



Sacred Heart UNIVERSITY

COLLEGE OF NURSING

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

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Objectives

- 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.
- Discuss how international clinical experiences are blossoming in nursing education and current outcomes of these experiences are found in research.
- Compare the qualitative research study presented to the applicability to their nursing educational program.
- Describe the importance of international, interprofessional clinical experiences to the long-term development of essential nursing competencies.
- Identify key elements to include when developing an interprofessional, international clinical experience.





Evolution of Our Program

MDs and RNs Internationally
Volunteering on 1-Week long Missions

Created own NGO
to Provide
Sustainable
Healthcare Programs

Annual Clinical
Immersion Programs~
Student RNs, APRNs,
Residents, working
alongside MDs and
RNs

2000



2004



2009 – Present

Call to Nursing Education

- National Academy of Medicine (IOM) (2003, 2010) identified five core nursing competencies that are essential in order for registered nurses to function in today's healthcare. Competencies supported by AACN Baccalaureate Essentials (2008).
 - Deliver patient-centered care
 - Participate as a member in an interprofessional team
 - Practice evidence-based medicine
 - Concentrate on quality improvement
 - Utilize information technology
- Nursing education is called to identify effective teaching-learning strategies on how to educate pre-licensure nursing students to develop the interprofessionalism competency.
- Current Literature: Simulation Experiences, Dedicated Educational Units



Trend of International Clinical Experiences in Nursing Education

- International clinical immersion experiences
 - Short, week-long to developing countries
- Current Evidence: Short and long-term outcomes showed improved cultural competency, civic engagement, global perspective, and character growth in the participants' personal and professional development
- Knowledge gap: Not specifically addressing 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 address how to meet the new requirements for pre-licensure nursing education.

Central Research Question

- How do baccalaureate-prepared nurses describe their experiences of interprofessional collaboration and teamwork after participating in an international clinical experience as a nursing student?

Methodology

- Target Population:
 - Baccalaureate prepared nurses who were within their first year of employment as a registered nurse
 - Participated in an interprofessional, international clinical field experience during their pre-licensure nursing education program
- Participants:
 - Eight participants were employed for this study.
 - Female, over the age of 18 years old, a graduate of a traditional 4-year baccalaureate nursing program from the same university in the northeast of the United States, and currently employed within their first year as a registered nurse in the eastern corridor of the nation.
 - The participant qualification germane to this study was that all participants participated in an interprofessional, international clinical experience in the fourth year of their baccalaureate-nursing program to Kingston, Jamaica, 20 months prior to the data collection phase.
- Semi-Structured Interviews until data saturation reached (8)
- Data Analysis
 - Constant Comparison
 - Coded into Categories
 - Theoretical Framework: *International Experience Model* (Wilson, 1993)



Summary of Findings

Importance of Teamwork and Collaboration

Improvement of Interpersonal Skills

Increase in Confidence

Improvement in Nursing Skills

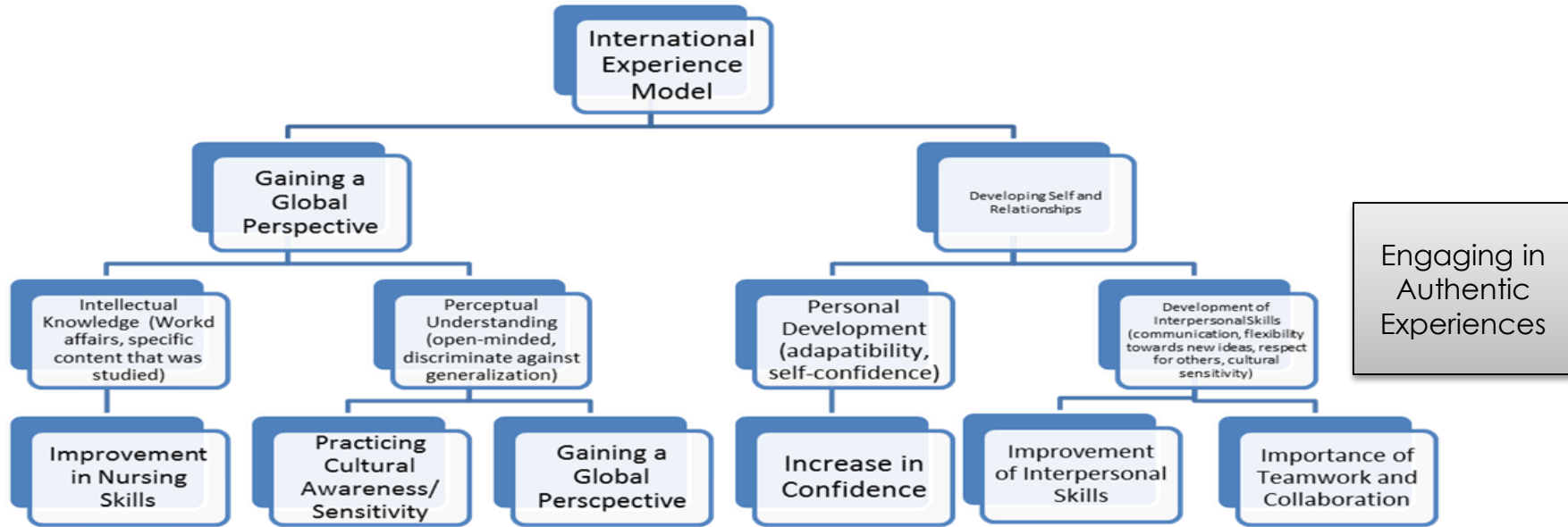
Engaging in Authentic Experiences

Gaining of Global Perspective

Practicing Cultural Sensitivity and Awareness

Connection to Theoretical Framework

A. H. Wilson's (1993) *International Experience Model*



Conclusions

- The long-term influences of registered nurses' abroad experience during their pre-licensure nursing education showed a positive impact on their development of the interprofessional competency as well as on their professional practice.

Interprofessional Teamwork & Collaboration

- Understanding of the importance of teamwork and collaboration
 - Valued the importance of working within an interprofessional team more than a year after
- Improvement of interpersonal skills that assisted their transition into professional practice and ability to work effectively within an interprofessional team.
 - Exemplars include being able to communicate openly and with confidence and having participants' thoughts valued



International Experience Outcomes

- Gain of global perspective in their daily practice and values
 - Significance of the lasting imprints
- Ability to practice cultural awareness and sensitivity
 - Well supported in literature
- Increase in confidence related to their personal and professional identity
 - Professional confidence in relation to nursing knowledge and skills



Professional Nursing Competencies

- Improved nursing skills related to repetitiveness and practicing within their full scope of a student nurse
 - Physical assessments, patient teaching, medication administration and education
- Engagement in authentic nursing experience
 - Accurate representation of participants' daily nursing practice within their first year of employment as a RN
 - Interprofessional element, shared vision, delivering direct patient care



Recommendations

- This study explored baccalaureate prepared nursing students only. Future studies should investigate the long-term influences of these experiences for other healthcare professions.
- The participants' comparison between the United States traditional clinical rotation and the international clinical experience highlighted the strengths and weaknesses of the current clinical offerings, warranting further investigation into this topic.
- Designing similar interprofessional, international clinical experiences are warranted.



Interprofessional, International Clinical Immersions: Current Sustainable Program for Kingston, Jamaica

- Shared Vision
- Direct Patient Care
- Supplies & Funding
- Student Learning Objectives Mapped to Curriculum
- Assignments tailored for these experiences



Consortium for Sustainability

- Missions throughout the year – same communities
- Medication Procurement
- Development of Health Care Records
- Practicing within our US Scopes of Practice
- **Interprofessional Collaboration**
 - Dedicated volunteers of MDs, RNs, CRNAs, RTs with multiple specialties
 - >1 university
 - Other NGO's



QUESTIONS



Thank you

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