Long-Term Impact of Study Abroad In Undergraduate Nursing Education on RN Nursing Practice

Presenter:
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Learning Objectives

1. The learner will be able to understand how the skills acquired on exchange are subsequently utilized in a nurse’s own practice.

2. The learner will be able to identify study abroad clinical programs as a strategy to promote long term culture competence among nursing students.

3. The learner will be able to recognize study abroad programs and research outcomes as timely given recent government directives and population trends of increased cultural diversity.
Saskatoon, SK, Canada
University of Saskatchewan
(College of Nursing since 1938)

College of Nursing (2013)
Academic Health Science Building –E-Wing
University of Saskatchewan
Peter McKinnon (College) Building

Summer/Fall
University of Saskatchewan
Peter McKinnon (College) Building

Winter
Bessborough Hotel, Saskatoon, SK (Summer)
Bessborough Hotel, Saskatoon, SK (Winter)
Outline of Presentation

1. Acknowledgements:
   - STTI Conference
   - WNRCASN research funding

2. Background
   - Study Abroad Program
   - Formation of International Research Group (IRG)
   - Research Projects

3. Current Study: Impact of Study Abroad on Practice
   - Need/Purpose/Question
   - Mixed Method Study Methodology
     - Survey Participants
     - Qualitative: Interviews
   - Findings/Themes/ Benefits
1a. Acknowledgements

Sigma Theta Tau International
Honor Society of Nursing

STTI Conference
1b. Acknowledgements

Western and North-Western Region Canadian Association of Schools of Nursing (WNRCASN)

WNRCASN Nursing Education Research Award (annual)

- To support the research activities of WNRCASN members who wish to investigate issues related to nursing education
2. Background

- History of Study Abroad Program
- Formation of International Research Group (IRG)
- Research Projects
Background- History of Study Abroad at CoN

- 1998–Study Abroad Program started at the College of Nursing.
- 294 outgoing U of S nursing students (Since 1998)
- 44 incoming nursing students
- 10% of enrollment in the senior year of the undergraduate nursing program apply for this opportunity.

- The CoN invested in study abroad for over 18 years believing the benefits are realized in how these experiences impact on future nursing practice, including caring for increasingly diverse populations with complex global health issues” (Kent-Wilkinson et al., 2015).
International Research Group (IRG)

IRG formed in January, 2013

- Group of faculty with interest in International education
- Some but not all faculty facilitators for study abroad placements
- Decided as a group, what research could be done
- Little if any funding in this area
- Literature Review

Research Projects
2. Impact of Study Abroad on Nursing Practice (Mixed Methods) 2016
3. Future Research- Replication in Australia (2017) (pending)

Publications and Presentations
- Oral papers & Posters = 20
- Publications = 1, 2 in draft
- Grants= 1 successful, 3 unsuccessful
3. Current IRG Study

“Long term impact of study abroad in undergraduate nursing education on RN nursing practice.”
Need for the Study

• University study abroad experiences have been found to positively impact participating student’s career path, world-view, and self-confidence.

• Studies have reported on the positive short-term impact on nursing students participating in study abroad experiences including developing cultural competence, and growing personally and professionally.

• Little is known about the long-term impact of study abroad experience on nursing practice.
Need for Research on Long Term Impact on Nursing Practice

Identified in the literature by several authors:

- Kokko’s (2011) systematic literature review found a gap related to how skills acquired in study abroad experiences influence nursing practice and the care provided.
- Aseno et al (2013) also called for more research exploring the long term impacts, including how students have applied their learning in their home communities.
- In Canada, empirical evidence, particularly on the long term impact, of study abroad conducted after the students have graduated and entered nursing practice is lacking.
Research Question

- What is the long term impact of student abroad on nursing practice from the perspective of alumnae nurses who had the experience of study abroad during their undergraduate nursing program?
Purpose/Objectives of the Study

• To explore the self-reported impact of undergraduate nursing students’ study abroad educational experiences on subsequent nursing practice;

• To justify costs to students and time invested by programs and faculty through evaluation outcomes to the nurse as a practitioner, and to the College of Nursing.

• To determine whether those outcomes are significant to the Canadian healthcare system.
Definition: Study Abroad Experiences

- Study abroad refers to a broad range of credit-granting programs, courses and learning experiences that take place internationally (University of Saskatchewan, 2014).
- Almost fifty percent of nursing programs in Canada have a study abroad program (Hoe Harwood et al., 2009).
Current International Placements
2003-2016

Australia
Philippines
Finland
Tanzania
Previous International Placements 1998-2008

*Single arrow indicates one way placement

**Double arrows indicate reciprocal exchange

South Korea*
Daegu, South Korea 2008

Australia*
Northern Queensland, 2005

India*
Chennai, 2000-2009

Mozambigue*
THRP, 2003-2009

Niger*
Manica Province, 1998-2008
Current Study Abroad Placements 2009-2015

- **Philippines***
  - Quezon City, Philippines
  - 2009-Current

- **Australia **
  - Adelaide, Australia
  - 2008-Current

- **Finland **
  - Helsinki, Finland
  - 2003- Current

- **Tanzania***
  - Arusha, Tanzania
  - 2012-Current
Study Design

- A mixed method study
- Survey of categorical, structured and open-ended questions designed to elicit narrative responses;
- Survey on Campus lab (online survey tool)
- Additional individual interviews were conducted to further capture rich data.
Data Collection: Participants

- 168 RN alumnae were contacted through Advancement

- Participants were Alumnae of the Study Abroad Program at the College of Nursing (CoN), University of Saskatchewan

- Contacts were limited to those who went between 2008 and 2015

- 35 (21.7%) completed the survey

- 13 alumnae RNs additionally agreed to participate in a follow-up interview 13/35 (37.04%)
Data Analysis

- Interpretive description qualitative methodology (Thorne, 2008; 2016) to analyze the comments to the open-ended survey
- Descriptive statistics to report findings from the categorical questions.
Findings/Early Themes: Impact of Study Abroad Experiences

1. Personal and professional growth (travel; nursing practice)
2. More understanding or sympathy/patience for newcomers
3. Growth in the process of cultural sensitivity/competence/safety
4. More of a global perspective (not just one way of nursing practice)
5. Broader knowledge of cultural and health care system differences
6. Relationships-ongoing with student cohort from Australia and Canada, and host/home facilitating faculty
Benefits to the Future of Nursing Education

1. Preparation for providing care to economically and politically diverse populations;

2. Creation of more culturally sensitive professionals;

3. Acquisition of global context skills;

4. Stronger partnerships with international counterparts; and

5. Enhanced global research profile.
Conclusion

Study Abroad Experiences: Vital to shaping the future of nursing in Canada and globally.
Thank you

Any Questions?
References for Presentation


References for Presentation


Abstract -

Title:
Long-Term Impact of Study Abroad In Undergraduate Nursing Education on RN Nursing Practice

Brief Description
Few other experiences in life net such a positive and sustainable impact as study abroad experiences in university programs. Is this true as well for nursing students? Has there been a long-term impact on nursing practice? Our mixed method study asked alumnae nurses this important question, revealing captivating self-reports. [49 words]
Abstract STTI

Studying abroad, and its impact on future nursing practice, is a subject with a worthwhile but limited body of research. Nursing education and practice are challenged with meeting the demands of an accelerated pace of globalization, an expanded emphasis on international health concerns, and the need for care provision to increasingly diverse populations both locally and globally. Given these trends, culturally competent nursing practice, informed by a global perspective, is essential. One way nursing education addresses these learning needs is by creating international clinical experiences for students to increase their knowledge and understanding of differing cultures, health problems and health care systems. **Research question:** This paper will report on the question of what is the self-reported impact of the international education (study abroad) experience on nursing practice, from the perspective of alumnae registered nurses (RNs) in the last eight years, who had a study abroad clinical placement as part of their undergraduate nursing program. **Participants:** One hundred, sixty-eight RN alumnae of the International Study Abroad Program (ISAP) at the College of Nursing (CoN), University of Saskatchewan between 2008 and 2015 were contacted, 35 (21.7%) completed the survey, and 10 alumnae RNs additionally agreed to participate in a follow-up interview. **Study design:** A mixed method study included a survey of categorical, structured and open-ended questions designed to elicit narrative responses; additional individual interviews were conducted to further capture rich data. **Data analysis:** Interpretive description qualitative methodology analyzed the comments to the open-ended survey and interview questions, while descriptive statistics were used to report findings from the categorical questions. **Purpose of the study:** The purpose of the study was to explore the outcomes or self-reported impact of undergraduate nursing students’ study abroad educational experiences on subsequent nursing practice, and whether those outcomes are significant to the Canadian healthcare system. Costs to students and time invested by programs and faculty need to be justified by beneficial outcomes to the nurse as a practitioner and to the system as a whole. [322 words]
References STTI abstract


