

**Sigma's 30th International Nursing Research Congress  
Administrative and Infrastructure Supports Needed for Global Initiatives in  
Nursing**

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**Purpose:** The purpose of this abstract is to discuss the institutional partnership needs, resources, administrative and infrastructure needs for development and maintenance of global clinical experiences for undergraduate nursing students. In order to provide a nursing curriculum that supports global knowledge and health care delivery to diverse populations, consideration of the institution's resources, infrastructure and administrative supports are important considerations in developing and maintaining global partnerships.

**Methods:** We established true partnership with a shared vision and goals extends beyond the signed Memo of Understanding (MOU) among our international academic partners. Working together, the achievement of curricular objectives and problem-solving issues that inevitably arise is not only possible, but yields fruitful collaborations. To achieve this level of understanding and congruity among global partners, face-to-face meetings held in person or by web conferencing are crucial to forming and maintaining relationships among the partner institutions.

**Results:** Institution support, in terms of globally-focused resources for faculty and students, training for faculty-led international programs and financial supports were developed and implemented. We worked with our institution to develop official policies and procedures related to fiscal responsibilities, university requirements, safety considerations, and other aspects of executing global experiences for both faculty and students are infrastructure needs to ensure success of global initiatives (World Health Organization (WHO), 2009). An international risk assessment committee was formed and procedures were immediately instituted for all students and faculty traveling abroad.

**Conclusion:** A process for risk assessment that includes determination of safety in specific areas of the globe begins during the planning phase for all global student and faculty experiences. Ideally, the infrastructure supports the use of a database for managing global student experiences, emergency contacts, student health information, passport information, and immunization requirements. University and college leaders must become advocates for advancing global health in the nursing curriculum to support the creation of the nursing leaders of tomorrow.

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**Title:**

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**Keywords:**

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## References:

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## Abstract Summary:

Institution support, resources and training for international programs are needed. The establishment of official policies and procedures related to fiscal responsibilities, university requirements, safety considerations, and other aspects of executing global experiences for both faculty and students are infrastructure needs to ensure success of global initiatives.

## Content Outline:

Introduction: In order to provide a nursing curriculum that supports global knowledge and health care delivery to diverse populations, consideration of the institution's resources, infrastructure and administrative supports are important considerations in developing and maintaining global partnerships.

Main Points: One of the priority requirements for engaging in a global experience of nursing care delivery are well established partnerships with institutions in other countries (Mill et al., 2010). The establishment of a true partnership with a shared vision and goals extends beyond the signed Memo of Understanding (MOU) among international academic partners. Working together, the achievement of curricular objectives and problem-solving issues that inevitably arise is not only possible, but yields fruitful collaborations. To achieve this level of understanding and congruity among global partners, face-to-face meetings held in person or by web conferencing are crucial to forming and maintaining relationships among the partner institutions.

Institution support, in terms of globally-focused resources for faculty and students, training for faculty-led international programs and financial supports are needed. The establishment of official policies and procedures related to fiscal responsibilities, university requirements, safety considerations, and other aspects of executing global

experiences for both faculty and students are infrastructure needs to ensure success of global initiatives (World Health Organization (WHO), 2009).

Conclusion: A process for risk assessment that includes determination of safety in specific areas of the globe begins during the planning phase for all global student and faculty experiences. Ideally, the infrastructure supports the use of a database for managing global student experiences, emergency contacts, student health information, passport information, and immunization requirements. University and college leaders must become advocates for advancing global health in the nursing curriculum to support the creation of the nursing leaders of tomorrow.

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