

## Sigma's 30th International Nursing Research Congress

### Translating Theory to Practice: Integrating Global Health Curricula and Healthcare Across Nations

**Olivia Catolico, PhD, RN, CNL, BC<sup>1</sup>**

Jane Anyango, MSN, RN<sup>2</sup>

Leandra Wallace, DNP, RN, FNP-BC, PHN<sup>1</sup>

*(1) Department of Nursing, School of Health and Natural Sciences, Dominican University of California, San Rafael, CA, USA*

*(2) Uganda School of Nursing Bwindi, Kanungu, Uganda*

Global professional nursing values of advocacy, respect for human rights and dignity, cultural values, and the right to health and well-being, are well-articulated in the work of nursing worldwide. The growing recognition of the importance of preparing nurses to care for diverse individuals, groups, and populations is reflected in the mission, vision, and strategic plans of professional nursing associations and schools (American Association of Colleges of Nursing, 2018; American Nurses Association, 2018a, 2018b; Clark, Raffray, Hendricks, & Gagnon, 2016; Commission on Collegiate Nursing Education, 2018; International Council of Nurses, 2018, Sigma Theta Tau International, 2018; Uganda Nursing School, Bwindi, 2018).

This presentation highlights the integration of intercultural knowledge and translation of theory to practice in nursing curricula. Conference participants will be able to design a course or curriculum using global learning outcomes, and develop effective measures of learning appropriately leveled within the curriculum. An exemplar of a global learning course within a school of health and natural sciences at an independent non-profit university in northern California is discussed in the presentation. This department of nursing exemplar is one of many integrated global learning courses offered across various schools within the university. The course is taught in close collaboration with a faith-based affiliate nursing school and community hospital in the southwest region of Uganda.

Sustainability of global education programs require institutional commitment, resources, and curricular integration aligned with the mission, vision, and institutional learning outcomes of the visiting and host schools. Important student learning outcomes are: (a) through intercultural knowledge, students understand multiple worldviews, experiences, and power structures, and (b) through translation of theory to practice, students examine and develop an informed perspective based on both theory and global experience.

On-campus class sessions (pre-practicum) introduce the student to the cultural, social, economic, and political context of the region. Students complete preparational reading assignments (Braveman, 2014; Jacobsen, 2019; Skolnik, 2016a, Skolnik, 2016b, Skolnik, 2016c; Wilson, Mendes, Klopper, Catrambone, Al-Maaitah, Norton, & Hill, 2016). They are directed to relevant websites and are asked to respond to questions to guide their immersion in learning. Two examples of websites are the United Nations Sustainable Development Goals (SDGs), <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>, and the World Health Organization (WHO) country health profile, Uganda, <http://www.afro.who.int/en/uganda/country-health-profile.html>. To facilitate understanding and comprehension of a sustainable development goal, students are made aware of issues of clean water in the region, a basic need for health and illness prevention. Students build "tippy taps" from basic materials without special tools, and are expected to be able to construct these and provide education in the host region as needed. During the practicum aspect of the course, collaborative planned learning experiences with faculty and students of visiting and host schools include community "windscreen" assessments, outreach and health promotion visits with village health teams, and health screening and physical examinations. The community hospital in the host region provides opportunities for students to participate in supervised patient care.

Evaluative assignments are intended to facilitate the student's reflective and critical thought about their experiences, interactions, and major health issues confronting the host community. Visiting students

compare and contrast issues within their own communities. To help students acquire a deeper understanding of global health nursing and healthcare, and to further engage them in social responsibility, students propose feasible evidence-based interventions linked to one or more of the United Nations Sustainable Development Goals (SDGs). Students have expressed in their course evaluations a more open worldview of effective approaches to health and wellness, and affirm a respect for differences.

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**Title:**

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### **Abstract Summary:**

This presentation highlights the integration of intercultural knowledge and translation of theory to practice in nursing curricula. Conference participants will be able to design a course or curriculum using global learning outcomes, and develop effective measures of learning appropriately leveled within the curriculum.

### **Content Outline:**

I. Purpose: Highlight integration of intercultural knowledge and translation of theory to practice in nursing undergraduate curricula

#### II. Introduction

A. Increasing recognition and importance of educational preparation of nurses to care for diverse individuals, groups, and populations. Important characteristics are defined in essentials of education and standards for accreditation of professional nursing programs (AACN, 2008, 2018; Clark, Raffray, Hendricks, & Gagnon, 2016).

B. Geographies, context, settings and health care needs may vary globally.

C. Global professional values articulated across international nursing organizations are one constant (AACN, 2008; ANA, 2018a, 2018b; GAPFON, 2017; ICN, 2018; STTI, 2018, Uganda Nursing School, Bwindi, 2018).

#### III. Conference Participant Learning Outcomes

A. Design a course using global learning outcomes of intercultural knowledge, interconnectivity, social responsibility, and translation of theory to practice

B. Develop effective evaluation measures of learning appropriately leveled within the curriculum

#### IV. Program Structure

- A. Growing number of programs that have added study abroad courses
- B. Sustainability of programs require institutional commitment, resources, and curricular integration
- C. Alignment necessary among university mission, vision, institutional and program learning outcomes of visiting and host schools

#### V. Course Development Process

- A. Identification of student learning outcomes
- B. Identification of evaluation levels to determine achievement of student learning outcomes
- C. Teaching-learning activities in collaboration with the host region, Bwindi, Uganda
- D. Pre-Practicum
  - 1. Orientation and introduction to cultural, social, economic, and political context of the host region (Braveman, 2014; Skolnik, 2016a, Skolnik, 2016b, Skolnik, 2016c)
  - 2. Healthcare infrastructure, delivery systems (Global Advisory Panel on the Future of Nursing & Midwifery, GAPFON® Report, 2017; Wilson, Mendes, Klopper, Catrambone, Al-Maaitah, Norton, & Hill, 2016)

#### E. Practicum

- 1. Supervised patient care experiences
- 2. Journaling
- 3. Collaborative plan of care
- 4. Linkages of learning activities to United Nations Sustainable Development Goals (SDGs) and the World Health Organization (WHO) country health profile, Uganda
- 5. Scholarly paper utilizing peer reviewed literature relevant to one of the following:
  - a. *Integration or a linkage to an SDG, its importance to nursing and healthcare in the host region, status of goal accomplishment, proposal of a sustainable intervention that considers socio-cultural values toward achievement of the SDG in the host region*
  - b. *Utilization of a model or framework, its potential relevance in guiding nursing care, or promoting health in the host region, proposal of a sustainable plan to facilitate model implementation while negotiating/maintaining/preserve/accommodating values, traditions, and caring practices.*

#### VI. Evaluation of Outcomes

- A. Formative and summative debriefing
- B. Course evaluation

C. Continuous and ongoing improvement in classroom, clinical, community, and patient care experiences mutually beneficial and sustainable.

First Primary Presenting Author

**Primary Presenting Author**

Olivia Catolico, PhD, RN, CNL, BC  
Dominican University of California  
Department of Nursing, School of Health and Natural Sciences  
Professor  
San Rafael CA  
USA

**Author Summary:** Dr. Catolico is a Professor at Dominican University of California. She leads service missions and study abroad experiences for students, 2009-present, to Uganda, Spain, Costa Rica. She was recently appointed to the Region 9 Health Equity Council, National Partnership for Action to End Health Disparities. Dr. Catolico has been a frequent presenter at professional conferences on issues related to refugee health. She was awarded the 2017 Faculty Diversity Award, Dominican University.

Second Author

Jane Anyango, MSN, RN

Uganda School of Nursing Bwindi  
Director  
Kanungu  
Uganda

**Author Summary:** Ms. Anyango is the Director, Uganda School of Nursing, Bwindi, since 2012 to present. Previously she was the head of Nursing Services at Bwindi Community Hospital where she managed a team of 52 employees. Ms. Anyango has also served as the quality assurance/quality control nurse at the Infectious Diseases Institute Mulago, Kampala. She has presented at numerous professional conferences on issues of intimate partner violence and family planning in HIV pregnant women.

Third Author

Leandra Wallace, DNP, RN, FNP-BC, PHN  
Dominican University of California  
Department of Nursing, School of Health and Natural Sciences  
Adjunct Professor  
San Rafael CA  
USA

**Author Summary:** Dr. Wallace is an adjunct professor at Dominican University of California where she teaches community health. She is also a family nurse practitioner. She has co-led study abroad and service missions for the past several years to Uganda.