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Reaching Across the Pond: Global Collaboration to Enhance Teaching and Learning

Tasha Turner-Bicknell, DNP, RN

College of Nursing, University of Cincinnati, Cincinnati, OH, USA

Rachel M. Smith-Steinert, DNP, CRNA

University of Cincinnati, Cincinnati, OH, USA

Erika Ota, PhD

St. Luke's University, Tokyo, Japan

Maki Umeda, PhD

Global Health Nursing, Research Institute of Nursing Care for People and Community, University of Hyogo, Akashi-shi, Japan

Nursing students must be prepared to provide high-quality care to patients from various socioeconomic, racial, and cultural backgrounds. Nurses must be able to recognize and have an appreciation for differences. One way to ensure this appreciation develops is through the education of cultural competence (Pereira, Brisbois, Silva, & Stover, 2017). By improving cultural competence, nurses can provide patient-centered care that is based on the individuals' cultural beliefs and needs (Baernholdt, 2014). Nursing education can foster the development of cultural competence both at home and abroad. Clinical global experiences in undergraduate nursing programs have become more common in response to a more globalized world promoting cultural awareness of diverse populations in a variety of settings (Pereira et al., 2017). Global experiences depend on networks and partnerships rooted in the principles of mutuality and reciprocity (Baernholdt, 2014). By creating an engaging experience, both the guest and host programs can increase their cultural competency and prepare nurses for our global world.

Historically, nursing educational trips abroad have been primarily based on a medical-mission model; a model that conceptualizes the host country as being in need and the educational institution as offering aid. Although there have been improvements in recent years, a superior-inferior relationship is often inferred in academic global partnerships (Adams, Wagner, Nutt, & Binagwaho, 2016). In the late 1990s new models of global health emerged, challenging previous assumptions and encouraging capacity building in the host country (Rowson et al., 2012). Although the medical-mission model has been widely criticized for its lack of cultural competence and colonial undertones, a new model of global education has been slow to emerge.

One way nursing programs can develop culturally competent global experiences for students is by fostering collegial relationships among nursing faculty on a global scale. Through collaboration with host country faculty, educational experiences can be developed to encourage an equal exchange of ideas. Visiting students are immersed in the culture of the host country and through pre-travel course meetings students learn about the country's food, culture, and socio-political history. Students learn about the health care system of the host country including the history and role of nursing. Nursing students from each country are enriched by exposure to nursing students and faculty from another culture.

By creating global experiences that are based in genuine respect and intellectual curiosity, nurse faculty have the opportunity to model cultural competence and lead by example in our effort to develop nursing students as good global citizens.

Title:

Reaching Across the Pond: Global Collaboration to Enhance Teaching and Learning

Keywords:

Cultural competence, Global collaboration and Global educational experiences

References:

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Abstract Summary:

By creating global experiences that are based in genuine respect and intellectual curiosity, nurse faculty have the opportunity to model cultural competence and lead by example in our effort to develop nursing students as good global citizens.

Content Outline:

I. Background

A. Why global experiences are important in nursing curricula

B. Criticism of the medical-mission model

II. Creating culturally competent global experiences

- A. Global collaboration of nurse faculty
- B. Disengage from the medical-mission model
- C. Cultural immersion
- D. Pre-travel course work
- III. Enhanced teaching and learning of nursing students
 - A. Diverse cultural experiences enrich students' development of cultural competence
 - B. Faculty as role model in cultural competence
 - C. Prepare students to be good global citizens

First Primary Presenting Author

Primary Presenting Author

Tasha Turner-Bicknell, DNP, RN
University of Cincinnati
College of Nursing
Assistant Professor of Clinical Nursing
Cincinnati OH
USA

Author Summary: In her sixth year of teaching, she continues to grow as an educator. She enjoys innovative teaching strategies that challenge both students and faculty to think on their feet. As a facilitator, she strives to provide her students with the tools necessary to think critically and solve problems. Her goal is to provide an engaging classroom experience that encourages each student to become an active participant.

Second Secondary Presenting Author

Corresponding Secondary Presenting Author

Rachel M. Smith-Steinert, DNP, CRNA
University of Cincinnati
Assistant Professor of Clinical Nursing Assistant Program Director of Clinical Services- Nurse Anesthesia Major
Cincinnati OH
USA

Author Summary: Rachel Smith-Steinert is originally from the Cincinnati, Ohio area. She earned a B.S. in Biological Sciences from the University of Cincinnati in 1999 and a B.S.N. in Nursing in 2001. She began the Nurse Anesthesia Program at the University of Cincinnati. In 2007, she earned a M.S.N. in Nurse Anesthesia. In 2009, she began teaching the anesthesia machine and equipment course for the Nurse Anesthesia Program at the University of Cincinnati.

Third Author

Erika Ota, PhD
St. Luke's University

Professor
Chuo
Tokyo
Japan

Author Summary: Erika Ota has more than 20 years of nursing experience. Additionally, she is an experienced academic with over 100 published papers. Erika serves as Professor of Global Health Nursing at St. Luke's University in Tokyo, Japan, is a member of the Japan Academy of Nursing Science and the Cochrane colloquium.

Fourth Author

Maki Umeda, PhD
Research Institute of Nursing Care for People and Community、 University of Hyogo
Global Health Nursing
Professor
Akashi-shi
Japan

Author Summary: Public health nurse at Tokyo Metropolitan Government Japan for 2 years. Health specialist at international assistance agency (NGO) for 1 year. Faculty for the school of public health for 1 year, and the school of nursing for 5 years.