ACHIEVING CLINICAL LEARNING OUTCOMES IN A COMMUNITY/PUBLIC HEALTH NURSING COURSE THROUGH AN INTERNATIONAL IMMERSION EXPERIENCE

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LEARNING OBJECTIVES

• Upon completion of the presentation, the learner will be able to:
  • Propose an alternative method to achieve clinical learning outcomes in nursing education.
  
  • Summarize the benefits of an international immersion clinical experience in relation to course outcome achievements.
INTRODUCTION

• Background and Significance
  • Community and Public Health Nursing Course

• Competitive clinical sites

• Interdisciplinary collaboration with clinical experiences

• Unconventional setting for culturally congruent care
PURPOSE

• To determine if clinical course learning outcomes could be achieved in an international immersion experience.
TRADITIONAL CLINICAL EXPERIENCE

• Historical Program Review
  • Pre-licensure program started in 2006, cohort of 30
  • Yearly admission cycle, fall semester
  • Community/Public Health Nursing (CPHN) course offered first semester of senior year
  • Increased enrollment to 40 in 2008, then 50 in 2013
  • CPHN course moved to final senior semester in 2015
  • Added second cohort, spring of 2016
  • Third cohort to be added spring of 2018
TRADITIONAL CLINICAL EXPERIENCE

• Limitations
  • Competitive clinical sites
  • Lack of a comprehensive cultural environment

Escambia County Race and Ethnicity

- White: 68.9%
- Black or African American: 22.9%
- Hispanic or Latino: 4.7%
TRADITIONAL CLINICAL EXPERIENCE

• Necessary Revisions
  • Curriculum
  • Clinical evaluation tool
• University focus of high-impact practices
INTERNATIONAL IMMERSION EXPERIENCE

• Learning Opportunities
  • Partnered with Social Work Department and Hearts in Motion (HIM)
  • Six-day clinical immersion experience
  • Twenty-eight pre-licensure students
  • Three graduate students
  • Two faculty
  • Thirteen-week didactic course
  • Orientation to Guatemala, Department of Zacapa
  • Office of International Studies mandatory orientation
INTERNATIONAL IMMERSION EXPERIENCE

• Learning Opportunities Upon Arrival
  • Orientation provided by HIM
  • Travel to remote and rural villages to provide care
    • Vital signs screening
    • Oral health assessment
    • Physical assessments
    • Basic wound care
    • Nutritional assessments
    • Health education
    • Medication administration
    • Respite care
INTERNATIONAL IMMERSION EXPERIENCE
INTERNATIONAL IMMERSION EXPERIENCE

• Clinical Outcomes Achievement
  • understanding and application of an ecological perspective to practice
  • incorporation of evidence-based practice to aid in health-promotion
  • use of social and environmental factors of health to enable students to work effectively with diverse populations
  • integration of vital statistics and population data in planning health services in the community setting
  • identification of team strategies, both interdisciplinary and transdisciplinary, that would improve community health
INTERNATIONAL IMMERSION EXPERIENCE

• Benefits
  • Increased cultural awareness
  • Resourcefulness
  • Positivity
  • Gratitude
  • Effective learning
  • Appreciation of healthcare team
INTERNATIONAL IMMERSION EXPERIENCE

• Challenges
  • Communication barriers
  • Lack of resources and equitable distribution
  • Climate
  • Ethical dilemmas
  • Student to faculty ratio
  • Undergraduate versus graduate student learning needs
  • Faculty role delineation
STUDENTS’ PERCEPTION OF CLINICAL OUTCOMES ACHIEVEMENT

- Lessons Learned
  - Applied an ecological perspective to practice
  - Incorporation of evidence-based practice
  - Identification and utilization of team strategies
  - Integration of social and environmental factors of health
  - Utilization of population data and vital statistics in planning health services
INTERNATIONAL IMMERSION EXPERIENCE

- Ethical Dilemmas
INTERNATIONAL IMMERSION EXPERIENCE

• Future Recommendations
  • Collaboration with advanced practicing graduate students and providers
  • Formal division of clinical groups
  • Improved translational services
  • Adjusted student to faculty ratio
  • Formalization of clinical evaluation tool for international immersion experiences
  • Broaden interdisciplinary collaboration
  • Offer the study abroad experience for each cohort
  • Improve resource preparedness
QUESTIONS?
REFERENCES


