Collaboration and Sustainability in Short-Term Immersion: Ten Years of Experience
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Objectives:  
Upon completion of this presentation the learner will be able to  
1. Explain principles for planning, implementing, and evaluating service learning experiences.  
2. Identify at least three ways in which short-term international experiences can become educationally sustainable.  
3. Describe the key elements for effective educational collaboration with governmental and non-governmental organizations.

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Background: Emory Global Experiences

• Undergraduate experience: Island of Eleuthera, Bahamas

• Objectives: service learning, community health, quality improvement

• Timing: one or two weeks
Conceptual Model

- Planning, implementing, evaluating: essential elements.

- Two-part model for sustainability proposed by Leffers and Mitchell.
  - Resources and engagement process resulting in meaningful partnership.
  - Partnership input into programs and processes that result in tangible outcomes.
Ten-Year Timeline

Formalized relationship with Ministry of Health and Nursing Council; continuing education credit 2007 to present

GHI project on breast cancer awareness

Formation of One Eleuthera Foundation with input from Emory faculty

GHI project on implementation of Community Outreach Coordinator

Emory faculty assistance with formation of health and wellness strategic plan for One Eleuthera Foundation: 2014-present

Emory faculty presentation at first Health & Wellness Symposium

GHI student presentation to Health & Wellness Symposium

Initial visit Spring, 2005

Spring break trip

Spring break trip

Spring break trip

Spring break trip

Winter break

Winter break

Winter break

Winter break

Summer Immersion: data analysis related to health attitudes and healthy living

Summer Immersion: quality improvement for clinics

Summer Immersion: assistance in presenting grant proposal

Summer Immersion: data collection focus on DM, obesity

Summer Immersion: data collection focus on healthy eating

GHI: Emory University Global Health Institute. Six weeks on site.

Spring break: one week in duration. Clinics and schools.

Winter break: one week in duration. Clinics and schools.

Summer immersion: two weeks in duration. Specific projects.
Partnerships

Emory

Ministry of Health
- Clinical experience
- Continuing education

Rotary Club
- Community access

One Eleuthera
- Academic support
- Community immersion

Cancer Society
- Program support
Essentials for Global Trips

• Community assessment: for logistics, perspective. Identify key partners, health needs, community strengths.

• Availability of resources: both in host country and visiting country.

• Communication: Ministry of Health, clinics, local organizations, community leaders.

• Leadership champions on both sides.
Essentials for Sustainability

• Collaboration
  – For reaching common goals.
  – Tied to but not the same as partnership.

• Commitment
  – Faculty and site champions.
  – School resources.
  – Site resources.
Essentials for Sustainability, continued

• Capacity building
  – Assess.
  – Build capacity, then act.

• Communication
  – Reports and data.
  – Ministry or other health oversight organization.
  – Ongoing evaluation.
Bonus Elements:

• Living in the community.
• Multiple areas of the university involved in the same project.
• Partnership on many levels: schools, churches, local organizations.
Lessons Learned

• Remember your “host”
  – Leave benefits for the community, the nurses.
  – Communicate your results.
  – Be visible.
Other Lessons

• Clinics: workshop suggestions that weren’t sustainable.

• School education: the importance of timing.

• Health fairs: location, circumstances, publicity.

• Educational goals: how do they fit with sustainability goals?
Sustainability Example: Stage I

- Emory Global Health Institute (GHI) project - GHI students collaborated with One Eleuthera Foundation; collected data about Eleutheran women’s attitudes toward breast cancer.
Sustainability Stage II

• Students used GHI information to assist One Eleuthera Foundation with grant proposal presentation to Komen Foundation.

• Successful presentation: Komen Foundation awarded grant for creation of a Community Outreach Coordinator for breast cancer education.

<table>
<thead>
<tr>
<th>Knowledge Scale Item</th>
<th>Agree n (%)</th>
<th>Disagree n (%)</th>
</tr>
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<tbody>
<tr>
<td>Lumps in the breasts that are cancer are usually painful</td>
<td>24 (39%)</td>
<td>38 (61%)</td>
</tr>
<tr>
<td>If a woman’s mother or sister had breast cancer, the woman is more likely to get breast cancer</td>
<td>58 (83%)</td>
<td>12 (17%)</td>
</tr>
<tr>
<td>Doctors and nurses are the only ones who can find a lump in your breast</td>
<td>5 (7%)</td>
<td>65 (93%)</td>
</tr>
<tr>
<td>A woman’s chance of surviving breast cancer is very low, even if it is found early</td>
<td>20 (29%)</td>
<td>49 (71%)</td>
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Sustainability Stage III

- Second Emory GHI grant focused on the Komen awarded Community Outreach Coordinator (COC) position.
- GHI students administered surveys to further assess gaps or barriers to knowledge of breast cancer.
- Information from the surveys provided basis for development of the COC position and suggestions for implementation.
Sustainability: Branching Off

• Question: Can Community Outreach Coordinator position on Eleuthera as used for cancer education be adapted to address non-communicable disease (NCD)?

• Data collection: health fair questionnaires, interviews with clinic nurses and health educators.

• Next step: pilot study
Thank you!

Questions???
Selected Resources

• Edmonds, M. (2012). An integrative literature review of study abroad programs for nursing students. *Nursing Education Perspectives, 33*(1), 30-34. doi: 10.5480/1536-5026-33.1.30
