

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

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BACKGROUND

Historical Perspective

- Nursing Study Abroad adhered to the medical-mission model
 - Conceptualizes host country as being in-need
 - Steeped in colonial attitudes
 - Views visiting institution as offering aid
- Superior-inferior relationship is often inferred in academic global partnerships (Adams, Wagner, Nutt, & Binagwaho, 2016)

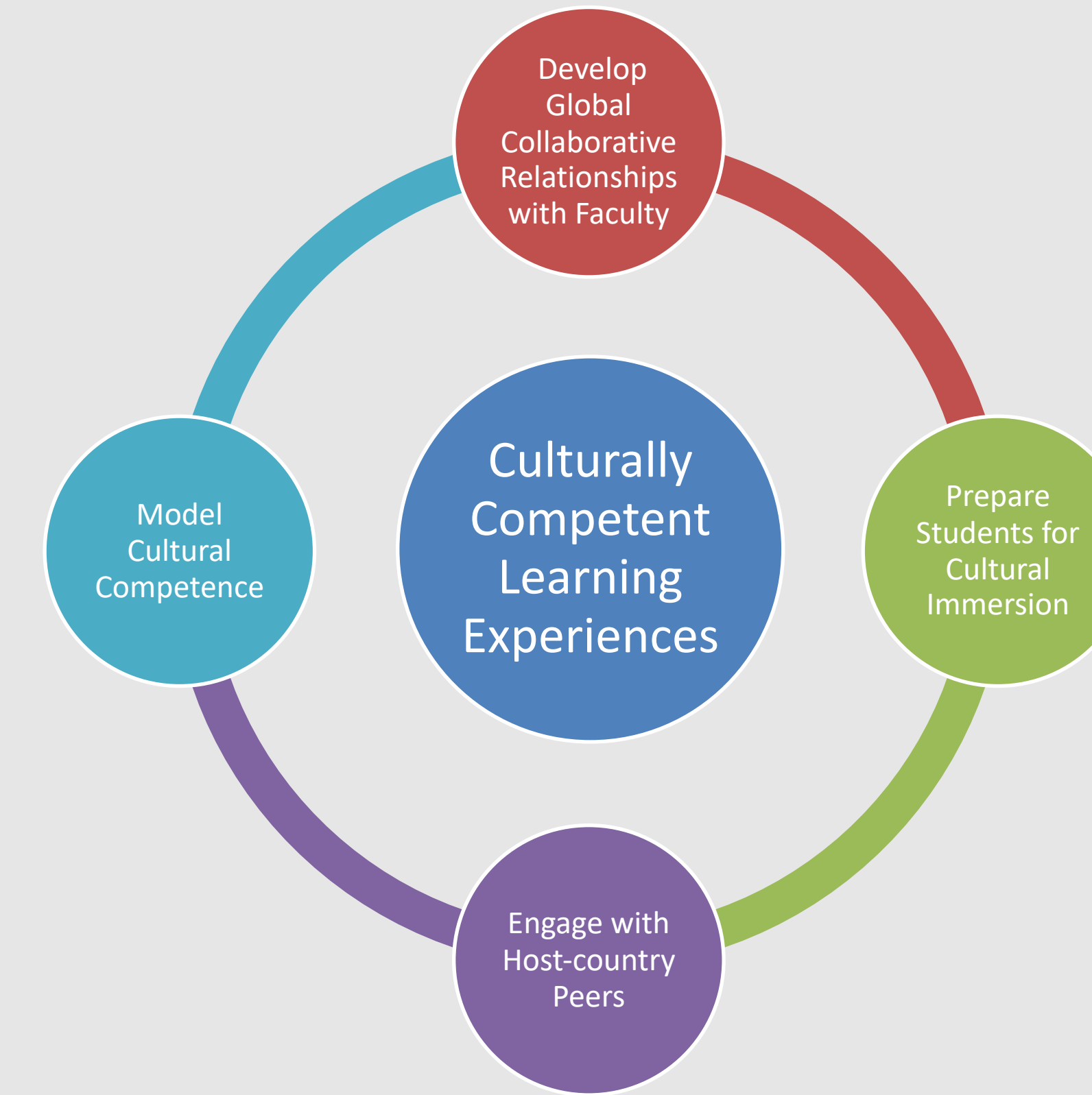
Current Direction of Study Abroad

- Clinical global experiences in undergraduate nursing programs become more common in response to a more globalized world promoting cultural awareness of diversity (Pereira et al, 2017)
- Global experiences depend on networks and partnerships rooted in the principles of mutuality and reciprocity (Baernholdt, 2014)



UC students experiencing the earthquake simulator at the Tokyo Rinkai Disaster Prevention Park

Model for Culturally Competent Study Abroad



CULTURALLY COMPETENT LEARNING EXPERIENCES

Peer Engagement

- Commute like-a-local
- Engage with host-country nursing students
 - Group work
 - Cultural outings

Faculty Modeling Cultural Competence

- Lead daily debrief
- Connect activities to course outcomes
- Immerse in the culture
- Avoid ethnocentrism
- Engage with host-country faculty
 - Collaborate on assignments/activities
 - Cultural outings with faculty



St Luke's International University students wearing their UC t-shirts during a cultural outing with UC students

CREATING A NEW MODEL

Develop Collaborative Relationships with Host-Country

- Strip away the colonial perspective
- Reach-out to colleagues with similar focus-area
- Visit host-country in advance – meet faculty and staff
- Create a collaborative plan for study abroad experience



Tokyo, Japan



Kobe, Japan

Prepare Students for Cultural Immersion

- Pre-travel meetings
- Learn language, food, youth culture
- Review the Nursing literature from host-country
- Inform student expectations
- Host country students learn about visiting students
 - Diversify worldview
 - Incite interest in global experiences



St Luke's International University and UC students discuss student life in the U.S. vs Japan



Students having lunch together on the campus of St Luke's International University

ENHANCE TEACHING & LEARNING

Collaborate with Host-Country Faculty

- Develop student experiences in-line with course outcomes
- Faculty enriched by
 - Provide diverse educational experiences
 - Culturally authentic
 - Insider perspective

Achieve Learning Outcomes

- Gain understanding of unique health systems
- Analyze global health issues through a global lens
- Advance development of cultural competence
- Present a nuanced worldview

Evaluate

- Debrief with students and faculty
- Timely in-country student evaluations
- Identify areas for improvement



UC students experiencing tsunami simulation at The Great Hanshin-Awaki Earthquake Memorial Museum, Kobe, Japan

