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Purpose of Presentation

The purpose of this presentation is to present an evolving strategy, and framework, 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 the efforts of the World Health Organization and other international entities, there continues to be a notable absence of evidence-based practice and professional standards in most LMICs. Furthermore, there is a noticeable absence of frameworks to support collaborations, incorporating mentoring, to develop professional nursing capacity in LMICs. These frameworks and standards are not only critical to appropriately regulate the nursing profession, but they are also essential to improve the overall quality of nursing services provided to patients and communities and to advance nursing as a truly global profession.

Background

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. 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. Today, as in the past, scholars such as Meleis (1993; 2014) call on American nurses to confront the urgent need to develop nursing knowledge relevant to the health of the global community.

Discussion

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.

Describing the lack of reach and relevance of American nursing scholarship that results from missing dissemination channels, Zwanger (1987) describes nursing scholars as, "... the oracles of the international academic nursing community. As a consequence, in many instances, their ambiguous tendencies, unclarified ideas, and conceptions are accepted as bona fide facts" (p. 33). Through the Global Nursing Scholarship Into Action (GNSIA) Framework, American nursing scholars are more than oracles, they become mentors through formal collaborations in LMICs. Contemporary American nursing knowledge can have an important global impact.

Global Nursing Scholarship Framework

The *Global Nursing Scholarship Into Action (GNSIA) Framework* is an evolving work purposed to guide a comprehensive and robust nursing capacity development agenda in LMICs (see Figure 1). We define global nursing scholarship as the art and science of nursing care which is learned and expressed through education, practice, research, and service within the specific cultural context. Contextualized within the GNSIA Framework, moving nursing scholarship into action requires awareness of the global nursing content as well as international nursing issues (Zwanger, 1987). Nursing capacity development requires emphasis on comparative studies and tailored practices in order to mentor international nurses to gear their education and research to problems in their own countries (Ketefian & Redman, 1997). The framework guides nursing scholars to promote collaborations, through directed and participatory mentorship, focused on evidence-based unification of nursing education, practice, research, and service. As such, longstanding concerns that universities produce clinical nurses and scientists who do not challenge Western perspectives, particularly in terms of definitions and assumptions related to nursing phenomena, are recognized and addressed (Meleis, 1993, Ketefian & Redman, 1997).

The nursing environment, at the macro, meso, and micro levels, are impacted through relationships, or collaborations, that bring 'ways of knowing' to educators, 'ways of doing' to practitioners, 'ways of discovering' to researchers, and 'ways of being' to nurses within the global profession. In Peru, this strategy is being implemented to rapidly actualize the theoretical and evidence-basis for nursing practice in order to advance nursing science. This presentation identifies the benefits associated with advancing a global nursing scholarship agenda with a conceptual framework. The GNSIA guides scholars to potential collaborations, with universities, scholarly organizations, professional societies, and regulatory entities to co-create well-defined, result-oriented national, regional, and local nursing agendas. A collaboration begins with agenda, advances into a project, which can then be refined into a strategy, and finally disseminated to the broader global nursing community.

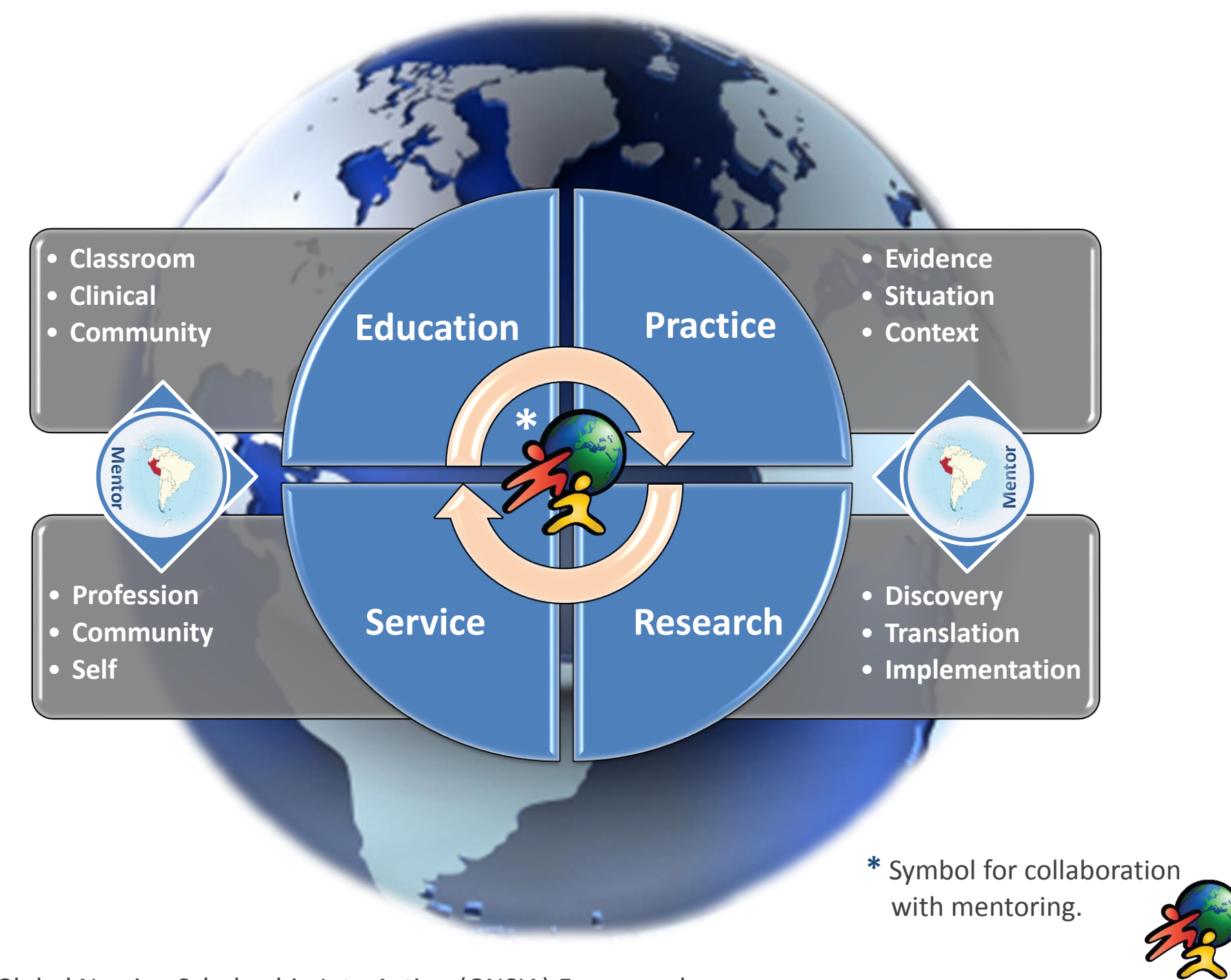


Figure 1. Global Nursing Scholarship Into Action (GNSIA) Framework.

Mentoring

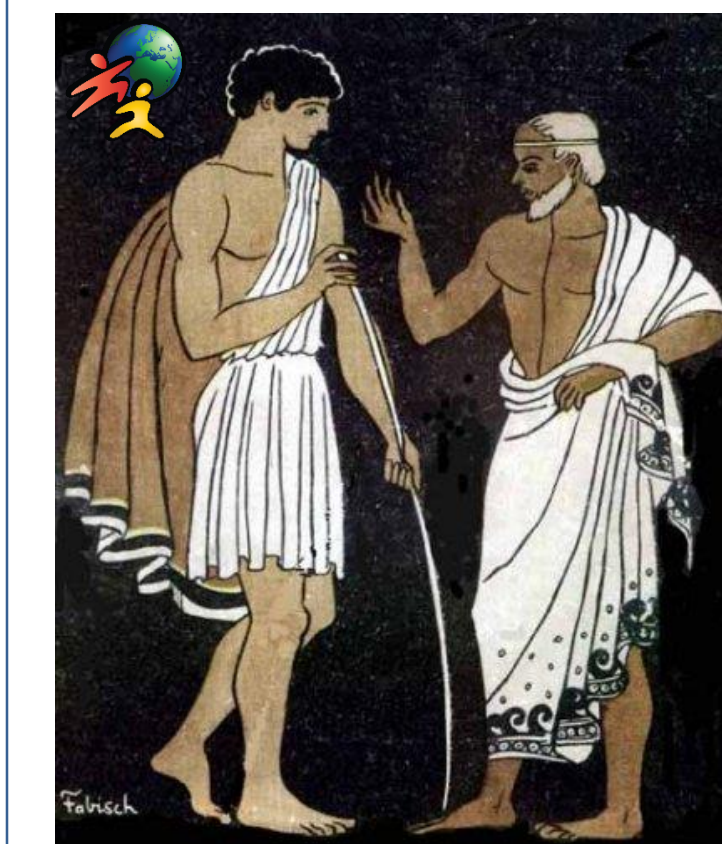


Figure 2. Mentor with Telemachus.

The word mentor, is derived from the formal relationship between Mentor, a wise, educated, and experienced teacher and the younger man, Telemachus, in The Odyssey (Figure 2). The word was further refined and developed in a story by the French writer and educationalist Fenelon. In the 1699 novel of instruction, called *Les Aventures de Telemaque*, Fenelon argued Mentor was a person whose attributes and behaviors impart wisdom to and shares knowledge with a less experienced colleague. According to Fenelon, Mentor "regulated the whole course of the life of Telemachus in order to raise him to the highest pitch of glory" (Roberts, 1999). Mentoring is an ancient art, contemporary practice, and important tradition to develop and advance knowledge through structured coevolution.

Selected Collaborative / Mentored Projects

HONOR SOCIETY: The first project was the impetus for the FRAMEWORK to advance global nursing scholarship in Peru. Sigma Theta Tau International (STTI) serves as the foundation to contextualize the advancement of global nursing scholarship in Peru. As such, scholars at the International Center for Advanced Research and Applied Sciences (Lima, Peru) and the College of Nursing at Texas Woman's University (Houston, Texas) began working with STTI chapter development leaders to form the first nursing honor society in Perú. The Peruvian honor society, Sociedad de Honor de Enfermería del Perú, is advancing through process to earn chapter status. The project is being guided by the Beta Beta Houston and Beta Beta Dallas STTI chapters. The Peruvian honor society recently began to operate with two founding university sponsors. The chapter expects to incorporate three additional universities, to induct the first student members in December 2014, and to be awarded a charter as an official STTI Chapter in late 2015 or early 2016, the fifth in Latin America. Website: <http://sociedaddenfermeria.com/>

EVIDENCE-BASED EDUCATION: With international expertise and knowledge from the INCAAS, the Association of Professionals in Infection Control and Epidemiology (APIC) and the Accredited Global, the Patient Safety Fellowship in Infection Prevention and Control (FIPC) is training the first internationally credentialed infection prevention and control practitioners in Peru through a hospital-based education, research, and practice strategy. The FIPC provides a graduate prepared bilingual nurse access to contemporary knowledge, advanced clinical training, and expert mentoring in patient safety and infection prevention and control. The FIPC is awarded every 2-years, provides a market competitive stipend, graduate certificate and professional development courses, mentored research, conference presentation support, and board certification examination preparation and testing support. Website: <http://www.incaas.com/>

RESEARCH: Through relationships with international nursing scholars, the Promoción de la Salud, Familia, Ética y Bioética del Caring | PROFEDIC was established in August 2014 as an official research center attached to the School of Nursing, recognized by the graduate school, and authorized by the regents of the Universidad Católica Santo Toribio de Mogrovejo. The Center is engaged in research, education, practice, and service to strengthen health services, to increase research productivity, and generate scientific knowledge through nursing. The Center seeks to improve the Peruvian health sector through capacity development in nursing science, doctoral education, and evidence-based practice. Website: <http://profedic.com/>

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