

**Title:**

RN's Attribute Developing Nursing Competencies to Participation in an International Clinical Experience as a Student

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**Session Title:**

Developing and Researching Nursing Related Competencies

**Slot:**

F 02: Saturday, April 9, 2016: 2:45 PM-4:00 PM

**Scheduled Time:**

2:45 PM

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**Keywords:**

International Clinical Experience, Interprofessional Collaboration and Teamwork and Nursing Education

**References:**

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**Abstract Summary:**

A research study revealed how nurses' perceive their development of nursing competencies after participating in an international, interprofessional clinical experience during their undergraduate program. The long-term impact of these experiences on nurses' professional development, specifically, the competency of interprofessional teamwork and collaboration supports this trend as an evidence-based educational strategy.

**Learning Activity:**

<b>LEARNING OBJECTIVES</b>	<b>EXPANDED CONTENT OUTLINE</b>
<p>The learner will be able to discuss the charge for nurse educators to find teaching-learning strategies to develop interprofessional collaboration and teamwork competency and meet the needs of diverse learners.</p>	<p>1. Describe the national call for nurse educators to develop teaching-learning strategies for undergraduate nurses to develop interprofessional collaboration and teamwork competency. a. Institute of Medicine nursing competencies b. AACN Baccalaureate Essentials c. Literature review of current interprofessional educational offerings, which primarily focus on simulation.</p>
<p>The learner will be able to discuss how international clinical experiences are blossoming in nursing education and current outcomes of these experiences found in research.</p>	<p>2. Describe international clinical immersion experiences offered in nursing programs through a review of literature about their short-term and long-term outcomes. a. Define the short-term experiences and the variety that are being offered. b. Review the short-term impacts that these experiences have on the participants. c. Review the long-term impacts that these experiences have on the participants. d. Identify the gap in literature.</p>
<p>The learner will be able to compare the qualitative research study presented to the applicability to their nursing educational program.</p>	<p>3. Describe the qualitative research study that combined the two elements of interprofessionalism competency and abroad clinical experience. Description will be given on the study's design, participants, data collection, data analysis, and limitations.</p>
<p>The learner will be able to describe the importance of international, interprofessional clinical experiences to the long-term development of essential nursing competencies.</p>	<p>4. Discuss the 7 findings of the study and applicability these findings have on nursing education. These findings will be connected with the study's theoretical framework, Wilson's (1993) International Experience Model. a. Importance of teamwork and collaboration b. Improvement of interpersonal skills c. Improvement in nursing skills d. Engaging in authentic experiences e. Gaining of global perspective f. Practicing cultural sensitivity and awareness</p>
<p>The learner will be able to identify key elements to include when developing an</p>	<p>5. Discuss best practice of how to tailor an interprofessional, international clinical field</p>

interprofessional, international clinical experience.	experience through lessons learned. a. Discuss learning objectives b. Create a team with practicing providers, faculty, and students with shared vision c. Daily debriefing as a team d. Allow autonomous practice within the scope of the professional e. Ensure team leaders are comfortable with community prior to offering experience to students
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**Abstract Text:**

Institute of Medicine (2003, 2010) identified five core nursing competencies that are essential for registered nurses to function in today's healthcare. One specifically is to function as an effective member in an interprofessional team through interprofessional collaboration and teamwork. Nursing education is called to identify effective teaching-learning strategies on how to educate pre-licensure nursing students to develop the interprofessional competency.

In response to the need to discover evidence-based pedagogical strategies, one underdeveloped but popular trend in nursing education was participation in international clinical experiences during short, week-long immersion programs. International clinical experiences traditionally are defined as nursing students and their faculty provide free healthcare to impoverished people of developing countries. International learning experiences offered to nursing students yielded short and long-term outcomes that showed improved cultural competency, civic engagement, global perspective, and character growth in their personal and professional worlds. Although these benefits were important attributes towards the development of an individual, they did not address specific competencies that are required for professional nurses. The combination of these two elements, international clinical experiences and interprofessional collaboration and teamwork competency, offered a new opportunity to explore in order to address how to meet the new requirements for undergraduate nursing education.

A basic qualitative research study was conducted to gain insight on participants' long-term perceptions of participating in an international clinical experience during their undergraduate nursing program. Newly employed baccalaureate prepared registered nurses were interviewed about their lasting impressions of their international clinical experience in Kingston, Jamaica where they provided free healthcare to the impoverished communities in their final year of their nursing program. The week-long field experience comprised of physicians, nurse practitioners, physician assistants, nurses, and nursing students. Interview questions focused on participants' perceptions of interprofessional collaboration and teamwork and how the international clinical experience influenced the participants' clinical practice as a registered nurse. Each participant was a registered nurse within their first year of professional employment. Eight interviews were conducted until data saturation occurred.

Through constant-comparison data analysis, 7 themes emerged. Each of the 7 findings demonstrated that there have been long-term positive impacts over the registered nurses' professional practice after participating in an abroad healthcare experience 20 months earlier. These findings were connected to the theoretical framework, Wilson's (1993) *International Experience Model* to construct a meaningful relationship of the phenomenon that was studied. Five of the seven results supported the current literature about interprofessional educational offerings or outcomes post-participation in an abroad experience. These findings were significant as they reinforced the importance of interprofessional educational in healthcare and strengthened understanding about abroad clinical programs. This research extended the body of knowledge for both topics as these findings encompassed long-term effects of these experiences.

The last 2 findings were new and unique to the study. These findings advanced educators' understanding of the significance that interprofessional, international clinical experiences offer to the

development of nursing competencies for student nurses. The perceived long-term benefits by the participants of interprofessional, international clinical experiences inspire how educators may tailor clinical abroad immersion experiences as well as investigate how traditional clinical experiences in undergraduate nursing education programs can modify their current approach.

This research study's significant findings meet the educational call to identify an evidence-based pedagogical strategy that develops interprofessional collaboration and teamwork and meets the diverse learner's needs to have the ability to participate in an international clinical experience.