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**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

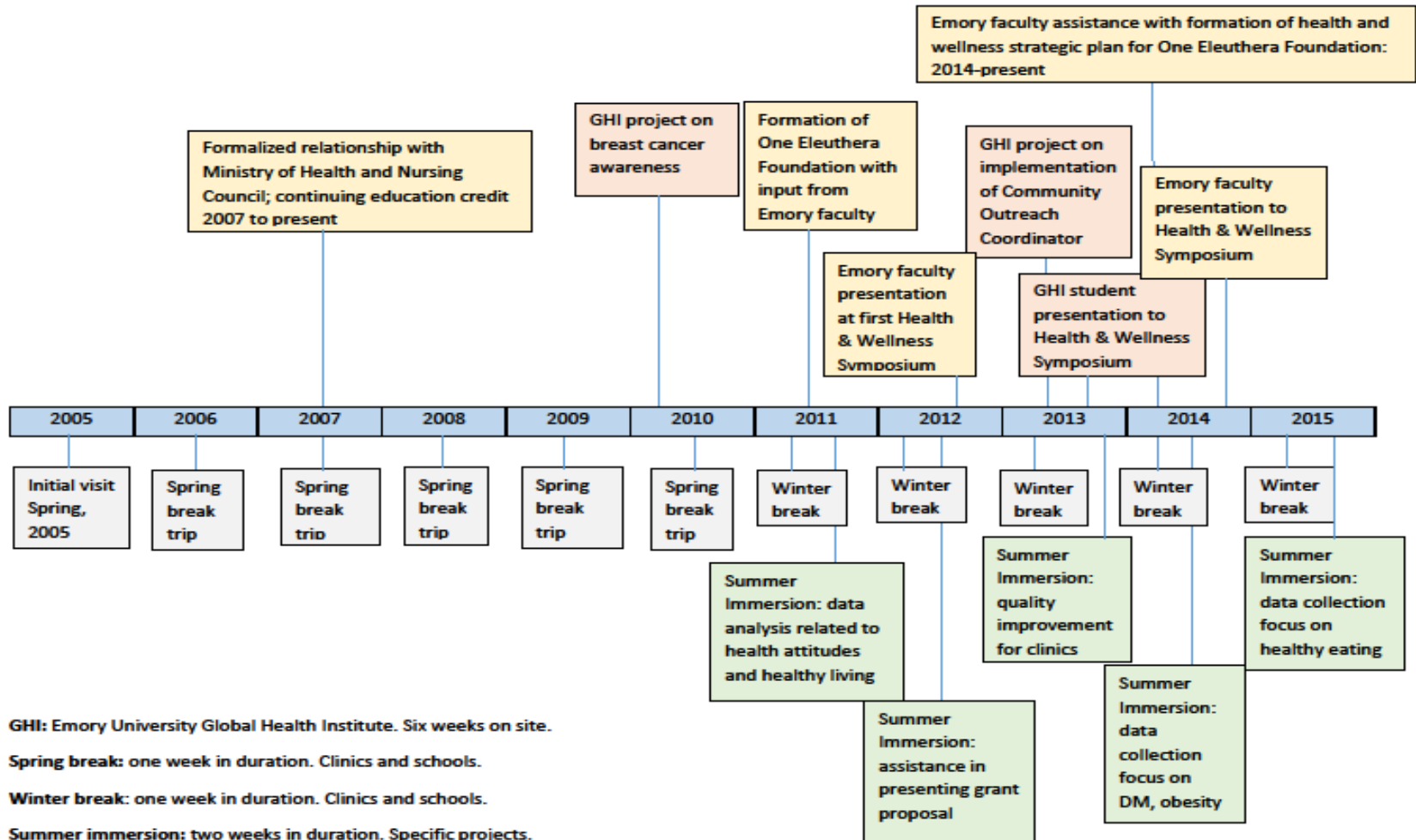
- Planning, implementing, evaluating: essential elements.
- Two-part model for sustainability proposed by Leffers and Mitchell.
  - Resources and engagement process resulting in meaningful partnership.
  - Partnership input into programs and processes that result in tangible outcomes.



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# Ten-Year Timeline



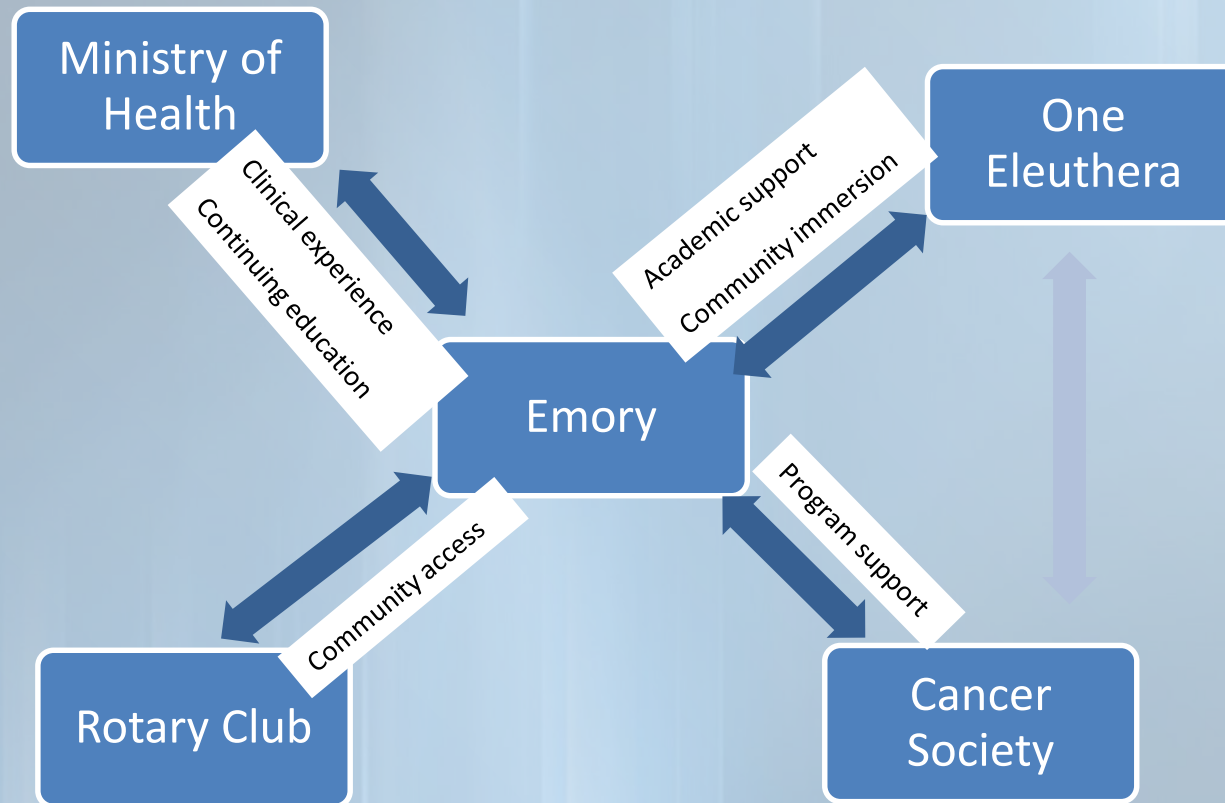




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# Partnerships





# 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.**



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# 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.

The image is a composite. On the left, a group of five people (three men and two women) are standing outdoors at what appears to be a health fair. They are holding a sign that says "FREE" and "HEALTH FAIR". On the right, a questionnaire form titled "Questionnaire" is displayed. The form includes sections for "Primary residence", "What type of", "Pulse", "Weight", "Blood glucose", and "Have you ever been screened for diabetes?". It also has a section for "The following are questions for those who have been diagnosed with diabetes" with various questions about diabetes management, medication, and hospitalization.



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## Bonus Elements:

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





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# 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?





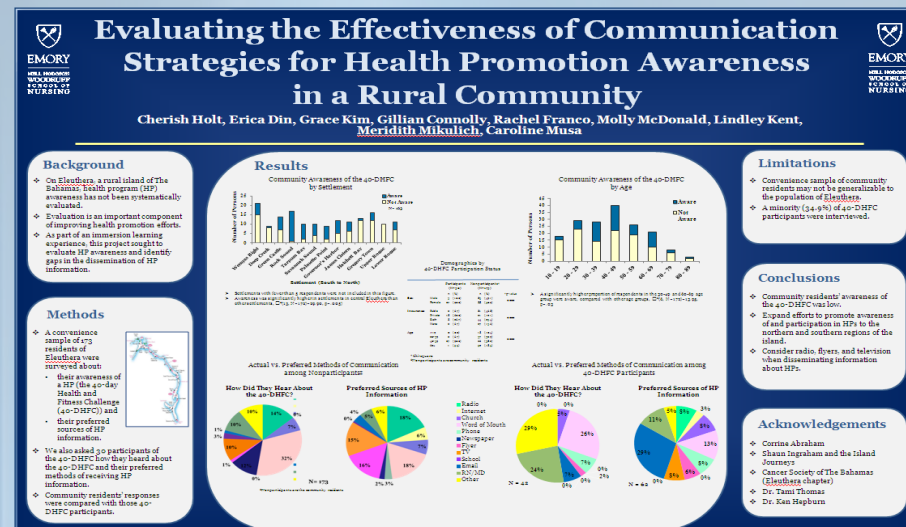


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# Sustainability Example: Stage I

- 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.

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



# 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



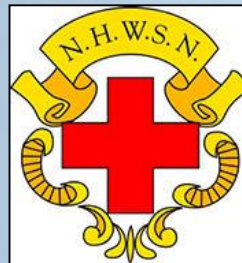


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# Thank you!

## 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
- Kulbok, P.A., Mitchell, E.M., Glick, D.F, & Greiner, D. (2012). International experiences in nursing education: A review of the literature. *International Journal of Nursing Education Scholarship*, 9(1), 1-21. doi: 10.1515/1548-923X.2365
- Leffers, J. & Mitchell, E. (2011) Conceptual model for partnership and sustainability in global health. *Public Health Nursing*, 28 (1), 91-102. doi: 10.1111/j.1525-1446.2010.00892.x