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Advancing Nursing Education Globally Through a Fulbright Teaching Award

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Since the Fulbright program was started in 1946 to develop international understanding between the US and the world, the nursing profession has been slow to take advantage of this funding mechanism for research and/or teaching. The Fulbright Scholar program created a directory to search for scholars by their discipline since 2010 (Fulbright, 2018). Between 2010-2018, 57 scholars identified nursing (including medicine-nursing or public health-nursing) as their discipline compared to 217 in medicine and 222 in public health. Since nurses are the largest healthcare profession both in the US and globally, the nursing profession should be taking a leading role in bridging the understanding of global health between the US and the world, and the Fulbright award is an ideal mechanism to accomplish this goal.

Studies published on nursing Fulbright experiences have primarily focused on joint research-teaching awards (Downing, 2016; Nicholas, 2009; Salman, 2018). The aim of this presentation is to encourage nurse educators to apply for the Fulbright teaching award by sharing my experience as a Fulbright teaching scholar in Malawi. I was selected for a Fulbright teaching award for my proposal "Building Nurses' Capacity to Implement Evidence-Based Practice in Malawi". My 5-month Fulbright period will take place from April-August 2019.

After conducting a preliminary literature search on *nursing* and *Fulbright*, I found two published guides for nurses preparing to write a Fulbright from Sigma (Nokes, 2016) and National League of Nursing (NLN) (Samawi, 2017). I will tie my application process to the steps outlined in these guides, noting any places where I differed. The second section of my presentation will focus on any discrepancies that appear between my proposed work in Malawi and the work requested of me by my host institution and colleagues. All previous Fulbright scholars emphasized the need to remain flexible due to changing to work requests once in country (Downing, 2016; Nicholas, 2009; Salman, 2018). Bell-Scriber (2016) focused on the specific challenges of collaboration with a nursing Fulbright award. I will share my experience as an educator with a proposed syllabus to teach, who will likely have to adapt that proposal to best meet the needs of Kamuzu School of Nursing in Lilongwe, Malawi.

Title:

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Keywords:

Africa, Fulbright and Teaching

References:

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Abstract Summary:

The aim of my presentation is to encourage more nurse educators to apply for the Fulbright award by sharing my experience as a Fulbright scholar in Malawi. Current literature focuses on the research Fulbright, but I will address the teaching award mechanism.

Content Outline:

- I. A. The Fulbright award is the US government's principle international educational exchange program.
- B. Although nurses are the largest healthcare workforce globally, our profession has been slow to take advantage of this global funding mechanism.
- II. A. Current literature outlining nursing Fulbright experiences have focused on research awards. This presentation will focus on the teaching award.
- B. Include background on the differences between the two award mechanisms.
- III. A. The first section of the presentation will focus on the application process, which was entitled "Building nurses' capacity to implement evidence-based practice in Malawi" and submitted July 2017.
- III. B. As part of this section, will include a literature review on previous nursing Fulbright publications that included insight into the application process.
- IV. A. The second section will focus on the evolution of the work completed on-site in Malawi, compared to what was planned in the application, to demonstrate the reality of conducting work abroad. I will work in Malawi from April- August 2019.

IV. B. As part of this section, will specifically share the experience of working with nursing faculty colleagues from another country.

V. In conclusion, my aim is to encourage more nurse educators to apply for the teaching Fulbright award by sharing my experience in Malawi.

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Author Summary: Dr. Kelly is an Assistant Professor of Nursing at Columbia University. She was selected for a Fulbright award for 2019 entitled "Building nurse capacity for evidence based practice in Malawi". Previously she worked on improving patient-centered care for persons with drug-resistant tuberculosis in South Africa as part of her dissertation.