Making a Difference: Changing Nursing Students’ Global Beliefs

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Disclosure Statement

Dr. Argenbright does not have any conflict-of-interest, sponsorship or commercial support.
Making a Difference: Changing Nursing Students’ Global Beliefs

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Nursing Leaders
Global Collaboration through INU

What is the INU?
Sharing International Partnerships and Experiences
2017 Nursing Leadership Meeting

• February James Madison University
  – Three days planning and mapping our workshop aims and activities
    • Emphasis on patient safety and quality care
    • Maintaining global peace collaborative
Research Question

• To what degree have students' beliefs and values changed due to participation in the nursing collaborative workshop.
IRB Approval

IRB approval was obtained and a pre-post-test mixed method design with a convenience sample of 21 English speaking international undergraduate and graduate nursing students.
Nursing Workshop in Hiroshima, Japan

• Academic inquiry regarding patient safety and quality of care for nursing students to ensure quality of healthcare delivery in their future nursing practice

• Workshop embracing cultural diversity
  — Sharing stories
  — Cultural activities
  — Building friendships
  — Collaborative projects
  — Reflection
Lecture alone will not create change

• Learning for practice
  – Educators as coaches to guide students on content
  – Exchange ideas and model reasoning

• Teaching for practice
  – Subject centered classrooms

• Approach is trifold
  – Cognitive
  – Skill based
  – Ethics
# Workshop Details

<table>
<thead>
<tr>
<th>Program Day</th>
<th>Highlight of Cultural Activities</th>
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<tbody>
<tr>
<td>Day 1</td>
<td>Welcome Party and Joint sessions with the Peace group Sakagura visit</td>
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<tr>
<td>Day 2</td>
<td>Joint Session with Peace Group; Peace Memorial Day; Peace Memorial Museum Tour, A-Bomb Survivor presentation</td>
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<td>Day 3</td>
<td>Peace Memorial Ceremony, Miyajima Trip, Lantern Ceremony</td>
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<td>Day 4 &amp;5</td>
<td>Quality information with QSEN focus</td>
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<td>Day 6</td>
<td>Ikebana - Japanese art of flower arrangement</td>
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<td>Day 7</td>
<td>Japanese Tea Ceremony</td>
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<td>Day 8</td>
<td>Traditional Japanese Lunch</td>
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<td>Day 9</td>
<td>Group Presentations</td>
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Kimono and Lunch
Peace Ceremony and Memorial
Sake and Lantern Ceremony
Traditional Japanese Tea
Ikabana and Miyajima Island
Research Purpose

Measure students’ self-reported beliefs that reflect global competency and openness to cultural diversity
Measurement Tool

BEVI
Dr. Craig Shealy
• Beliefs, Events, Values Inventory

• Mixed method measure

• Evaluates who they are prior to the experience and measures how they change as a result of the experience
Aggregate Data

Openness and Receptivity to other cultures

Stereotyping

Self and emotional awareness

Strategies for making sense of why people do what they do
Quantitative Results

• T1 Prior to the Experience
• T2 After the Experience

• The group as a whole reported being more sophisticated in making causal explanations about why the world works in the way it does.
Comparison Percentages

• Basic Determinism - 40\textsuperscript{th} to 30\textsuperscript{th} percentile
• Religious Traditionalism - 26\textsuperscript{th} to 20\textsuperscript{th} percentile
• Sociocultural Openness - 74\textsuperscript{th} to 80\textsuperscript{th} percentile
• Ecological Resonance – 59\textsuperscript{th} to 71\textsuperscript{st} percentile
Qualitative Results

• “Greater understanding and empathy for other’s”
• “Being around an array of different cultures and ethnicities had the greatest impact on me”
• “It had a great impact to be able to know different cultures”
• “I am excited about learning new cultures”
Qualitative Analysis

• Statements from qualitative data analysis reflect greater understanding and empathy for others’ perspectives and experiences and increased openness.


