

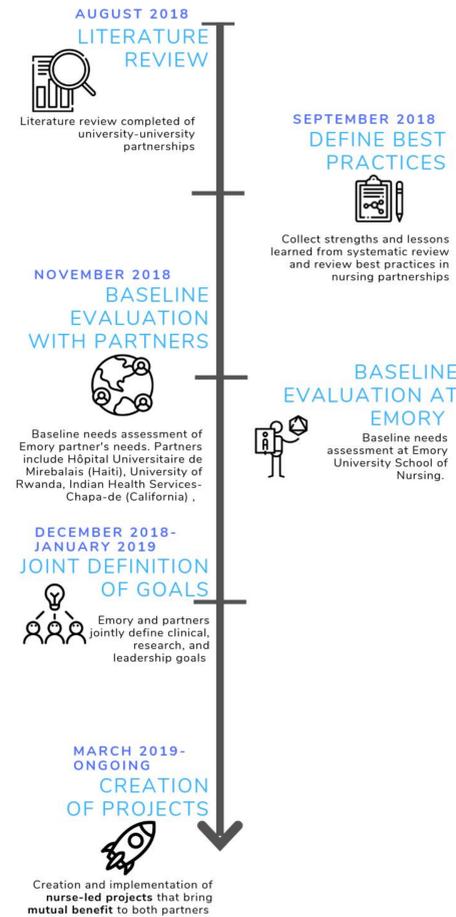
## Introduction

- The World Health Organization is focused on strengthening the global nursing community through the establishment of universal education standards and the development of a global agenda to establish a unified vision.<sup>1</sup>
  - Leading nursing scholar organizations, like Sigma Theta Tau International (STTI), have prioritized increased engagement of and collaboration between nursing colleagues globally and vision to strengthen the role of nurses worldwide.<sup>2</sup>
- Nurses constitute the largest healthcare workforce in the world and are fundamental to universal health coverage.
  - The profession faces critical staffing shortages, as well as inconsistent training opportunities, and limited opportunities for leadership within healthcare systems.<sup>3</sup>
- The Lillian Carter Center for Global Health and Social Responsibility at Emory University School of Nursing is committed to the improvement of the health of vulnerable populations worldwide through nursing education, research, practice, and policy.
  - A team of nursing faculty and students at Emory University aimed to establish best practices in global nursing partnerships and to define the strengths and the lessons learned from health educational exchanges over the past two decades. This information has supported the strengthening of global partnerships at Emory School of Nursing.



Emory nursing students at Hôpital Universitaire de Mirebalais (Haiti)

## Methods



University of Rwanda partner at Emory School of Nursing

## Results

The literature review on global nursing partnerships found of global university-university health education exchanges for nursing students found:

### Literature Review Lessons Learned

- Existing educational exchange programs are most offered at universities in the United States and Europe and designed to strengthen the capacity of health systems and the healthcare workforce in the Global South.
  - They are widely one directional, failing to establish effective and equitable collaboration between nursing students and universities.
  - These partnerships often lack nurse directorship and are housed outside the Schools of Nursing.<sup>4</sup>
- Bi-directional exchanges between global colleagues allow for purposeful introspective dialogue that explore the relevance of interventions in the context of specific countries.
  - These exchanges allow nurses and nursing students from all countries to strengthen clinical, teaching, and research skills as well as enhance cross-cultural communication.
  - There is an increase opportunities for nursing leadership and research when these exchanges are housed in Schools of Nursing.
- Equitable exchanges allow nurses and students to build critical thinking skills in global health competencies to develop creative and high quality health care solutions that can be applied in resource limited settings.

Table 1 outlines findings from needs assessment conducted with global partners as well as collaborative needs and newly established projects.



Emory nursing students with Indian Health Service partners.

## Table 1. Findings from Emory-Global Partners Needs Assessments

Partner	Partner Identified Needs	Emory Identified Needs	Joint Projects to-date
Hôpital Universitaire de Mirebalais (Haiti)	<ul style="list-style-type: none"> <li>Training related to reducing sepsis and respiratory infections among neonates; training on complex wound care</li> <li>Research/Scholarly writing</li> <li>Access to library resources</li> </ul>	<ul style="list-style-type: none"> <li>Global health education related to effective and high-quality health programs in low-resource settings</li> <li>Developing skills related to working in low-resource settings</li> </ul>	<ul style="list-style-type: none"> <li>Visit by NHWSON students to HUM to learn about nursing in Haiti</li> <li>Emory Library Account created for HUM research team</li> <li>Partnership development in neonatal education</li> </ul>
University of Rwanda	<ul style="list-style-type: none"> <li>Developing curricula related to nurses' research skills</li> <li>Nursing leadership development</li> <li>Research support, including use of library services</li> <li>Assessment of barriers to accessing antenatal care</li> </ul>	<ul style="list-style-type: none"> <li>Global health site for interdisciplinary student research</li> <li>Understanding culturally appropriate care within the context of Rwanda</li> </ul>	<ul style="list-style-type: none"> <li>Research collaboration focused on antenatal care between University of Rwanda and Emory Global Health Institute</li> <li>Rwandan research collaborator nominated to be adjunct faculty at NHWSON</li> </ul>
Chapa-De Indian Health Services (California)	<ul style="list-style-type: none"> <li>Training a future generation of culturally humble health care providers related to care of people with substance use disorders</li> <li>Research and grant writing support</li> <li>Nurse-residency program development</li> </ul>	<ul style="list-style-type: none"> <li>Global health site for nursing students to learn about Native American health and evidence based care and treatment of addiction/substance use</li> <li>Research collaboration</li> <li>Content experts in addiction/substance use nursing care</li> </ul>	<ul style="list-style-type: none"> <li>Successful first immersion experience at Chapa-De for Emory NHWSON students</li> <li>Partnership development for local partners in California with Chapa-De and Emory</li> <li>Chapa-De Nurse gave presentations at Emory on substance use to Emory clinical partners</li> <li>Chapa-De Nurse contracted to develop continuing education for Emory Nursing Professional Development Center</li> </ul>

## Conclusion

- These global bi-directional educational partnerships are generated from systematic research and partnership building, including a review of best practices, joint prioritization of training gaps, and the establishment of interprofessional partnerships in each country.
  - The partnerships are spearheaded by nurse leaders at each institution.
- They will ensure opportunities for international site visits for nurses and nursing students from all countries, strengthen the clinical, teaching, and research skills of Emory's Global partners, while simultaneously allowing Emory University students, researchers, and clinicians the opportunity to not only build clinical skills, but grow their understanding of cross collaboration, critical thinking skills in global health competencies and develop creative, high quality solutions that can be applied in resource limited settings.

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