

Hermeneutic Phenomenological Study of Experiences of Nursing Students and Community Participants in a Student-led Immersion within a Non-traditional Community Partnership



ZEPURE SAMAWI PHD, RN, FULBRIGHT SCHOLAR, PROFESSOR
SCHOOL OF NURSING AND HEALTH SCIENCES, SAINT XAVIER UNIVERSITY
CHRISTINE BECK PHD, MSN/MA, FNP-BC, PHCNS-BC, CTN-B
ASSOCIATE PROFESSOR SCHOOL OF NURSING, TRINITY CHRISTIAN COLLEGE



AMERICAN ASSOCIATION OF COLLEGES OF NURSING
TRANSFORM 2022 CONFERENCE
DECEMBER 1-3 , 2022
CHICAGO, IL

Background

The vision for nursing proposed in *The Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity*.

Proposes that nursing education, coursework and experiential learning value community and public health nursing, foster nurses to be leaders and advocates and take a front seat in advancing health equity and improve the health of the nation.

Review of Literature

The CCNE 2022 essential core competencies for the professional nursing education for undergraduate programs address population health as their 3rd domain. This domain embraces the healthcare delivery continuum for public health to disease prevention and management.

Partnership, collaboration and research between nursing schools and non traditional settings is essential to impact the health of communities and populations.

There is a need to add to the literature regarding perceptions of both nursing students and community participants in the same study.

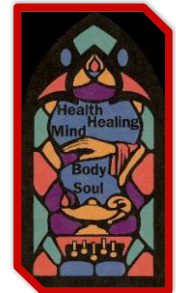
Faith-based community health programs with participatory approaches have been recognized as an important tool in teaching health promotion . (ANA, Scope and Standards of Practice, 2012).

Non-traditional Community Partnership-Faith Community Nursing

Nursing practice specialty that focuses on:

- Intentional care of the spirit
- Promotion of an integrative model of health
- Prevention and minimization of illness within the context of a faith community

ANA and Health Ministries Association Scope and Standards of Practice, 3rd Edition, 2017.



Aim

This presentation aims to explore a study of the experience of nursing students and the experience of community participants in terms of their perceptions of culturally competent student-led population health promotion interventions in a non traditional setting.

5

Experience



***" organic
relationship with the
neighborhood"***

*-Lillian Wald, The Public Health Nurse in
Action*

6

Saint Xavier University



SXU CORE VALUES

- Respect
- Excellence
- Compassion
- Service
- Hospitality
- Integrity
- Diversity
- Learning for Life

Research Questions

- **What is the experience of community nursing students in terms of their implementation of a culturally competent student-led population focused nursing interventions in a community nursing practicum?**
- **What is the experience of faith based community participants in terms of their implementation of a culturally competent student-led population focused nursing interventions in a community nursing practicum?**

Setting & Sample

Faith Based Diverse Multiethnic Community Setting

English-speaking group of older women-50 years of age and older.

Arabic-speaking group- women ages 30-60.

**African American, Middle Eastern, and Caucasian community participants
(n=13)**

Nursing students (n=8)

Research Design

Qualitative descriptive

Open and flexible semi-structured interview format to allow participants to describe their experience of:

- immersion of nursing students with community participants
- immersion of community participants with nursing students.

Phenomenological thematic analysis processes to describe the perceptions of students and community participants' experience (Wood and Ross-Kerr, 2006).

Data Analysis

The researcher applied Crist and Tanner's five phases in interpretative data analysis (Crist and Tanner, 2003):

- Early focus and lines of inquiry
- Central concerns
- General themes exemplars, and paradigm cases
- Shared meanings
- Final interpretations
- Dissemination of the interpretation

Rigor

This study applied the criteria of rigor framework of de Witt and Ploeg (2006) which is methodologically and philosophically consistent with interpretative phenomenological research.

These criteria include:

- Balanced integration
- Openness
- Concreteness
- Resonance
- Actualization.

These five criteria are aligned with hermeneutic research as based on a philosophy proposing the existence of multiple realities and auditability focused on process rather than outcome (de Witt and Ploeg, 2006).

Ethical Considerations

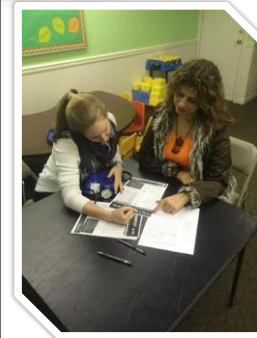
IRB approval

All participants were informed of the aim of the study

Written consent received from all participants

All transcripts used numerical identifiers

Community Health Nursing Practicum Immersion



To improve equitable health outcomes for diverse populations nursing students, benefit from experiential collaborative community experiences in non-traditional community partnerships (ANCC, 2020).

Senior nursing students:

Collaborate with multi-ethnic and linguistically diverse participants at a nontraditional diverse community-based site.

Develop leadership roles of coordination of care linkage to enhance adherence and self-care management.

Goals of Community Immersion

Assess health/illness beliefs, values, attitudes, and practices, explore community resources, interview key informants, and collaborate with community participants to identify learning goals.

Develop and implement culturally competent holistic health promotion and disease prevention teaching interventions promoting continuity, sustainability, and innovation.

Goals of Community Immersion

Evaluate interventions through participants feedback and focus groups .

Reflect on the immersion experience and future professional role as advocate and citizen.

Outcome of the Community Immersion: Health Fair

Objective of Health Fair –Students own words

To educate our local community members and increase their awareness of healthy food and lifestyle choices in regard to proper nutrition, and how that may impact their overall health and wellness.



- **Evidence-Based Research and Practice**
- **Cross-Cultural Communication**



- ***Patient Advocacy and Empowerment***
- ***Knowledge of Culture, Diversity, Equity***
- ***Cross-Cultural Leadership***

19

Students: Overall Thematic Analysis

- Clinical judgment
- Holistic health
- Role of nurse as educator
- Engaging in building community relationships
- Professional growth
- Enhanced leadership

20

Students: Thematic Analysis- Health

- Recognizing the holistic nature of health: mind-body-spirit-relationships
- Seeing health as connected to faith
- Exploring ways to achieve a balance in life

Students: Thematic Analysis- Healing

- Healing with faith
- Healing through forgiveness of self
- Healing through forgiveness of the other
- Recognizing ways of self-healing

Students Thematic Analysis-Role of Educator

- Using evidence-based teaching/learning materials
- Helping to integrate teaching/learning into people's lives
- Learning as a life-long process
- Teaching in everyday language
- Assessing learning preferences and abilities
- Assessing what is meaningful to learners
- Teaching as an individual and as a team

23

Students: Thematic Analysis- Role of Educator, continued

- Eliciting questions and seeking answers
- Linking to services and resources
- Goal not to make major changes, but to modify life behavior
- Being there for learners
- Using formative evaluations to modify teaching/learning
- Receiving summative evaluations that teaching/learning was effective

24

Students: Thematic Analysis- Cultural Encounter

- Utilizing translation to facilitate understanding
- Tailoring teaching/learning methods and tools to each cultural group
- Valuing of sharing cultural experiences and knowledge
- Seeing uniqueness of each individual and each group

25

Students: Thematic Analysis- Value of Community Engagement

- Actively integrating in community at all ages
- Helping community grow
- Making an impact
- Committing from bottom of their hearts
- Needing forgiveness and faith
- Enjoying giving
- Showing positive side of life
- Showing possibilities in community life

26

Students: Thematic Analysis- Relationship with Community

- Identifying spiritual aspects of community
- Recognizing capacities of the community
- Appreciating time and opportunity to grow a relationship
- Moving through process of building and sustaining a relationship
- Exploring ways that each person is connected to their community

Students: Thematic Analysis- Leadership

- Working in collaborative teams
- Recognizing each person's strengths
- Filling in gaps for the other
- Engaging in reciprocal knowledge

Students: Thematic Analysis- Overall Professional Growth

- Enhancing leadership skills in program planning and development of meaningful health education activities and finding community resources and services
- Increasing confidence in teaching/learning abilities
- Increasing understanding of cultural beliefs in working with communities in meeting their healthcare needs
- Recognizing participant' strengths and ties with their community

29

Community Participants: Overall Summary of Thematic Analysis

- Impressing on students the role that faith has in their lives
- Utilizing translation to facilitate understanding
- Tailoring teaching/learning methods to each cultural group
- Recognizing the holistic uniqueness-mind-body-spirit-relationship of everyone
- Enhancing self-management of health

30

Community Participants: Health Literacy

- Presenting activities and information in understandable and varied format to facilitate understanding and varying learning styles,
- Tailoring presentations to meet specific needs and ages
- Guiding in finding internet sites that offered evidence-based health information and tips to avoid misinformation
- Breaking down complex concepts into more simple concepts
- Answering questions and following up with queries needing more information.

Community Participants: Health Education

- Providing information regarding their current conditions and medication side effects
- Offering tips on healthy nutrition tailored to the food preferences
- Finding tools for self-care and self-advocacy and asking questions of their health providers
- Providing screenings such as blood pressure and BMI and discussing the meanings of the readings, and the opportunity to have screening follow-ups.

Community Participants: Promotion of Healthy Lifestyle

- Making positive healthy life-style changes
- Providing information relevant to their own day-to-day life
- Providing tools not available to them in their country of origin

Community Participants: Reciprocal Sharing of Knowledge

- Impressing on students the role that faith has in their lives
- Sharing their view of holistic nature of health as a balance of mind, body, emotion, and spirit
- Relating the power of prayer as healing
- Imparting on students that each human being is a unique life force and part of a wondrous creation
- Sharing aspects of their culture, history, and lifeways.

Community Participants: Value of This Community-Non Traditional Setting

- Exposing students to settings other than in primary, intermediate or acute care
- Providing opportunities for other community members to participate in health promotion activities the health fair
- Allowing the community participants to learn to monitor their own health status over time
- Providing health teaching and skills which the participants shared with their friends and families

Community Participants: Value of This Community-Non Traditional Setting

Showing how individuals, community groups and relationships change over time.

Allowing students to encounter people from other cultures

Empowering students to become leaders within their own communities.

Students and Community Participants: Shared Themes:

- Valuing of sharing cultural experiences and knowledge
Receiving benefits of reciprocal teaching/learning
- Recognizing health as holistic
- Seeing health as experienced in the context of the community
- Seeing benefits of a sustained partnership

Implications of the study

- Giving a voice to both nursing students and a diverse ethnic population to promote equity through their own unique and rich experiences
- Expanding the knowledge base for nurses who will be able to form meaningful collaboration with community partners to provide opportunities for equity, advocacy, education, health promotion and disease prevention
- Supporting the use of non-traditional community settings to develop population-health competencies.

THANK YOU!



References

- American Association of College of Nursing (2021). The Essential: Core Competencies for Professional Nursing Education.
- ANA and Health Ministries Association (2017) Faith Community Nursing: Scope and Standards of Practice, 3rd Edition.
- National Academies of Sciences, Engineering, and Medicine (2021); National Academy of Medicine : Committee on the Future of Nursing (2020–2030).