

Introduction

- Undergraduate nursing students, as a group, are required to understand patient uniqueness and design culturally sensitive care intervention (Chae, Kim, Kim, Lee, & Park, 2020).
- The **Giger and Davidhizar Transcultural Assessment Model Framework™** guides practice and prioritization (Giger & Davidhizar, 2002).
- The lunch and learn mentorship is guided by the Giger-Davidhizar model and enhances the ability of nursing students to understand and respect cultural differences, which is crucial for effective patient care (Giger & Davidhizar, 2008)

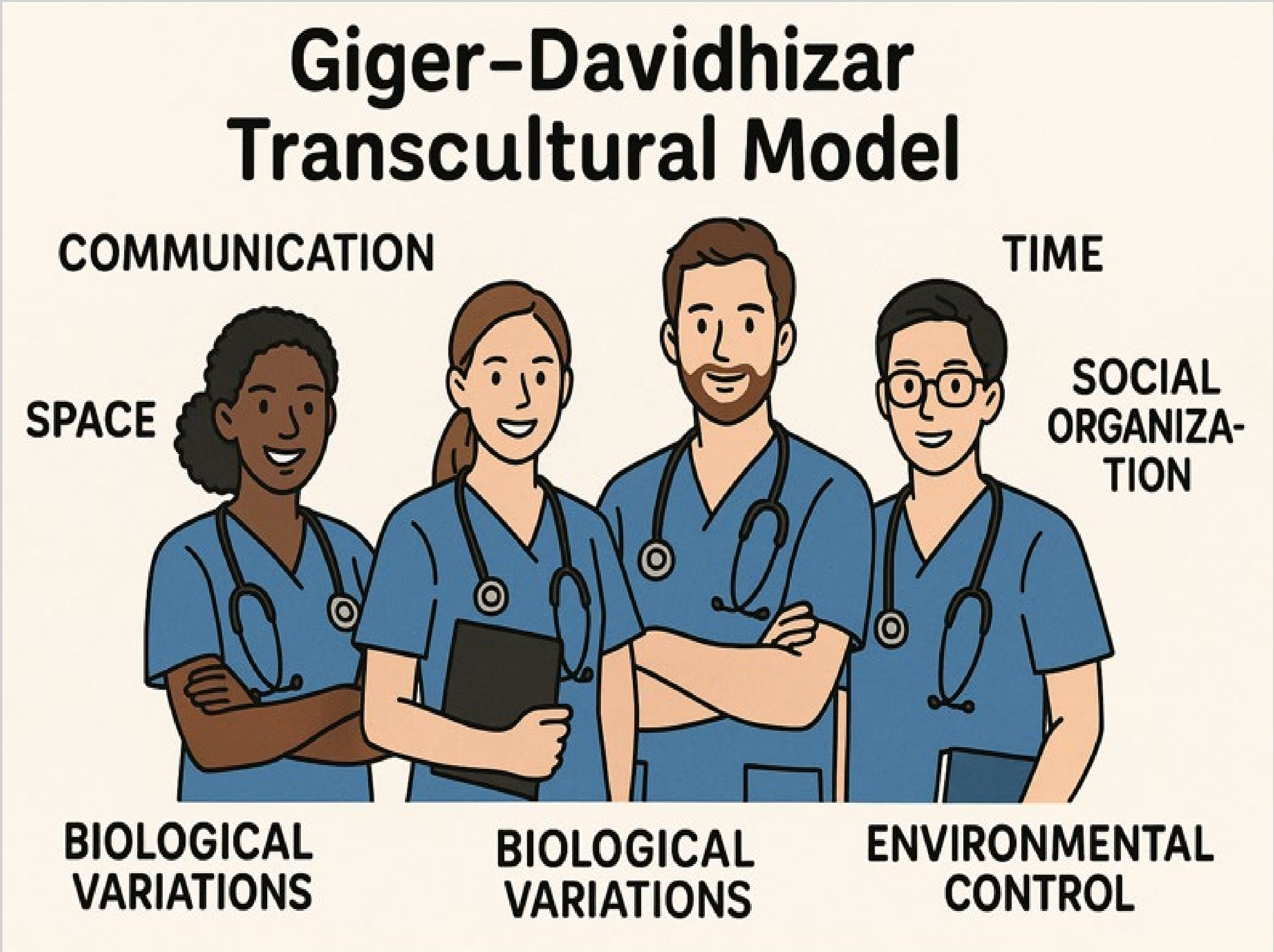
Aims

- The purpose of this pilot mentorship is to enhance nursing students’ cross-cultural skills and cultural sensitivity.
 - To test the efficacy of this pilot mentorship program among students.
 - Determine the impact of the mentorship activity on the nursing students

Objectives

- Teach the Giger-Davidhizar model’s six cultural phenomena and apply them to a clinically orientated scenario.
- Guide nursing students during lunch and learn discussions focused on health issues in diverse populations.
- Connect nursing students with mentors and healthcare professionals (e.g. nurses, researchers, diversity experts) to share best practices in transcultural care and research.
- Measure changes in nursing student engagement, confidence, and knowledge regarding cultural competence through pre/post surveys, reflection journal and feedback sessions
- This pilot mentorship program runs one semester (≈12–15 weeks) and meets weekly during lunch.

Framework



Mentorship Activities



Evaluation Plan

- Evaluate Outcomes Pre/Post Survey cultural competence knowledge (understanding of the six dimensions) and attitudes
- Submit reflective journals and facilitate debriefing discussions
- Project Evaluation: Attendance, participation & feedback
- Identify areas of improvements after analysis of data

Future Direction

- Sustainability of the program and role of the mentorship program in an academic year.
- Offer opportunity to collaborate with local hospital for networking; e.g. shadow a nurse and discuss wins, challenges, and future of nursing
- Collect data research study and publish; cohort 1 will peer mentor cohort 2

References

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Enhancing Nursing Student Engagement: Lunch & Learn Mentorship Using the Giger-Davidhizar Transcultural Model

Susana Calderon, Ph.D., RN

Biography

Dr. Susana Calderon is an Assistant Professor at Mennonite College of Nursing, Illinois State University. She earned both her bachelor's and master's degrees in nursing from Millikin University, and she holds a doctorate in nursing from Illinois State University. Dr. Calderon completed her postdoctoral work on children's oral health, focusing on oral microbiology and caries prevention, at the University of Iowa's College of Dentistry and the Iowa Institute of Oral Health Research.

As a veteran of the United States Air Force, Dr. Calderon is well-recognized for her research in children's oral health, particularly her innovative approaches using early social media and dietary interventions to shape children's oral microbiomes and reduce the risk of dental caries and obesity. Additionally, she is committed to mentoring undergraduate and graduate nursing students.

Dr. Calderon teaches the clinical portion of the "Nursing Care of Children" and "Public Health Nursing" courses, as well as "Psychiatric and Mental Health Nursing," where she employs an innovative curriculum called "America's Promise."

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