

**Sigma's 30th International Nursing Research Congress**  
**Preparing Undergraduate Nursing Students for a Global Community Health**  
**Clinical Nursing Experience**

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**Purpose:** The purpose of this presentation is to provide a guide for faculty in the design, planning and implementation of a global clinical experience for undergraduate nursing students, while addressing university concerns for faculty/student safety and security while abroad.

**Methods:** Nursing accrediting bodies have identified global healthcare as an area of core knowledge for clinical nurses. In order to meet the workforce needs, and provide an immersive, clinical experience in the global setting to the undergraduate nursing student body, we designed an international clinical experience within the undergraduate Community /Population Health course that takes place in Scotland and Panama. Our pre-departure orientations take place in 4 hour blocks of time and run over 4 weeks. A variety of learning strategies are used, including lecture, intensive language practice (Panama), simulation and role play for physical assessment and home visits in rural, impoverished areas. Lecture content includes the country's healthcare system, and the appropriate use of social media during the clinical experience. We also prepare students for cultural differences, safety and health issues, and behavior expectations, and includes a Service Learning Project (SLP) that addresses one of the countries healthcare priorities. The SLP is created using active learning strategies aimed at engaging nursing students, leaders, and patients in learning about specified illnesses or wellness activities. Faculty also participate in a 1/2 day long seminar addressing potential risks for themselves or students, health problems, safety, and behavior management.

**Results:** . Aspects of global travel that pertain to certain social behaviors for the county or region visited should be included in the student and faculty orientation. Pre-departure orientations help prepare students for the cultural expectations, clinical competencies that address differences in practice, and language proficiency. Prior to departure, the need for a strong emergency action plan that evaluates any potential health risks is needed. A well-developed faculty handbook is a useful tool in assisting new faculty in preparing themselves for the responsibilities of global travel and student supervision.

**Conclusion:** The preparation of future baccalaureate-prepared nurses requires undergraduate students to have both cultural awareness and global or international health competencies in order to meet the increasingly complex health care needs of a diverse community. Preparation of faculty and student prior to departure is a critical aspect of a pre-departure orientation. Incidents of disease outbreak, such as the recent Ebola threat in Liberia, or civil unrest, may be reasons for student evacuation. Nursing students engaged in the care of patients in a global setting must be adequately prepared for the care system of the country, the practice setting, level of education and scope of nursing practice in the country, and technical skills needed to deliver care in the international setting. In addition, strong nurse faculty are needed to ensure the safety of the faculty and students, be prepared to address emergencies that can occur in the global setting and have an approved action plan and reporting mechanisms to address unforeseen issues.

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**Title:**

Preparing Undergraduate Nursing Students for a Global Community Health Clinical Nursing Experience

**Keywords:**

Care Delivery, Clinical and Global

**References:**

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**Abstract Summary:**

To meet the workforce and Baccalaureate Essentials for global education we designed an international clinical experience within the undergraduate Community /Population Health course. Faculty and student preparation is a critical aspect of global travel that pertain to social behaviors and risk avoidance.

**Content Outline:**

Introduction: The preparation of future baccalaureate-prepared nurses will require undergraduate students to have both cultural awareness and global or international health

competencies in order to meet the increasingly complex health care needs of a diverse community. Nursing accrediting bodies have identified global healthcare as an area of core knowledge for clinical nurses. In order to meet the workforce needs, and provide global education of the undergraduate student body, we designed an international clinical experience within the undergraduate Community /Population Health course.

**Main Points:**

Preparation of faculty and student prior to departure is a critical aspect of a pre-departure orientation. Incidents of disease outbreak, such as the recent Ebola threat in Liberia, or civil unrest, may be reasons for student evacuation. Additionally, aspects of global travel that pertain to certain social behaviors for the county or region visited should be included in the orientation (Riner, 2011). Prior to departure, the need for a strong emergency action plan that evaluates any potential health risks is needed.

Conclusion: Nursing students engaged in the care of patients in a global setting must be adequately prepared for the care system of the country, the practice setting, level of education and scope of nursing practice in the country, and technical skills needed to deliver care in the international setting.

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