

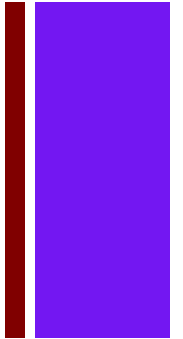


Kim Kintz, DNP, ANP-BC, RN
Karen Falkenstein, MPH, BSN, RN
Henny Breen, PhD, RN, CNE

Cross-Cultural Service Learning



Why Research Service-Learning?



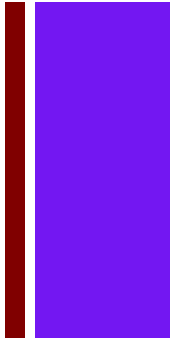
■ Underlying Assumptions

- Collegial connection involves student-to-student bridging and institutional bridging
- When students, across cultures, work together on meaningful service learning – they create lasting partnerships for change
- Started with theory that engaging RN students in service learning experiences early in their formation will lead to more RNs working in underserved care delivery environments.
 - Public Health
 - Global Health
 - Community Health Department
 - Correctional Health
 - Marginalized/Underserved Populations



Research Study

Enhancing Student Perceptions of Nursing Practice and Career Goals



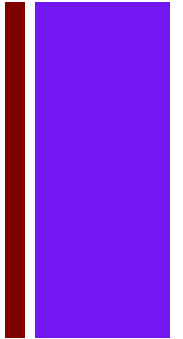
■ Research Team

- Kim Kintz, DNP, ANP-BC, RN (Linfield College SON)
- Henny Breen, PhD, RN, CNE (Linfield College SON)
- Karen Falkenstein, MPH, BSN, RN (Health Bridges International)
- Wayne Centrone, MD, MPH (Health Bridges International)
- Eric Einspruch, PhD (Independent Consultant)
- Sonia Núñez Chávez PhD, RN (Universidad Católica Santa María, Perú)
- Maria del Pilar Borja Vizcarra RN (Universidad Católica Santa María, Perú)



Research Study

Enhancing Student Perceptions of Nursing Practice and Career Goals



■ **Purpose**

- Explore how cross cultural service learning influences student perception of nursing practice & future career goals

■ **Working Hypotheses**

- Undergraduate nursing students exposed to inter-cultural service learning will demonstrate a professional commitment to working with underserved and marginalized populations
- The impact of service learning will influence both U.S. and Peruvian nursing students career perceptions

■ **Study Design**

- Data collection at baseline, 3-months, 5-years
- Pre-survey and initial journal entry completed about 2 months prior to start of January term abroad
- Journals completed during service learning in Peru with a final journal
- Post-survey completed after service learning in Peru

Key Components: Partners/Resources



Health Bridges
International





Process for Partnership

Linfield College School of Nursing

■ Health Stewardship

- Social justice
- Responsive to the needs of the global community

Health Bridges International

■ Building Bridges & Advocacy

- Training
- Consulting
- Connecting
- Serving

Universidad Católica de Santa María

■ Social Responsibility

- Based on principles and values to train leaders
- Oriented to sustainable development



- Healthcare is a fundamental right
- Respect for multiple perspectives
- Advocate for vulnerable populations
- Collaboration
- Evidence Based Support



Enhancing Student Perceptions of Nursing Practice and Career Goals

- Cross-cultural exchange about nursing in both countries
- Facilitated dialogue focused on nursing as a profession
- Service learning focused on impact of working with underserved and marginalized populations





Enhancing Student Perceptions of Nursing Practice and Career Goals



- Co-facilitated health talks
- Inter-collegial exchange and dialogue (i.e., social time)
- Faculty exchange and dialogue





Enhancing Student Perceptions of Nursing Practice and Career Goals

Co-planned and co-facilitated community health fairs

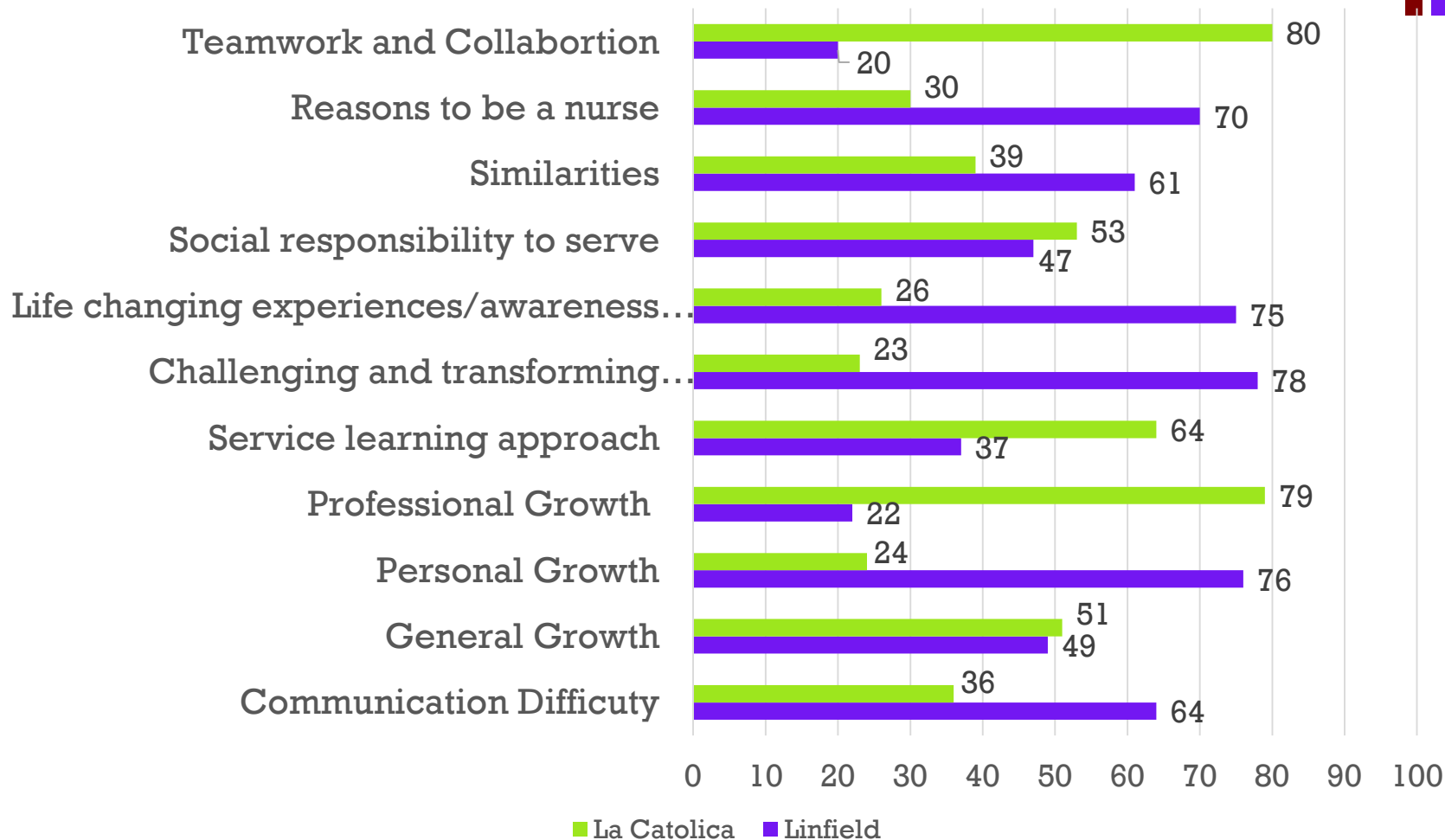




Research Findings



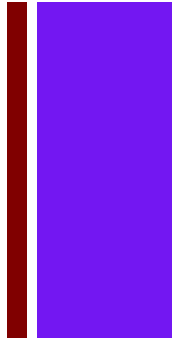
Service Learning Research





Research Findings

Enhancing Student Perceptions of Nursing Practice and Career Goals

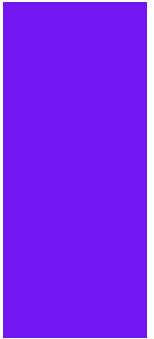


Common themes found in student journals:

- Similar passion toward social responsibility to serve (53% Perú v. 47% U.S.)
- Challenging and Transforming Assumptions (23% Perú v. 78% U.S.)
- Growth
 - Personal (occurs on a broad continuum - short term) (24% Perú v. 76% U.S.)
 - Professional (connected to experiences - long term) (80% Perú v. 20% U.S.)



Student Perceptions of Nursing Practice and Career Goals

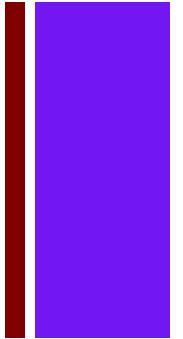


- “I have [also] learned that just feeling bad for the people that are less fortunate won’t help them unless you act on it.”
- “One of the biggest things that I learned about myself throughout this experience is the value of vulnerability and authenticity. Because when I made a conscious effort to be vulnerable and authentic I leaned and grew the most.”
- “As Dr. Wayne told us during one of his many inspirational stories, once the curtain is pulled back you can never forget what you have seen. This is the perfect analogy for this experience, because I know that I will never forget what I saw or learned while in Peru.”
- “....build friendships that I will never forget, because I am quite sure that in the short time we shared with them, we gained trust in one another.”



Key Research Findings

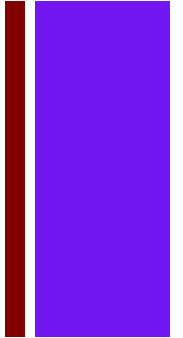
Enhancing Student Perceptions of Nursing Practice and Career Goals



- Students gained valuable insights into the culture and dynamics of nursing in another country
- Students learned cultural and professional humility from their professional and personal interactions
- Students identified informal pathways for supporting one another (e.g. Facebook, correspondence exchange, curriculum sharing, etc.)
- Students considered ways to formally support further exchange and professional development
- Understanding the cultural differences of students is critical



Future Goals



■ **Complete Research**

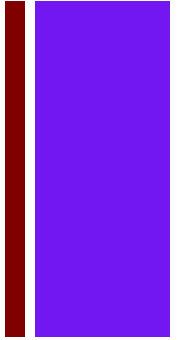
- Develop Phase III (Jan. 2019) protocol with clear vision toward publication and dissemination of data sets
- Data collection – 2021, 2022, and 2024

■ **Professional Dissemination**

- Present findings at nursing, service learning and social justice conferences
- Submit for publication



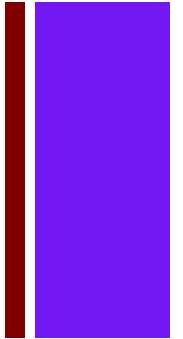
Secondary Impacts



- **Expanded collaboration between U.S. and Peruvian institutions**
 - Faculty sabbatical
 - Inter-collegial exchange
 - La Católica service learning trip to the States
- **Cross cultural exchange for RN students to invest more time in learning about working with marginalized and underserved populations**
 - Certificates for student participants
 - Lecture series with HBI



Questions to Consider



- How can research better inform service learning for health professionals?
- What is the role of institutional partnerships in advancing nursing and health professions education globally?
- How can inter-collegial, inter-cultural exchange create greater opportunities for expanded outreach to underserved populations (in the U.S. and around the world)?
- What is next for research and evaluation of service learning in nursing and health profession training programs?



Learn More & Stay Connected

Health Bridges International



- **Website:** www.hbint.org
- **Email:** Info@HBInt.org
- **Twitter:** @HealthBridges
- **Instagram:** healthbridges
- **Facebook:** Health Bridges International, Inc.





Learn More & Stay Connected
La Universidad Católica Santa María, Perú



Website: www.ucsm.edu.pe

Facebook: [@ucsm.edu.pe](https://www.facebook.com/ucsm.edu.pe)



Learn More & Stay Connected

Linfield College Good Samaritan School of Nursing



Website:

www.linfield.edu/portland/nursing.html

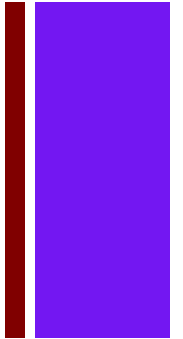
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