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Learning objectives of cultural immersion programs: A scoping review

Kate Buchanan
Edith Cowan University

Marrianne Velandia

Marina Weckend
Edith Cowan University

Sara Bayes
Edith Cowan University

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Abstract

Background: Cultural immersion as a learning activity provides students with the opportunity to experience diversity and develop cultural safety. Both, 'Study Abroad Programs' and 'Internationalisation at Home' (IaH) aim to provide a cultural immersion experience for students. However, explicit learning objectives are essential for quality pedagogy and for students to develop cultural safety from their learning experience.

Objective: To identify the learning objectives of study abroad and Internationalisation at Home (IaH) programs in higher education health profession programs.

Design: A scoping review was undertaken according to recommendations by the Joanna Briggs Institute (Peters et al, 2020) and PRISMA guidelines.

Data sources: The electronic databases CINAHL, MEDLINE, PsychINFO and PubMed and were searched in November 2019 and updated September 2020. The search was limited to qualitative studies, text and opinion pieces, English language, published between 2015 to 2019.

Review methods: Inclusion criteria using the participants, concept, and context (PCC framework) was utilised and search terms such as study abroad and Internationalisation at Home were combined with learning objectives to identify articles. The articles were screened for eligibility by title, abstract, and full text review by two independent reviewers. A data extraction tool was utilised to extract and synthesise data into categories that represent the core learning objectives of cultural immersion programs reviewed.

Results: Fourteen of the 66 initially identified studies were included in this scoping review. Qualitative synthesis yielded five broad categories of learning objectives used in cultural immersion programmes: cultural competence, internationalisation, pedagogy, collegiality, and personal growth.

Conclusion: A minimum set of essential learning outcomes was derived from this review that will be of interest to developers and implementers of cultural immersion programs.

BACKGROUND

Introduction

This article outlines our experiences of creating a cultural immersion program for midwifery students using the Internationalisation at Home strategy. This review focuses on published learning objectives of cultural immersion programs in order to generate learning objectives for our own program that would achieve meeting the learning experiences of students, the higher education strategic objective of internationalisation and the midwifery curricular goal of cultural safety.

Cultural immersion pedagogy

The focus of internationalisation in universities has increased significantly with globalisation, particularly in nursing and midwifery courses (Harding, 2013; Mulready-Shick, 2020). Internationalisation is "the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society ." (De Wit et al, 2015, p.3). Motives for internationalisation have been proposed to include commercial advantage, knowledge, and language acquisition, establish positive inter cultural relationships and prepare students as responsible global citizens with an intercultural perspective (Altbach & Knight, 2007, Green & Wgitsed, 2105; Law & Muir, 2005; Mulready-Shick, 2020). The development of cultural safety in students has been posited as a reason for and effect of participation in internationalisation activities (Mkandawire-Valhumu & Doering, 2012).

The concept of cultural safety first emerged in seminal work by New Zealand nurse, Irihapeti Ramsden in the 1980's in response to the harmful effects of colonisation on the health of First Nations People. A commonly used definition coined by the New Zealand Nursing Council , for cultural safety is: "The effective nursing practice of a person or family from another culture….The nurse delivering the nursing service will have undertaken a process of reflection on his or her own cultural identity and will recognise the impact of his or her culture on his or her professional practice."(Congress of Aboriginal Torres Strait Islander Nurse and Midwife [CATSINaM], 2014. p.7). A key component is that First Nations people feel safe, connected to culture and cultural identity, and that the person being cared for determines what is culturally safe for them (CATSINaM, 2014).

Further, cultural safety is mandated and defined in many standards and codes for midwifery registration (Nurses and Midwives Board of Australia [NMBA], 2018). The International Confederation of Midwives (ICM) details in the code of ethics that "Midwives provide care for women and childbearing families with respect for cultural diversity while also working to eliminate harmful practices within those same cultures" (2014, p.2), however calls have been made to specifically include cultural safety in nursing and midwifery ethics (Harding, 2013).

Cultural competence, until recently, was the dominant term utilised by health professionals. There is no one unified definition for cultural competence, but has been broadly defined as acquiring the knowledge, skills, and attitudes necessary for caring for individuals from a cultural minority group (Curtis, et al, 2019; Truong, Paradies, & Priest, 2014). In addition, other terms such as cultural sensitivity, cultural respect, transcultural competence, cross cultural communication, and cultural awareness have all been used interchangeably. However, these terms are being challenged in contemporary literature, criticised for merely acquiring cultural knowledge about a patient rather than critical self-reflections of power, privilege and bias which cultural safety embodies (Curtis et al., 2019).

Commonly, nursing and midwifery curricula strategises ways to ensure that cultural safety is engendered in students, however there is no single established method to achieve it. Cultural immersion is an embodied learning strategy to enhance cultural safety, usually

through international clinical placement (also known as study abroad). Study abroad opportunities in the traditional sense, however, are limited to a small number of students due to financial, structural, or personal barriers (Mapp & Gabel, 2019; Soria & Troisi, 2014; Yuksel & Nascimento, 2018). Furthermore, the Covid 19 pandemic may mean that study abroad becomes forcibly less common in the future. Other criticisms of international student exchange programs duplicate the privilege versus disadvantage gap that can mean power, economic and cultural misunderstandings occur (Ekstrom & Sigurdsson, 2002; Kraft, Kastel, Eriksson & Hedman, 2017).

A contemporary solution that meets university goals of internationalisation and health curricular aims is Internationalisation at Home (IaH). IaH is defined as the "purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments" (Beelen & Jones, 2015. P.69). This approach includes the use of explicit material infused throughout the curriculum, guest speakers, or specific cultural competence programs (Beelen & Jones, 2015). One example of IaH is a tandem learning system which involves students collaborating from two different countries using a web-based platform (Chan & Nyback, 2015; Mapp & Gabel, 2019). This strategy allows a greater number of students than could feasibly travel to a different country in person to access a culturally immersive experience and benefit from internationalisation. Increasingly, universities are using IaH as a strategic objective for the internationalisation experiences of students to gain the knowledge, skills, and attitudes necessary for cultural safety (Truong, Paradies, & Priest, 2014).

A criticism of IaH programs is that the programs have focused on the means (specifically the activity and instruments) by which the program is delivered rather than on the development of clear learning outcomes (Beelen & Jones, 2015). Arguably though, one of the essential requirements of any educational program is that it is structured to facilitate students to achieve an explicit set of learning objectives. Evidence suggests that objectives must be well articulated and defined (Leask, 2013), however to our knowledge there has, to date, been no comprehensive summary of best practice reported in this regard. A preliminary search of MEDLINE and the Cochrane database of systematic reviews was

conducted and no current scoping or systematic reviews detailing the learning objectives of cultural immersion programs in higher education was identified.

The aim of this scoping review was to provide an overview of learning objectives of both study abroad and IaH programs, reported in academic literature in the years 2015 to 2019. This overview aims to facilitate understanding of essential learning objectives for cultural immersion programs.

METHODS

Design

The review followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses-Scoping Review (PRISMA- ScR)(Moher et al., 2009) and the Joanna Briggs Institute (JBI) recommendations for scoping reviews (Peters et al., 2020). Both systems guide the evidenced based minimum set of reporting standards. A scoping review approach was chosen to appraise the literature because it is a useful method for answering broader questions, understanding the body of literature in an emerging field, clarifying key concepts and identify knowledge gaps (Arksey & O'Malley, 2005; Levac, Colquhoun, & O'Brien, 2010; Tricco et al., 2016). This method follows a systematic design, informed by an *a priori* protocol (data extraction tool), that provided for a structured process that optimises reliability and enables the data to be presented in an organised way (Colquhoun et al., 2014; Levac, Colquhoun, & O'Brien, 2010; Munn, Stern, Aromataris, Lockwood, & Jordan, 2018; Tricco et al., 2016). The summary of the review findings of this literature review is presented using data charting and summarised diagrammatically (Peters et al., 2020)

Search strategy

The PCC mnemonic: **P**articipants (health care students), **C**oncepts (learning objectives) and **Co**ntext (cultural immersion) was used to develop search terms (Stern, Jordan, & McArthur, 2014), (Appendix 1. Logic grid with key terms and Search Strategy). The databases

CINAHL, MEDLINE, PsycINFO and PubMed were searched. The search was limited to the last five years (2015 – 2019) to capture contemporary literature, the rationale being that IaH is a relatively new phenomenon. Parameters for the search were that articles must be written in English, full text. The search was executed in November 2019 and updated in September 2020.

Inclusion criteria

Article inclusion and exclusion criteria that relate to the participants, concepts and context were specified. Studies were eligible for inclusion where the participants were health professional students in higher education. Studies were eligible to be included in the review if they met the concept inclusion; explicit learning objectives or aims within the context of study abroad or IaH. This scoping review only considered qualitative studies and text and opinion papers that provided program descriptions of IAH and study abroad as they were the only article types identified that detailed learning objectives. Studies were ineligible for inclusion if the learning objectives did not relate to cultural concepts or similar objective or if the context was second language development.

Study selection

A systematic process was employed to identify papers relevant to the review question. Search results from all databases were combined, duplicates removed, and the remainder were imported to the Covidence® program to aid the screening process. Two independent reviewers (KB and MW) conducted screening for suitability using inclusion and exclusion criteria. First, records were screened based on the information available from the title and abstract. Sixty-six unique records were imported to Covidence for screening, 37 of which were discarded following title-and-abstract screening by two reviewers (KB an MW). Second, full texts of the remaining 29 articles were assessed to select eligible studies for inclusion. Of the 29 articles retained at this point, 13 were excluded after full text review.

Studies were excluded if they did not relate to the concept, cultural competence, did not include learning outcomes, or the article did not describe the study abroad or IaH program. In total, this process left 16 eligible for quality appraisal. Conflicts during screening were resolved through discussion to reach consensus. 14 articles were included in the final review.

Figure 1: PRISMA flow diagram of included studies
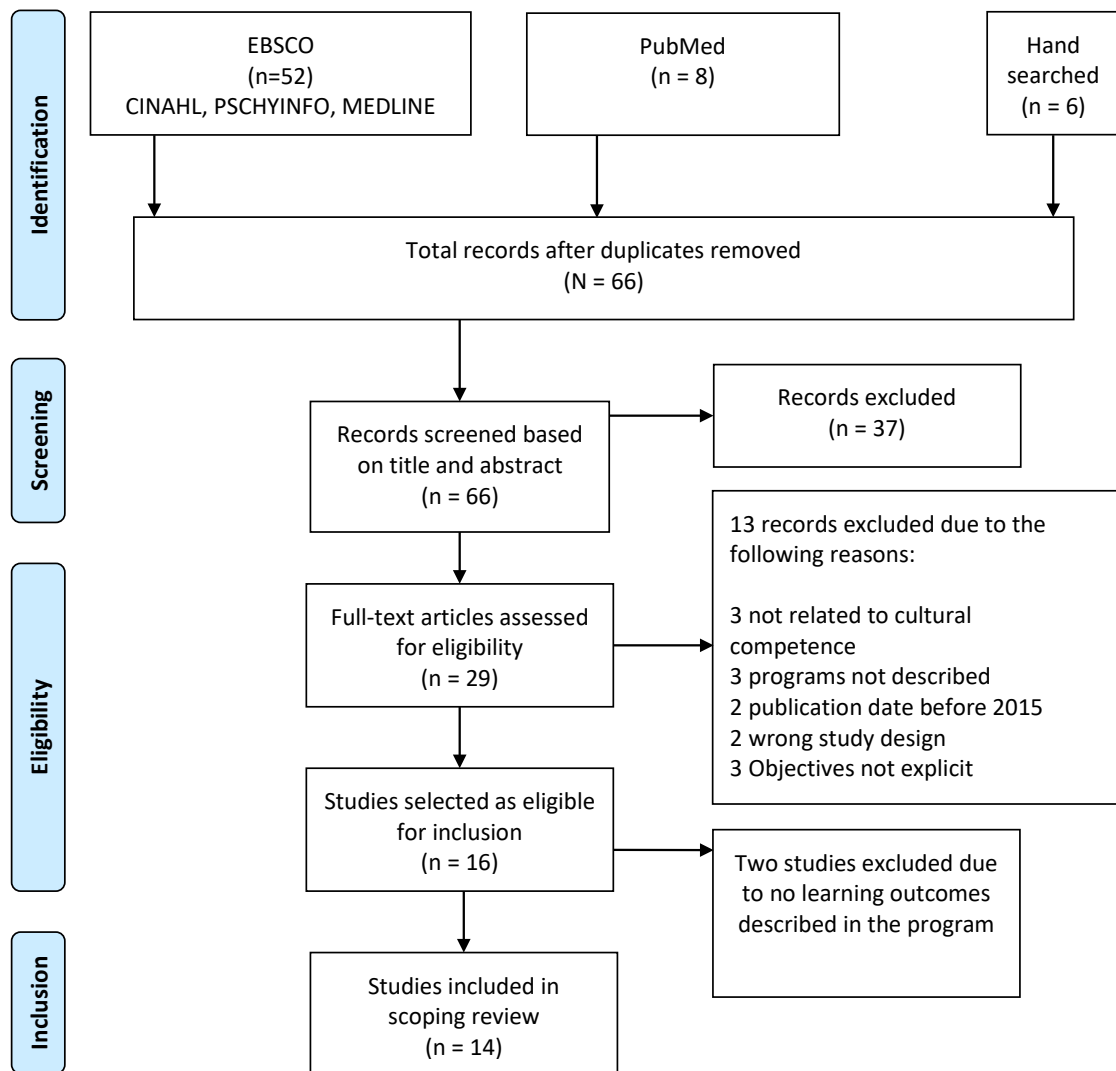
The literature retrieval and appraisal process resulted in the retention of 14 articles describing learning outcomes, aims or purpose of both studies abroad programs and IaH programs. Eight articles represented study abroad initiatives; (Antigua et al., 2015; Bretag
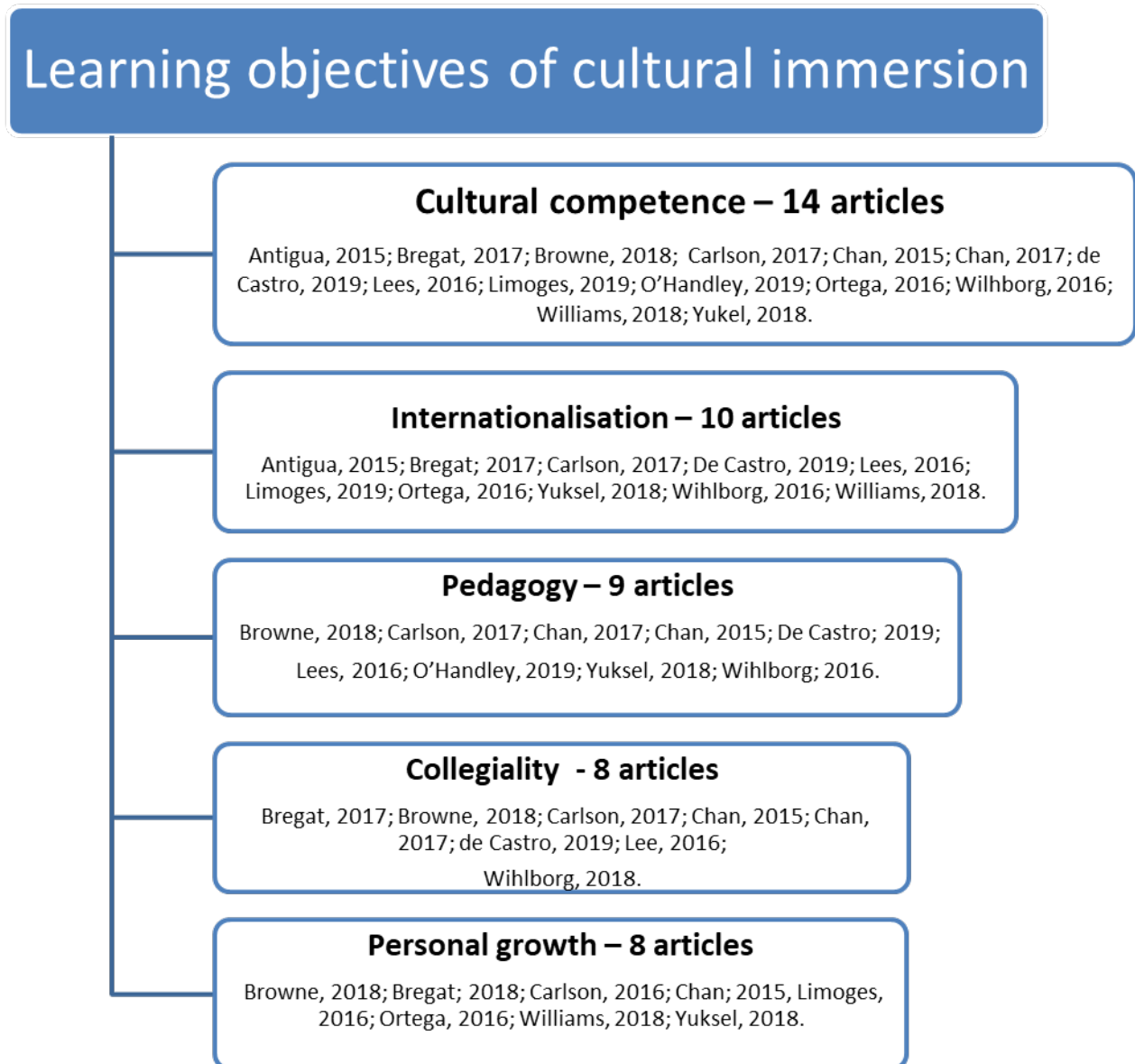
& van der Veen, 2017; Browne & Fetherston, 2018; Lees et al., 2016; O'Handley & Erlinger, 2019; Ortega, Mitchell, & Peragallo, 2016; Williams, Hulme, & Borrelli, 2017; Yuksel & Nascimento, 2018) and six articles were included that relate to IaH programs; (Carlson et al., 2017; Chan et al., 2017; Chan & Nyback, 2015; de Castro, Dyba, Cortez, & Pe Benito, 2019; Limoges, Nielsen, MacMaster, & Kontni, 2019; Wihlborg & Friberg, 2016).

DATA EXTRACTION RESULTS

Data was extracted using a data extraction tool developed by the reviewers, that formed the final data charts (Arksey & O'Malley, 2005; Levac et al., 2010; Peters et al., 2020). The data chart included participants, concept, context, program description and findings category. The findings (learning objectives) with similar concepts were condensed into categories. The category definition is available as Appendix 3. Category definitions. The categories were decided with a critical race theory lens applied (Delgado, 2012). Five categories of learning objectives used in cultural immersion programmes were identified: 'Cultural competence', 'Internationalisation', 'Pedagogy', 'Collegiality', and 'Personal growth'. For each category identified, a definition, characteristics, and example citations are presented to illustrate the learning objectives category in the data charts.

The final data charts represent the synthesised findings of learning objectives used by educators of study abroad and IaH programs. Two data charting forms were generated – one for reported learning objectives of study abroad programs and one for those relating to IaH. Initial data extraction decisions made by KB were confirmed by a second reviewer (MV) and inconsistencies were reviewed and resolved by a third reviewer (SB).

Figure. 2. Results – Categorised learning objectives of cultural immersion programs

Learning objectives of cultural immersion

Cultural competence – 14 articles

Antigua, 2015; Bregat, 2017; Browne, 2018; Carlson, 2017; Chan, 2015; Chan, 2017; de Castro, 2019; Lees, 2016; Limoges, 2019; O'Handley, 2019; Ortega, 2016; Wilhborg, 2016; Williams, 2018; Yukel, 2018.

Internationalisation – 10 articles

Antigua, 2015; Bregat; 2017; Carlson, 2017; De Castro, 2019; Lees, 2016; Limoges, 2019; Ortega, 2016; Yuksel, 2018; Wihlborg, 2016; Williams, 2018.

Pedagogy – 9 articles

Browne, 2018; Carlson, 2017; Chan, 2017; Chan, 2015; De Castro; 2019; Lees, 2016; O'Handley, 2019; Yuksel, 2018; Wihlborg; 2016.

Collegiality - 8 articles

Bregat, 2017; Browne, 2018; Carlson, 2017; Chan, 2015; Chan, 2017; de Castro, 2019; Lee, 2016; Wihlborg, 2018.

Personal growth – 8 articles

Browne, 2018; Bregat; 2018; Carlson, 2016; Chan; 2015, Limoges, 2016; Ortega, 2016; Williams, 2018; Yuksel, 2018.

Table 1 - DATA CHARTING FORM – Study Abroad – Learning Objectives

First Author, Year, **Participants**	**Context** - Program Description	Study Type, Aims, participants and method	Data Extracted: **Concept**- Learning Objectives (paraphrased)	Synthesised Data	Category
Antigua, 2015 Nursing	Study abroad program between Nursing students in the US and Philippines The study abroad rotation is a fourth-year elective – study abroad structure is a blended-learning format that combines independent study, reflection writing, student-led presentations, group discussions, and face-to-face instructions and interactions.	Program description The objective of all study abroad programmes at UF include global awareness and intercultural Competency Four students study abroad In the Philippines for one month	The objectives of all study abroad programmes included a) global awareness whereby students, at the end of the rotation, can comprehend trends, challenges, opportunities and communities worldwide; and b) intercultural competency in which students can interact effectively with members of other cultures.	global awareness understanding global challenges intercultural competency	Internationalisation Cultural competence
Browne, 2018 Nursing	Summary of eight international clinical placements for nursing students	Qualitative Aims of study abroad programs – To describe the structure, aims and learning outcomes associated with international	Become culturally aware through Immersion -Working with the community to promote Health -Understanding the role of the Nurse within the health care setting	culturally aware through immersion	Cultural competence

		clinical placement opportunities currently undertaken by Australian undergraduate nursing students in the Asia region Methods; 8 Australian university's offering undergraduate study abroad experience to nursing students - open ended question online survey tool	-Translating theory into professional clinical Practice -Developing relationships in international learning environments 4 categories related to LO: Understanding healthcare and determinants of health, Managing challenges, Understanding the role of culture within healthcare, and Demonstrating professional knowledge, skills and behaviour	translating theory to practice developing relationships managing challenges demonstrating professional behaviour	Pedagogy Collegiality Personal growth
Bregat, 2017 Health profession Students	Short-term international study tours for undergraduate health students	Qualitative Explore student motivations for study abroad and self-reported benefits of short-term international study tours Methods; 50 students who participated in study abroad program	The programme aimed to engage students in a range of internationally focused activities to improve their intercultural competence and global employability. "an opportunity to understand nursing practice and education in different cultures. During two- to four-week immersion experiences, students bring cultural diversity to other countries	intercultural competence global employability	Cultural competence Internationalisation

		qualitative descriptive analysis 6 x Focus group	and are challenged, to integrate a global perspective into their studies."		
			Students motivations or aims for study abroad Challenge Complete course work quickly Experience new culture Have fun Safety traveling in organised group Build professional networks Experience student life Gain experience Opportunity to travel Develop interpersonal skills Independence	challenge experience culture Build professional relationship develop interpersonal skills	Personal growth Collegiality personal growth
Lees, 2016 Health profession students	The Global Learning Partnership aims to contribute to the building of health profession students to work effectively in cross cultural health in accordance with the UN sustainability program through international clinical placement	Program description: To design and implement an international and interprofessional Global Learning Partnership Model, which involves shared learning between academics and students from	To engage an interdisciplinary and international group of students and academics in a collaborative learning experience, through the experiential learning that seeks to contribute to the learning of cultural competency	interdisciplinary and international collaborative learning experiential learning cultural competency	Pedagogy Cultural competency

	one week of university-based workshops and three-week study abroad	Universities in the Asia pacific pilot - 25 student's clinical placement in Nepal	Phase one students created learning outcomes in Cultural competency, UN SDG knowledge and values, community engagement and health promotion skills and collaborative partnerships	UN knowledge collaborative partnerships	Internationalisation Collegiality
O'Handley, 2019 Nursing	Planning short-term nursing student mission trips in a small private college program described 20 nursing students' experiences of international clinical placement to Costa Rica	Program description: Planning a short study abroad trip A literature review, combined with experiential observations and student surveys data from an exemplar project help to identify protocols for planning a successful short-term international mission trip.	Cultural immersion and service learning are effective pedagogical tools to support the development of cultural competence and communication skills among nursing students	cultural immersion effective pedagogical tool develop cultural competence cultural communication skills	Pedagogy Cultural competence cultural competence

Ortega, 2016 Nursing	Miami school of Nursing study abroad program During two- to four-week immersion experiences,	Qualitative Student perspective from less developed countries incorporated as a dearth of their views presented in the literature Methods; 106 students, Chile Mexico US Taiwan Descriptive study focus group	Program provides students an opportunity to understand nursing practice and education in different cultures. students bring cultural diversity to other countries and are challenged to integrate a global perspective into their studies.	understand nursing practice and education in different cultures challenged to integrate global perspective	Cultural competence personal growth Internationalisation
Yuksel, 2018 Psychology	Program description; an interdisciplinary Faculty-Led International Trip for Underserved Students to meet psychology syllabus for cross culture empathy and tolerance	Program description; A study abroad short trip program to Berlin during spring break for minority students to become globally aware	First pedagogical goal Discipline specific learning to help students connect their course experiences and readings to real world applications, such as the effects of large scale international migration on education and family relation ships. Second pedagogical goal involved cross cultural	to connect course to real world application effects of large-scale international migration cross cultural understanding	pedagogy Internationalisation Cultural competence

			understanding and global mindedness.		
			to feel "responsive to multi cultural and global concerns"	global mindedness	internationalisation
			Third pedagogical goal aimed to help students gain higher levels of self-efficacy and individual autonomy	gain higher levels of self efficacy and individual autonomy	Personal growth
Williams, 2018 Midwifery	Program description: University of Nottingham's Midwifery program implemented strategies to increase students to undertake international clinical placements Third year students take 2-week observational placement	Program description Aim: to ensure the midwifery curriculum is internationalised and global mobility is promoted to all midwifery students	Nottingham Midwifery curricular considers; globalisation as midwifery students being aware of the differences between countries and being able to develop skills related to cultural sensitivity Elective placements are aimed at encouraging students to: widen their perspective of health care practice; challenge assumptions; gain an understanding of	develop skills related to cultural sensitivity widen perspective of health care and challenge assumptions	cultural competence cultural competence

			midwifery practice outside usual placement areas; look at midwifery from a different angle and with 'new eyes'; and work in unfamiliar settings to encourage personal growth and professional development	gain understanding of midwifery practice outside usual place look at midwifery with new eyes and encourage personal and professional development	internationalisation personal growth

Table 2 - DATA CHARTING FORM – Internationalisation at Home – Learning Objectives

First Author, Year, **Participants**	**Context** - Program description	Study type, Aims, Participant and method	Data Extracted: **Concept** - Learning Objectives (paraphrased)	Synthesised Data	Category
Carlson, 2017 Nursing	An intercultural peer learning via webinars for Nursing students between Sweden and Hong Kong Learning activity: 1. intercultural dimensions are incorporated in the curricula 2. webinars once a week -Case collaborative task, between students from both universities using Skype	Qualitative Aim; Explore how undergraduate nursing students' perceived achieved learning outcomes after participating in a web based intercultural peer-learning intervention Methods; thematic analysis of Reflective journals and student interviews 20 nursing students, 10 from each university	Providing students with international perspectives and the promotion of intercultural learning to increase cultural competence through IAH Collaborative learning students share their collective interpretations, co-create, negotiate, and transform knowledge, while challenging previously held assumptions and preconceptions	international perspectives and promotion of intercultural learning to increase cultural competence collaborative learning students share transform knowledge while challenging assumptions	Internationalisation Cultural competence Pedagogy Collegiality Personal growth
Chan, 2017 Nursing	Nursing Students' Intercultural Learning via IaH: Sweden Hong Kong Activity - Case study collaborative	Qualitative Aim: Explore the process of intercultural learning between nursing students	Acquiring knowledge about theories on cross-cultural and transcultural nursing in class, actual encounters and interactions with peers in different countries,	knowledge about cross cultural and transcultural nursing actual encounters and interaction	Cultural competence Collegiality

	task via skype and focus group discussion and reflective journal	from Hong Kong and those from Sweden through their intercultural communication, interactions, reflections and their perceptions Methods; 20 third year nursing students, 10 from Sweden 10 Hong Kong Qual descriptive analysis of focus group and reflective journals	through technology, to promote intercultural learning among students.	with peers form another country technology to promote intercultural learning	Pedagogy
Chan, 2015 Nursing	Nursing students develop cultural competence through IaH Students were paired up from each university to complete a written assignment on cultural competence in	Qualitative Aim; to explore and describe how a virtual course in intercultural communication between students of two universities, through internationalization at home, can support the	To develop cultural competence through the approach of internationalization at home... active learning through engagement Learners explore old and new ideas through collaborative discourses and reflections and construct new	cultural competence active learning through engagement through collaborative discourses and	Cultural competence Pedagogy Collegiality

	nursing Via Moodle an online platform	development of cultural competence. Methods; 20 undergrad nursing students 10 from Finland, 10 Hong Kong Qual content analysis	meaning through conversations with each other and with the teacher The intention was for students to learn about each other's values, meanings, and beliefs concerning health, well-being, caring, and nursing to develop cultural competence	reflections and construct new meaning through conversations students to learn about each other's values, meanings, and beliefs concerning health, well-being, caring, and nursing	Personal growth
De Castro, 2019 Nursing	Collaborative Online International Learning. US and Philippines Learning activity: learning assignments with peers within and across countries, group of students from each institution, cross-country interaction, 6 weeks discussion boards sharing reflective thoughts and insights-	Program description Collaborative Online International Learning (COIL) is a pedagogical approach using digital technology to provide experiential international learning without travel abroad. Through web-based, cross-country intellectual exchange, COIL helps prepare nursing students for	(1) utilize web-based applications to collaborate with others for scholarly learning, (2) describe strategies that optimize communication skills to build rapport with international colleagues, (3) analyse one's own understanding of professional nursing practice in contrast to an international perspective (4) develop methods that respect diversity when	utilize web-based applications to collaborate with others strategies that optimize communication skills to build rapport with international colleagues, develop methods that respect diversity when working in teams	Pedagogy Collegiality Cultural competence

	Transferring knowledge COIL experience for undergraduate nursing students at universities in the United States and the Philippines was designed for gains in intercultural competence By comparing their own country to another country context	increasingly diverse and multicultural health care work environments globally.	working in teams to respond to patient/client needs, and (5) evaluate the value of considering multicultural approaches to address health problems in globalizing societies	to address health problems in globalizing societies	Internationalisation
Limoges, 2019 Nursing	The program was developed where students connected through internet-based applications, and engaged in an international learning experience without leaving home. The authors refer to this as Globally Networked Learning (GNL).	Qualitative Aims – What are the students' experiences with Globally Networked Learning (GNL)? How did GNL influence understanding of how culture, nursing care and health systems influence health outcomes? Can GNL support students to develop a global	Understanding how culture influences health and healthcare is a key learning outcomes in Bachelor of Science in Nursing (BScN) education programs in Canada and Denmark Understanding one's cultural self and its potential impact on the nurse patient relationship is important learning	how culture influences health and healthcare Understanding one's cultural self and its potential impact	Cultural competence Personal growth

	six groups, each with two Danish students and two Canadian students completed the four-step GNL assignment Learning activity	understanding of health and nursing Methods; 15 second year Nursing students Qualitative content analysis	attending to cultural difference and building capacities for respectful and dignified care are key outcomes in both programs utilising evidence based teaching and learning strategies that support nursing students to have an inter-cultural experience, to develop cultural awareness, and to meet professional and course-based requirements related to culturally safe care For IAH to support nursing students to develop cultural awareness and a global understanding of health	attending to cultural difference and building capacities for respectful and dignified care to develop cultural awareness and a global understanding of health	Cultural competence Internationalisation

| Wihlborg, 2016 Nursing | Framework for a virtual nursing faculty and student learning collaboration between universities in Sweden and the United States in creating a credit bearing student learning experience focused on concept collaboration internationalisation and modern technology in developing cultural awareness | The goal for this initiative was 'internationalisation on home plan' for nursing faculty and students that opened up internationalised learning opportunities for all students, including those who do not participate in study abroad/mobility activities to develop cultural awareness and understand global health practices mutual topics of concern also gained academic credit | The aims and purposes (1) student nurse's deeper learning about patient safety through collaborative learning and virtual international exchanges, (2) student's enhanced understanding in making differences and similarities visible concerning interpretations of, and approaches to, patient safety, (3) internationalisation for all 'on home plan' [not studying abroad], (4) construction of a collaborative learning community focused on undergraduate nursing education between two faculty units, at universities in Sweden and the United States, (5) the ambition to construct a model that promotes internationalisation in learning practices, and

(6) social interaction that enhances the idea of global citizenship learning and cultural awareness | through collaborative learning and virtual international exchanges

international interaction enhances global citizenship Promotes transformative learning and cultural awareness |

Pedagogy Collegiality

Internationalisation

Pedagogy

cultural competence |
|---|---|---|---|---|---|

Learning objectives categories

<u>cultural competence</u>

The learning objectives of all the articles included in this review identified cultural competence as a major objective of cultural immersion programs. It was decided by the reviewers that the category could not be named culturally safety as only one article reviewed mentioned cultural safety in its learning objective. This category definition included learning objectives that describe cultural competence, cultural sensitivity, cultural humility, cultural safety, and / or intercultural communication. For example in a study abroad program for US pharmacy students to the Philippines reported by Antigua et al. (2015) the stated objective was to enable "…b) intercultural competency in which students are able to interact effectively with members of other cultures " (p. 39).

Browne and Fetherston (2018), in their cross sectional exploration of structure, aims and objectives of study abroad programs, identified four categories related to learning outcomes were identified: 'understanding healthcare and determinants of health', 'managing challenges', 'understanding the role of culture within healthcare' and 'demonstrating professional knowledge, skills and behaviour' (p. 1). Learning outcome three was further subcategorised into understanding of culture, impact of culture and applying cultural principles as described by institutions when presenting learning objectives of cultural competence. Interestingly the authors of this study concluded that there was no clear consensus on the learning objectives of study abroad programs.

The IaH program titled 'Globally networked learning: Deepening Canadian and Danish nursing students' understanding of nursing, culture and health 'reported by Limoges et al., (2019) perhaps best exemplified the learning outcomes of IaH programs in this category as "…. evidence based teaching and learning strategies that support nursing students to have an inter-cultural experience, to develop cultural awareness, and to meet professional and course-based requirements related to culturally safe care. "(p. 229).

Internationalisation

Learning objectives that related to internationalisation (found in 10 of the retained papers) included students' awareness of global and cultural issues that impacted the health of individuals and communities. This includes cognizance of global issues, global workforce, globalisation of peoples, understanding the global context of health professional practice, global influences on social policy and the oppressions of peoples (Hinchcliff, 2000). Leask (2013, p. 9) summarises this for higher education programmes as follows: "Internationalization of the curriculum is the incorporation of international, intercultural and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study".

One example where internationalisation is listed as a learning outcome from this review is that from Oretega et al.'s (2016) mixed method study of 106 nursing students who participated in a clinical exchange; these authors stated the aim of the study abroad program was providing students "an opportunity to understand nursing practice and education in different cultures. During two- to four-week immersion experiences, students bring cultural diversity to other countries and are challenged, to integrate a global perspective into their studies." (p. 227).

Similarly, de Castro et al. (2019) detailed their IaH collaborative online international learning program (COIL) aim as follows "the underlying motivation for an international learning experience was to help students in both countries gain appreciation for working in a multicultural professional nursing practice environment in the future." (p. 2); the specific learning objectives for de Castro et al.'s program included "(1) utilize web-based applications to collaborate with others for scholarly learning, (2) describe strategies that optimize communication skills to build rapport with international colleagues, (3) analyse one's own understanding of professional nursing practice in contrast to an international perspective, (4) develop methods that respect diversity when working in teams to respond to patient/client needs, and (5) evaluate the value of considering multicultural approaches to address health problems in globalizing societies" (p. 3).

Pedagogy

This category explains learning objectives that focus on cultural immersion as an enhanced educational strategy with experiential learning as the mode through which to achieve cultural safety (found in nine of the retained papers). Cultural immersion has been described as a powerful learning strategy that has a multi domain effect on learning and included acquiring knowledge, personal growth and improved cultural awareness (Brock, Fowler, Freeman, Richardson, & Barnes, 2019). This was exemplified in the review article authored by O'Handley and team (2019): "Cultural immersion and service learning are effective pedagogical tools to support the development of cultural competence among nursing students." (p. 329)

Several years prior, Wilhbourg and Friberg (2015) provided a framework for online collaboration between Sweden based and US nursing students and outlined the aims and purposes of the initiative as multidimensional. They included: "(1) student nurses' deeper learning about patient safety through collaborative learning and virtual international exchanges; (2) students' enhanced understanding in making differences and similarities visible concerning interpretations of, and approaches to, patient safety; (3) internationalisation for all 'on home plan' [not studying abroad]; (4) construction of a collaborative learning community focused on undergraduate nursing education between two faculty units, at universities in Sweden and the United States; (5) the ambition to construct a model that promotes internationalisation in learning practices; [and] (6) social interaction that enhances the idea of global citizenship by fostering both faculty and student international collaboration." (p.50).

Finally, the report by Yuskel and Nascimento (2018) about their short study abroad program for psychology undergraduate students also had clear pedogeological learning outcomes: "our first pedagogical goal involved discipline specific learning. ...our second pedagogical goal involved cross cultural understanding and global mindedness ... our third pedogeological goal aimed to help students gain higher levels of self-efficacy and individual autonomy (p. 192).

Collegiality

The category labelled 'collegiality' (found in eight of the retained papers) described learning outcomes that detailed an expectation of students to demonstrate interprofessional collaboration, relationship, and collegiality. Soria and Troisi (2014) describe the interaction between students and developing friendships to have been positively predictive of students' self-reported development of global/international competencies and intercultural competencies.

Students development of professional relationship with one another; through learning about each other has been presented in learning objectives about enhancing cultural competence. Chan et al. (2015), for example, reported a web based IaH program for nursing students and presented a 'collegiality' learning outcome as follows: "The intention was for students to learn about each other's values, meanings, and beliefs concerning health, well-being, caring, and nursing." (p. 829).

Likewise, Lees et al (2016) described the purpose of their cultural immersion study abroad Global Learning Partnership (GLP) pilot program as "to engage an interdisciplinary and international group of students in a collaborative learning experience" and reported in their literature review that "Students reportedly gain an increased understanding of their role in patients' care, as well as strengthening interprofessional communication through development of interprofessional relationships and shared learning experiences." (p. 54).

Personal growth

This category of learning objectives encompasses the student's personal growth (found in eight of the retained papers) through the transformational experience of cultural immersion. This includes increased confidence, increased cognitive capacity, empathy, sensitivity, and leadership in developing cultural competence (Tuckett & Crompton, 2014).

It has been well documented that cultural immersion through international clinical placement or study abroad leads to personal growth and enhanced cultural competence. Browne et al. (2018) stated in their article that learning outcomes that focus on personal growth have not been widely considered, but included it as a theme highlighting that

through cultural immersion nursing students may become more aware of their own attitudes towards culture toward providing culturally respectful nursing care. Williams et al. (2018) framed the learning outcome thus: "... look at midwifery from a different angle and with 'new eyes; and to work in unfamiliar settings to encourage personal growth and professional development." (p. 187). Bregat and van der Veen (2015) reported the students' motivation for participating in study abroad programs in terms of personal growth which included the challenge, the experience, and the development of 'soft skills' as students' main aims in relation to their cultural immersion experience.

Personal growth was also identified in IaH learning objectives. Carlson et al (2017) reported their intended learning objectives of nursing students' intercultural peer learning webinars as follows: "Through sharing their collective interpretations, students as peers may co-create, negotiate, and transform knowledge, while challenging previously held assumptions and preconceptions." (p.55). Similarly, Chan et al (2015) reported the objective of their IaH program as follows: "The intention was for students to learn about each other's values, meanings, and beliefs concerning health, well-being, caring, and nursing. "(p.829), through which personal growth led to embodied cultural competence.

As a result of this review, five key learning objectives for cultural immersion programs have been derived.

(Please insert Table 3. Recommended learning objectives of Cultural immersion programs)

DISCUSSION

The aim of this review was, through a systematic process, to retrieve and synthesise key learning objectives of higher education cultural immersion programs. Fourteen articles from the search met the inclusion review criteria. The data extracted were grouped into five categories of learning objectives that provide a comprehensive basis for cultural immersion programmes. The learning objectives described in the articles included in this

review focus on cultural competence, internationalisation, pedagogy, collegiality, and personal growth.

It is apparent from the literature reviewed that clear and structured learning objectives are imperative for quality student learning, set the tone of the pedagogy, and plan the action for cultural immersion learning. These assertions are found in the wider literature, such as Leask (2013) and Beelen and Jones (2015) who support the clear articulation and assessment of internationalised learning outcomes within the specific context of a discipline.

Cultural competence was identified as the primary concern for cultural immersion programs. The learning objectives in the immersive experience, through IaH or study abroad, aim to achieve cultural competence, beyond knowledge of other cultures toward interactions and relationship with people from other cultures (Ciftci, 2016). King, Perez, and Shim (2013) explain that exposure to other cultures or cultural immersion directly leads to learning cultural competence as the student moves from the ethnocentric view toward increasing the knowledge, skills and attributes required for cultural competence. Foronda and Belknap (2012) support this through stating that "[learning]objectives that seek to find commonalities and identify community strengths may help students to view all people as members of the human family" (p.158). Relationship, as salutogenesis, is an important strategy towards understandings of cultural competence. However, acknowledgement of difference, set up through critical reflection would better demonstrate cultural safety. Unfortunately, none of the articles identified cultural safety as a learning objective. The objective of cultural safety activities needs to be explicit to achieving health equity (Curtis, et al., 2019) even in programs that focus on competence.

Internationalisation, as a learning objective, considers the social and political dimensions of health. The articles reviewed portrayed the importance of global perspective and understanding the drivers of health inequities. This aim is supported in wider literature, with the need for health professionals, through global perspective, to address issues of diversity and culture (Garneau and Pepin, 2015; Gower et al 2017; Mulready-Shick, 2020).

Collegiality, on the other hand, as a learning objective is the relationship and collaboration required towards cultural competence. Dube et al. (2020) discuss in their qualitative study that midwifery students from two different cultures, through respectful expectations and professionalism, achieved a symbiotic learning experience. The symbiosis was described as learning together despite differences with students reporting this increased their cultural sensitivity. Carlson et al (2109) also describing the effects of online cultural immersion as creating a sense of belonging among the students.

It was identified through this review that personal growth as a learning objective, is a quality that underpins the transformative development required for cultural safety (Dorsett, Larmar, & Clark, 2019). Personal growth as a learning objective of cultural immersion programs is supported in the wider literature. For example, Maltby, de Vries-Erich, and Lund (2016) describe the student's personal growth in the their study as changing their world view to become more culturally competent: "The results of this study suggest that all of the students changed their world view and developed their cultural consciousness … they experienced being 'the other', how language barriers affected them, and how culture in general, defines who we are and how we act" (p.118).

Finally, underpinning learning objectives with effective pedagogy ensures that the students' learning is transformational through immersion, reflection, and critical thinking to develop cultural safety. Brock et al. 's (2019) systematic review found the cultural immersion experiences produces a positive multi-domain effect on learning. Barden and Cashwell (2013) describe the pedagogy of cultural immersion learning outcomes as able to shift students from the factual to experiential knowledge that brings about the deeper learning required and embodied for cultural competence: "By challenging students to integrate theory into practice in real world settings, the likelihood of creating lasting learning outcomes is likely to be increased" (p. 288). It is evident from all the program descriptions of IaH and study abroad, included in this review, that cultural immersion as a pedagogy is aimed at students' transformation from theory to culturally safe practice. Essential difference between cultural competence and cultural safety is transformative critical reflection. It is therefore imperative for cultural immersion programs to have

cultural safety as an explicit learning objective in line with a decolonising pedagogy (Hook, 2012) to develop culturally safe health practitioners.

Limitations

The limitations of this review include that, like any scoping review, there is a degree of subjectivity in the decision-making process related to data extraction and categorisation. This was, however, balanced in this work by reflexivity and a dual member checking process as described in the methods section. Additionally, data were extracted from the program descriptions or background sections of the papers we reviewed rather than from research findings and as such the learning objectives themselves have not been empirically tested by the studies reviewed. Furthermore, some learning objectives may not have been reported in the papers we reviewed and therefore other learning objectives may exist.

CONCLUSION

The scoping literature review sought to investigate and categorise existing literature to identify learning objectives of cultural immersion programs. This paper provides a useful addition to the body of knowledge on this topic, particularly as almost all higher education institutions now have objectives around internationalisation; and must employ efficient and effective evidence-based approaches to fulfil those objectives.

This review recommends a set of learning objectives as essential for cultural immersion programs if they are to effectively develop cultural safety. Further research would be helpful to empirically test the learning objectives for cultural immersion programs. However, the results of this review provide a discrete set of learning objectives, useful for developers of such programs in higher education institutions.

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