

Examination of Global Health Disparities through a Collaborative Online International Learning (COIL) partnership: A pilot project

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Image from University of Nebraska-Lincoln

Learner Objectives

At the end of this presentation the learner will be able to:

- Describe COIL
- Discuss how COIL supports nursing's call for integrating cultural competence in nursing education
- Identify steps for developing a COIL collaboration
- * the presenter has not received monetary support and declares no conflict of interests in presenting this information

Background: What is COIL?

- **A teaching and learning approach aimed at developing intercultural awareness and cultural competence in an online, F2F and/or blended learning environment.**
- **Provides an avenue for bringing global learning experiences into the classroom.**
- **Allows students who cannot travel abroad the opportunity to become global learners, contributing to their ability to provide culturally competent patient care.**



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Why COIL?

Cultural Competence

Global Awareness

Group work and
Teamwork skills

Professional
Development and
Capacity

Culmination leads *to*
something bigger for faculty
and students

Technology and Digital
skills for the 21 st Century
Competencies

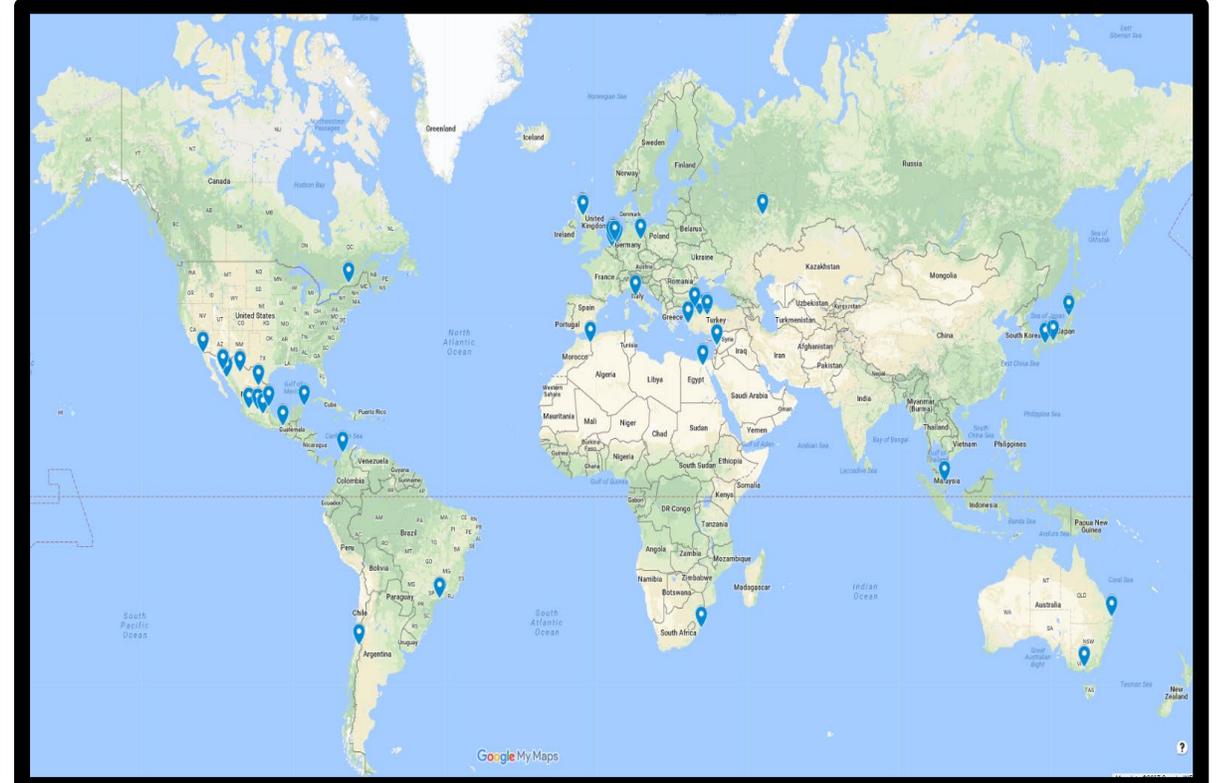
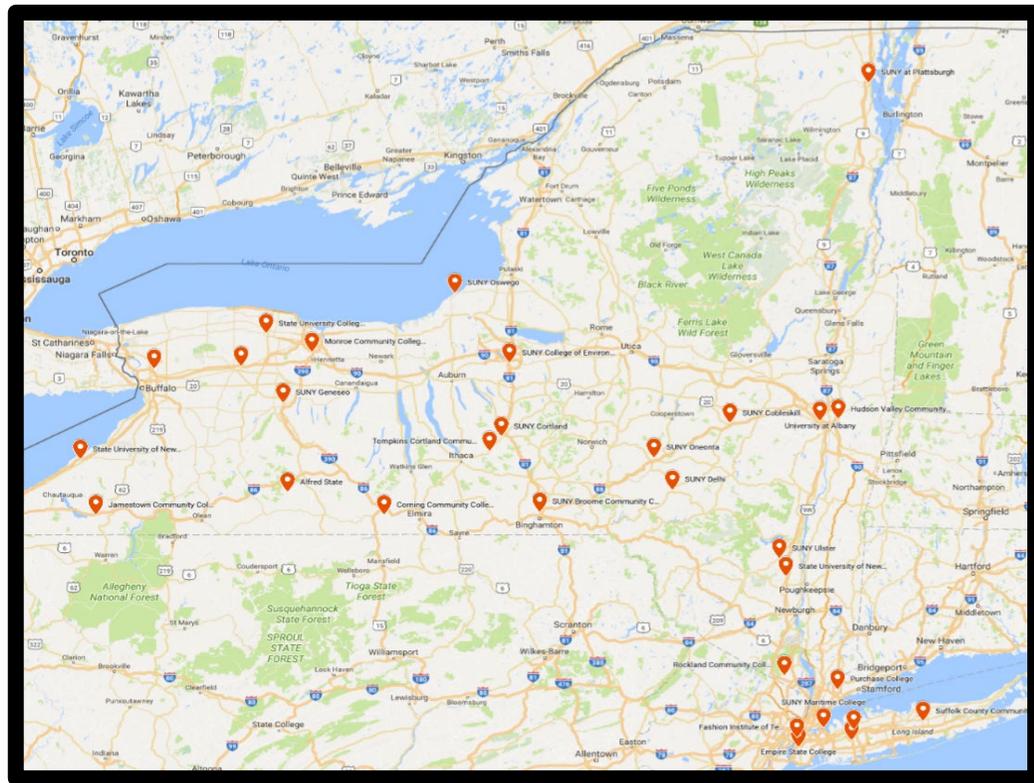
Applied and
Experiential Learning

Enriches the NYS
learner

Fulfills the mission of
the college and SUNY

Research and
Scholarship
opportunities

COIL is spread throughout SUNY and the World



Sample Coil Partnerships

SUNY Course	Global Partner Course	COIL Module
University at Buffalo: Ethics of Journalism	Durban University of Technology, South Africa: Public Relations & Media	Coverage of Controversies in the Press
Geneseo: Introduction to Psychology	Universidad La Salle, Mexico: Financial Engineering	Cross-cultural Definitions of Personhood and How They May Influence Consumer Economic Behavior
Monroe Community College: Entrepreneurial Studies	American University of Technology, Lebanon: Introduction to Management	Cultural Influences on Management Style

Problem: Teaching Cultural Competence in Nursing

- As the US population becomes more diversified, the need to educate culturally competent nurses has become a national priority
- Patient values, culture and socioeconomic factors influence health.
- Preparing nurses who can demonstrate cultural awareness leads to better patient outcomes and satisfaction.

Accrediting body standards and SUNY Central call for global learning

CCNE Standard III

-VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes

- VIII. Clinical Prevention and Population Health for Improving Health

ANA Standard 8. Culturally Congruent Practice and Associated Competencies

The 2003 IOM report recommends that healthcare providers demonstrate a greater awareness to “patient values, preferences, and cultural values,” (IOM, 2003)

SUNY Central has established as one of its goals, to provide opportunities for students to participate in *Globally Networked Learning* (GNL)

Project Development

- Attend COIL training
- Network to find a partner
- Determine course fit
- Identify areas of intersection
 - Establish project objectives

Preliminary Steps	PARTNER IDENTIFICATION AND ENGAGEMENT	Locate foreign partner, begin informal exchanges of information and develop trust between leads
	INSTITUTIONAL SUPPORT	Identify who at both institutions will provide administrative and technical support
Course Development	COMPARISON AND RESOLUTION OF COURSE OBJECTIVES	Share ideas for objectives and then, following discussion, mutual and differentiated objectives are agreed on
	JOINT DEVELOPMENT OF COURSE ACTIVITIES	Determine basic structure, design tasks and find/develop online materials/contents
	IDENTIFICATION OF ONLINE TOOLS THAT ENABLE ACTIVITIES	Tools are chosen and faculty partners start learning how to use them
	DEVELOPMENT OF ASSESSMENT METHODOLOGY	Pre-, during and post-COIL course assessment is developed and shared
Course Implementation	BE FLEXIBLE AND INTERCULTURALLY SENSITIVE	Maintain an open mind from task to task, week to week, and be open to the need to adapt activities and timelines to emerging narratives if and when necessary. Be aware of cultural difference and use the course content to draw out student experience and perspectives.
	CONSTANT COMMUNICATION BETWEEN PARTNERS & MONITORING OF STUDENT WORK	Based on a mutually agreed-upon communication protocol, partners in both countries communicate regularly (at least once a week) to share impressions of how things are going online between students as well as feedback they are receiving from their students locally that might require some form of response.
Post Course	REFLECTION AND EVALUATION	Based on the outcomes of the assessment methodology used and by reading back on observation notes taken throughout Development and Implementation, reflect on what took place and plan improvements/changes for future iterations of the course or similar projects.

Implementation

- Develop objectives that align with course and partnership objectives
- Establish dates that align with each partner's schedule
- Determine the platform- Moodle, Bb, Facebook?
- Coordinate with ESC COIL office and Instructional Design



Francesca Cichello- Executive Director of International Education
Katarina Pistuva- Instructional Designer
Jennifer Davis, Office Assistant

Our Approach

- Durban University of Technology (DUT), South Africa
- BTech: Nursing- Occupational Health Program



NURS 6030 -03

Population Health, Human Diversity and Social Issues



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- Course Objective 2:
 - Critique determinants of health, health care disparities and inequalities by applying various population health conceptual models
- Course Objective 3:
Collaborate on interdisciplinary teams to promote optimal health outcomes
- Course Objective 4:
Employ advocacy strategies to influence health policy and healthcare delivery systems.



United Nations Sustainable Goals (SDG's)

Activities

- Ice breaker
- Discussion: *United Nations Sustainable Developmental Goals*
- *Discuss how abject poverty influences achievement toward a selected goal.*
- *Compare and contrast your partners vision for how they see nursing as a profession contributing to the achievement of the Sustainable Developmental Goals.*

Activities

Reflective Journal:

- What was the most surprising thing that you learned throughout this experience?
- What is the most important lesson you learned from a peer in the discussion boards?
- How has your nursing practice been impacted by what you have learned in this module?
- How do you see professional nurses contributing to the SDG's
- What else would you like Dr. Schulte and Dr. Orton to know about your experience with our COIL collaboration?

Student Comments

“I can see as a result of this collaboration that we have more in common than what separates us as nurses.”

“What I will incorporate into my practice going forward is the assessment of individuals for human trafficking.”

“Networking with my colleagues in South Africa has brought me to a greater awareness of the magnitude, complexities and urgency in meeting the United Nations sustainable goals.

It would appear that many of the goals of nursing are universal and the possibility of influencing world health is more significant if we work collaboratively with nurses from other countries

“COIL was a valuable learning experience for me, and I would love to do it again.”

Challenges along the way

Problem

Gradebook

- Wanted separate grade books

Solution

Created a separate shell just for the project

Course access

- students were denied access prematurely

Coordinate shell open and close dates

Language and cultural barriers

- Provide opportunities for advanced preparation about cultural and language differences
- Maintain an open mind and be open to the need to adapt
- Be flexible and interculturally sensitive
- Use course content to draw out student experiences and perspectives
- Include maps

Conclusion

- **Successful in meeting CCNE Standard III by integrating AACN Essentials of Master's Education in Nursing standards.**
 - VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes
 - VIII. Clinical Prevention and Population Health for Improving Health
- **Met the SUNY goals of providing opportunities for students to participate in Globally Networked Learning (GNL)**
- **Provided a practical and fiscally responsible way to engage students virtually to promote intercultural awareness and cultural competence.**
- **Helped prepare nurses for leadership roles in the promotion of population health.**
- **Students overwhelmingly stated that they enjoyed the experience.**

Future Directions

- Repeat COIL collaboration
- Consider expanding activities to include more than one module.
- Develop a student evaluation form
- Integrate a study abroad component of the course
- Share best practices with our department and the college



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Questions??

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