Nursing program at Malmö University. She has published several papers and written chapters in books.

Sixth Secondary Presenting Author
Corresponding Secondary Presenting Author
Michiko Moriyama, PhD, RN
Hiroshima University
Division of Nursing Science Graduate School of Health Sciences
Professor
Hiroshima
Japan

Professional Experience: Dr. Moriyama has taught at Hiroshima University since 2002. She previously worked at Ministry of Health, Labor and Welfare as a nursing specialist, where she contributed to the development of the National Long-term care insurance system. Prof Moriyama is a clinical nurse specialist in gerontology, and is an expert on chronic care and family nursing. Additionally, she served as a chair to the 10th International Family Nursing Conference. Prof. Moriyama is a board member of many professional and academic organizations and won national and international awards in her field. She has published numerous papers and books.

Author Summary: Dr. Moriyama has taught at Hiroshima University since 2002. Prof Moriyama is a clinical nurse specialist in gerontology, and is an expert on chronic care and family nursing. Additionally, she served as a chair to the 10th International Family Nursing Conference. Prof. Moriyama is a board member of many professional and academic organizations and won national and international awards in her field. She has numerous publications.

Seventh Secondary Presenting Author
Corresponding Secondary Presenting Author
Maria Jimenez Herrera, PhD
Universitat Rovira i Virgili
Nursing
Director of Nursing
Avinguda Catalunya
Tarragona
Spain

Professional Experience: Dr. Maria Jimenez Herrera is a specialist in urgent and emergency situations. She holds Master in Bioethics and Healthcare Law. Dr. Jimenez Herrera is the acting Director of the Nursing department and mobility coordinator for the nursing exchange students.

Author Summary: Dr. Jimenez Herrera is the acting Director of the Nursing department and mobility coordinator for the nursing exchange students. Professor and coordinator of various subjects either in undergraduate, or graduate (master/phd) levels related to urgency, emergency and ethics. Working in national and international research projects in collaboration with other universities.

Eighth Secondary Presenting Author

Corresponding Secondary Presenting Author

Gwen Sherwood, PhD, RN, FAAN

University of North Carolina, Chapel Hill

School of Nursing

Professor and Associate Dean for Global Initiatives

The University of North Carolina at Chapel Hill School of Nursing

Carrington Hall

Chapel hill NC

USA

Professional Experience: - currently Professor and Associate Dean for Global Initiatives at the University of North Carolina at Chapel Hill School of Nursing and was formerly Associate Dean for Academic Affairs and for faculty practice. - co-investigator/co-PI on the award winning Quality and Safety Education for Nurses (QSEN) initiative funded by the Robert Wood Johnson Foundation - was a nursing leader for the University of North Carolina at Chapel Hill and Duke University Inter-professional Patient Safety Education Collaborative measuring effectiveness of teaching modalities for interdisciplinary teamwork training involving nursing and medical students. - has been a leader in developing nursing education and applying reflective practice across borders, working with nursing faculty in China, Thailand, Macau, Mexico, England, Sweden and Kenya. - served as President of the International Association for Human Caring and two terms as Vice President of Sigma Theta Tau International Honor Society for Nursing. -co-edited four books on quality and safety and also reflective practice

Author Summary: Dr. Sherwood's scholarship evolved from a model for caring relationships to examine multicultural aspects of patient satisfaction with pain management and the development of the Spanish Language tool, Houston Pain Outcome Instrument. A leader in patient safety, teamwork, and reflective practice, she was co-led the Quality and Safety Education for Nurses (QSEN) project funded by the Robert Wood Johnson Foundation. She served two terms as Vice President of STTI and is co-editor of four books.

Ninth Secondary Presenting Author

Corresponding Secondary Presenting Author

Lee Peng Lui, PGCLTH, Msc

Joint Faculty, Kingston University and St George's University of London

Faculty of Health

Senior Lecturer

London

United Kingdom

Professional Experience: Ms Lee Peng Lui teaches on the Perioperative courses (Workforce Development and Foundation Degree) at Kingston University since 2009. Previously, she has worked as a scrub and anaesthetic nurse however, she still currently practices clinically. Lee has presented at an international nursing conference and university conference on her Master's degree evaluation research. Currently, she is undertaking a PhD exploring cultural competence and compassion. Lee is also a fellow of Higher Education in the UK

Author Summary: Ms. Lee Peng Lui has presented at an international nursing conference and university conference on her Master's degree evaluation research. Currently, she is undertaking a PhD exploring cultural competence and compassion. Lee is also a fellow of Higher Education in the UK

Tenth Secondary Presenting Author

Corresponding Secondary Presenting Author

Yum Iwamoto, MA

Hiroshima Bunka Gakuen University

Associate Professor

Kure-city, Hiroshima
Japan

Professional Experience: Ms. Yumi Iwamoto, former US Certified Emergency Nurse, has been teaching in BNS program in Faculty of Nursing, HBG University for 20 years. She received her Master of Art degree in International Cooperation, Graduate School of Hiroshima University in 2003. Now she is pursuing on her doctoral program focusing on advanced nursing education in Japan. Since 2006, she, a lifetime member of INACSL (International Nursing Association for Clinical Simulation and Learning), has been involved in simulation based nursing education in internationally and nationall

Author Summary: Ms. Yumi Iwamoto, former US Certified Emergency Nurse, has been teaching in BNS program in Faculty of Nursing, HBG University for 20 years. She received her Master of Art degree in International Cooperation, Graduate School of Hiroshima University in 2003. Now she is pursuing on her doctoral program focusing on advanced nursing education in Japan. Since 2006, she, a lifetime member of INACSL (International Nursing Association for Clinical Simulation and Learning).