

**Title:**

Diffusion of Global Nursing Scholarship in Low- and Middle-Income Countries

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**Session Title:**

Educational Leadership Posters

**Slot (superslotted):**

ED LDR PST: Friday, September 26, 2014: 10:00 AM-10:30 AM

**Slot (superslotted):**

ED LDR PST: Friday, September 26, 2014: 11:45 AM-1:00 PM

**Slot (superslotted):**

ED LDR PST: Friday, September 26, 2014: 3:00 PM-3:30 PM

**Keywords:**

Diffusion of nursing innovation, Global nursing scholarship and Low- and middle-income countries

**Learning Activity:**

<b>LEARNING OBJECTIVES</b>	<b>EXPANDED CONTENT OUTLINE</b>	<b>TIME ALLOTTED</b>	<b>FACULTY/SPEAKER</b>	<b>TEACHING/LEARNING METHOD</b>	<b>EVALUATION/FEEDBACK</b>
<b>Example</b> Critique selected definition of the term, "curriculum"	<b>Example</b> Definitions of "curriculum" Course of study Arrangements of instructional materials The subject matter	<b>Example</b> 20 minutes	<b>Example</b> Name, Credentials	<b>Example</b> Lecture PowerPoint presentation Participant feedback	<b>Example</b> Group discussion: What does cultural training mean to you?

	that is taught Cultural "training"				
	Planned engagem ent of learners				
Discuss the current environment for global nursing scholarship in low- and-middle income countries such as Peru.	Define low- and middle-income country and global nursing scholarship Describe the current nursing environment in Peru Discuss why global nursing scholarship is important	3 minutes	Patrick Albert Palmieri, DHSc, EdS, MSc(c), MBA, MSN, ACNP, RN, CPHRM, CPHQ, FACHE	Lecture with PowerPoint presentation; and Reference materials.	What does global nursing scholarship mean to you? Does the term have a different meaning in different countries (low, middle, and high income nations)?
Present a model to develop nursing capacity through global nursing scholarship in Peru.	Define the elements of a focused collaboration and capacity development Present the model	7 minutes	Patrick Albert Palmieri, DHSc, EdS, MSc(c), MBA, MSN, ACNP, RN, CPHRM, CPHQ, FACHE	Lecture with PowerPoint presentation; and Reference materials.	How can nursing capacity development in low- and-middle income countries be developed through global nursing scholarship? What elements do you believe are essential for inclusion in a global nursing scholarship model?

	for global nursing scholarship Describe the incorporation of global nursing scholarship as a capacity development strategy				
Critique the model implemented to develop nursing capacity through global nursing scholarship.	Discuss the early development phase of the collaborative Describe the successes and the setbacks Critique the current process and model Suggest meaningful revisions	5 minutes	Patrick Albert Palmieri, DHSc, EdS, MSc(c), MBA, MSN, ACNP, RN, CPHRM, CPHQ, FACHE	Lecture with PowerPoint presentation; Reference materials; Participant feedback through an optional survey; and Participant comments and questions from the additional 5-minutes for questions.	What role should nursing organizations (e.g. education, research, practice, and service) provide in the development of global nursing scholarship agenda? How can American organizations, such as Sigma Theta Tau International, lead or facilitate global nursing scholarship in low- and middle-income countries?

### Abbreviated Abstract

More than two decades ago, scholars determined nursing science was at a critical juncture with an urgent need to develop nursing knowledge relevant to the health of the global community (Meleis, 1993). Considering the rapid knowledge expansion in North American professional nursing and the expanding global context, Ketefian & Redman, (1997) stated, “nursing science now faces the challenge of moving to its next phase of development, which we call ‘becoming globally relevant.’ This movement entails a

variety of activities and changes in the way we do science, a responsibility that should be shared by scientists in the U.S. and internationally” (p. 15). Again, early in the new millennium scholars called for the development of a “universal holistic model of scholarship” for the larger nursing identity as required to respond to the impact of globalization (Riley, Beal, Levi, & McCausland, 2002). Yet, in this new millennium, there is little evidence to demonstrate this challenge has been addressed.

The purpose of this presentation is to propose a strategy to make nursing scholarship globally relevant in low- and middle-income countries (LMICs). The presentation emphasizes the need for professional nursing organizations to engage in the development of clinical practice and professional development standards in LMICs. Although nursing educational standards are slowly diffusing throughout the world through efforts at the World Health Organization, there continues to be a notable absence of evidence-based clinical practice and professional standards in the LMICs. These standards are not only critical to appropriately regulate the nursing profession, they are also essential to improve the overall quality of nursing services provided to patients and communities.

Considering the previous work by scholars (e.g. Boyer, 1990; Fawcett, Watson, Neuman, Walker, & Fitzpatrick, 2001; Glassick, 2000; Schon, 1985, 1995) and the new calls to reconsider the globalization of knowledge based on fieldwork (e.g. Farmer, Kleinman, Kim, & Basilio, 2013; McKinnon, & Fitzpatrick, 2012), this presentation defines a pragmatic agenda for the globalization of nursing scholarship in LMICs. In addition, the presentation describes how professional nursing organizations can act as agents for change by providing guidance and knowledge. With a contemporary approach to stimulate generative progress through nursing scholarship, international professional nursing organizations can actively diffuse modern nursing innovation to strengthen LMIC nursing practice. This strategy has potential for more rapid actualization of evidence based practice and improved outcomes in LMICs. The presentation identifies the challenges associated with advancing a global nursing scholarship agenda and presents potential solutions, including the development of well-defined and result-oriented regional collaborations with universities, scholarly organizations, professional societies, and regulatory entities.

### **Abbreviated Reference List**

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