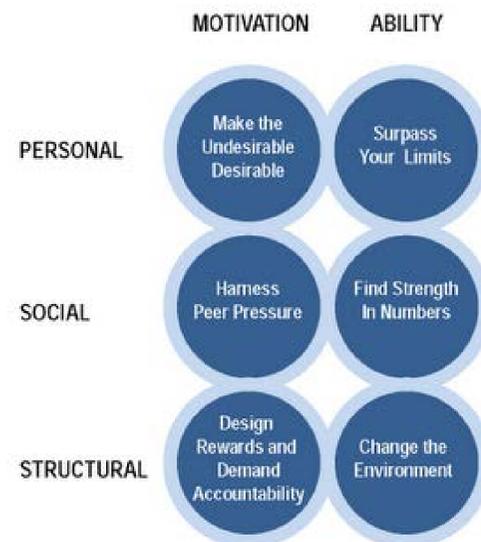


## Introduction/Background

This Midwest University was charged to decrease credits needed for a BSN degree in order to remain competitive, while meeting university-wide and school of nursing program outcomes that include concepts of global health, cultural diversity, inter-professional education, and service learning (Baum, Kurose & McPherson, 2013; Tanner, 2013). The NLN demonstrated that curricular framework must avoid content isolation, and instead integrate concepts to improve learning effectiveness (Schug, 2012). The Essentials of Baccalaureate Education for Professional Nursing (AACN, 2008) indicted a minimum skillset for entry into practice includes foundational knowledge regarding the interdependence of multiple disciplines needed to improve outcomes in global health and caring for diverse populations. Short term study abroad courses have shown promise in meeting multiple learning objectives while integrating several concepts (Ballestas & Roller, 2013; Wagner & Christensen, 2015). **“Things are far easier to change than people”** (Grenny, Patterson, Maxfield, McMillan & Switzler, 2013, p. 285).

## Purpose

The leadership journey was guided by the application of the Influencer Change Model to create a study abroad course that met learning objectives for multi-disciplinary students across the university. Leadership skills were applied to facilitate the adoption and implementation of the course in collaboration with a Costa Rican university.



## Methods: Application of the Influencer Model

**Personal Motivation:** Select faculty were chosen to visit the Costa Rican (CR) university. Trip leaders were able to bring family and are provided recreational tours to engage them in the local community and culture.

**Personal Ability:** Faculty identified opportunities for an abroad course that could meet both graduate and undergraduate cultural course requirements. An easy “ticket system” was created to document practicum hours for students to use toward future coursework.

**Social Motivation:** Discussions began with administration & faculty. Faculty were trusted with curricular changes and interprofessional relationships were established. Other university programs/schools were apprised of the opportunity.

**Social Ability:** Select faculty presented potential curricular changes to the school of nursing faculty. Trip leaders & students will share their study abroad experience through post-trip presentations.

**Structural Motivation:** Multiple learning objectives will be met across programs & fulfill several program accrediting body expectations. The CR university will provide ground transportation, living arrangements, and most meals to trip leaders and students. Grant proposals are underway.

**Structural Ability:** The CR university over 10 years, established relationships with other U.S schools & collaboration efforts to ensure meaningful, relevant learning experiences. Reliable internet access & comfortable living accommodations. Excellent network opportunities for trip leaders around the globe.



## Results

The school of nursing agreed to trial the curricular change during the summer of 2018. Undergraduate and graduate students will travel together to Costa Rica where they will attend didactic sessions and complete practicum hours in service learning projects. Each student will stay with a host-family, immersed in the foreign culture for three weeks. Other university programs will be added in the coming years. As more faculty travel to the country, the number of courses will grow, as will cultural experiences for students.



## Challenges

Institutional changes have prevented the EEAI scholar from assuming an administrative position at this time. Study abroad trip proposals are expected one year before travel; therefore, the process is slow. Eyewitness experiences for change stakeholders takes time and resources. As more faculty travel to the country, it is expected that more courses and programs will approve the integration.

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