MAKING ROOM IN THE CIRCLE FOR UNDERREPRESENTED STUDENT GROUPS:
DEVELOPING A SEMESTER-LONG, PRACTICUM-BASED PROGRAM ABROAD FOR U.S. NURSING STUDENTS

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Session outline

- This session is designed to accomplish the following:
  - Provide a context for the set up and development of programs for non traditional study abroad
  - Model & theory : Curriculum Integration referencing the Minnesota Model
  - Offer practical advice and learnings from our case study
  - Create a dialogue for sharing best practices among audience members
Mission Impossible

- The Challenge to send Nursing students on a practicum based semester abroad program
Factors for Success?

Our presentation proposes that to successfully enable non-traditional disciplines to develop study abroad programs these factors have to be present:

1. Strong Partnership
2. Faculty Engagement and Buy In
3. Site Visit
4. Curriculum Integration
5. Student/learning Outcomes
University of Minnesota

- One of the most comprehensive universities in the United States, offers educational opportunities in more than 370 fields of study on five campuses and is the state’s only major research and land grant university, highly ranked and competitive
- Established: 1851
- Land grant and Research 1
- Main campus for 5-campus system
- Over 47,000 students total
- Approx 31,000 undergraduates
- Tuition: (MN resident)17-18: $12,800, (non-resident): $25,000
- Diverse (approx 19% SOC)
- 70% from state of Minnesota
- Urban
- Learning Abroad Center – main ed abroad office, over 2000 students abroad yearly
University of Limerick, Ireland

• Established 1972
• Comprehensive University
• Campus based urban University
• Undergraduate: 11,444
• Postgraduate : 2,603
• Largest Erasmus programme in Ireland
• Over 1,500 International Students
• 2019 Irish University of the Year
1. Strong Partnership

- Most important factor
- Trust
- Aligned philosophies & pedagogies
- Proven track record
- ‘safe pair of hands’
- Balckum Award
2: Engaged Faculty & Advisors

- “The Power of One”
- Change focus from Curriculum Integration to Colleague Integration
- “you only need to start with one influential, motivated faculty member ... you only need to host one luncheon meeting to get a conversation going ... you only need to send one executive leader to visit your study abroad programs. You only need to send one influential faculty member to a CIEE, Forum or NAFSA to open their minds about the possibilities of study abroad and the broader field of international education” (Gayle Woodruff, U of M, 2009)
3. Curriculum Mapping: the Minnesota Model

- **Moving from The Power of One to the Power of Many!**
  - Plan – set goals, have a timeline, and envision the model as a strategy for internationalizing the curriculum
  - Partner – align the base of administrators, faculty, advisors, and study abroad providers
  - Educate – build knowledge among faculty, advisers, and staff
  - Evaluate – measure results and drive decisions based upon data
Curriculum Integration

- The model is more than a method for sending a larger number of students to study abroad. It is a model that seeks to change the culture of the university—to be one that is more inclusive of international perspectives, one that engages faculty in international education, and one that develops partnerships between the study abroad offices and the academic units on each campus. The Study Abroad Curriculum Integration initiative has provided a mechanism within which faculty, as well as academic advisers and other university professional staff, increase their knowledge about study abroad options in order to encourage more undergraduates to study abroad.
Adapting the model

- Organize Meetings with faculty members/academic advisers
- Develop major-specific advising materials
- Create new ways to publicize study abroad options
- Develop study abroad advising materials
- Meet with higher administration, executive level leadership
- Develop new study abroad options/programs
- Conduct needs assessment
- Develop new faculty/academic adviser training activities/workshops
- Develop an evaluation plan
- Organize program site visits for faculty and advisors
Is it worth it? YES!

- Within 15 year of adopting the model at U of M
  - For every faculty or advisor, there were 3 students who studied abroad (3:1 ratio)
  - 150% increase in study abroad
    - 31% compared to national average of 10%
  - Marked increase in faculty engagement
  - Increased focus on intercultural competences
  - Emphasis on developing learning outcomes
  - Increased interest in placing study abroad into an international curricula for undergraduate students that develops their global and intercultural competencies, regardless of type of experience students engage in.
Origin of the Project

- US Department of Education capacity-building grant
- UMN School of Nursing had historically low numbers of students abroad on semester programs
- Nursing identified as an area of importance by the US Department of Education’s Title VI education abroad initiatives
- Part of nationwide trend towards greater study abroad participation in the Health Sciences.
- In 2005-06, 4.1% of US study abroad students were Health Sciences majors (approx. 9900 students total). In 2016-17, participation increased to 7.1% (approx. 23,600) making it the fastest growing academic subset over that period of time (Open Doors).
The view from the professionals

- A focus on global health concepts in educational programs has the capacity to increase students’ cultural competence, their likelihood of working with underserved populations, their awareness and sensitivity to healthcare cost issues, and their understanding of national health problems through comparative study. (Johanson, 2017).

- An increasing number of healthcare corporations are looking for candidates who have the ability to communicate and work with people from various cultural backgrounds.

- Having a broader world perspective provides for greater depth of understanding of global health challenges.

- Employers increasingly seek graduates who have studied abroad...such students are likely to have competencies employers value highly, such as cross-cultural communications skills, analytical skills, flexibility, resilience, and the ability to adapt to new circumstances and deal constructively with differences. (Bradshaw & Hultquist, 2017).
**Timeline**

- **June 2015**: UL Nurses attend NAFSA
- **March 2016**: Students start Study Abroad!
- **June-Aug 2016**: Grant submission (unsuccessful)
- **June 2017**: U of M Nursing site visit to UL
- **Sept 2018**: U of M Nursing site visit to UL
- **June 2017**: In house discussions & Skypes
The Direction?
Key Faculty Stakeholders

University of Limerick – Dept. of Nursing & Midwifery
- Head of Department
- Department of Nursing & Midwifery Internationalisation Committee
- Course Director/Lead of Internationalisation
- Allocations officer

University of Minnesota – School of Nursing:
- Dean, School of Nursing
- Associate Dean of Academic Affaires
- Director of Global Health – School of Nursing
- BSN Program Director
- BSN Academic Advisor
Internationalizing Nursing

- Liberal Education Requirement
- Short term
- Faculty led
- On campus courses
Promotion of the Program

- Program Director and LAC Program Director made visits/announcements during to classes, inviting students to attend Information Sessions
- Initial General Information Meeting
  - 80 students attended across Yr1 and Yr2 students
  - Fall 2017
  - General overarching details of the semester had been developed
- Flyer developed
- Follow- up meeting to discuss application process
  - Panel of students who had studied at UL were present (non-nursing majors)
  - Spring 2017
U of MN Application Process

- Learning Abroad Center Process
- School of Nursing added:
  - 2 essay questions related to their interest in studying nursing abroad
  - a letter/form of support from a clinical faculty who had evaluated the students’ clinical performance
  - Nursing faculty reviewed applications forwarded from LAC and made recommendations to LAC
Student Planning for Semester Abroad

- Meet with School of Nursing Academic Advisor
  - Meet early in the program/ideally Yr1
  - Develop a plan so that all college/liberal education requirements for graduation are met

SO THAT...

_The student graduates ON TIME_
Bachelor of Science in Nursing Guide  
University of Limerick: Senior Year Alternative Plan

This curriculum guide may be subject to change. Please contact your BSN Academic Advisor for questions regarding course planning.

*Starred courses are online and may require work throughout both Fall and Spring semesters.

<table>
<thead>
<tr>
<th>FALL SENIOR YEAR - UNIVERSITY OF LIMERICK</th>
<th>SPRING SENIOR YEAR</th>
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<tbody>
<tr>
<td>NURS 4703 Specialty-Focused Clinical I</td>
<td>NURS 4777W Major Project: Thesis</td>
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<td>NURS 4704 Continuum of Care</td>
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<td>NURS 4402 Taking Ethical Action</td>
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<td>NURS 4706 Nurse in Transition to Practice*</td>
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<td>NURS 4707 Nursing Leadership: Professional</td>
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<td>Practice in Complex systems</td>
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<td>NURS 4705 Specialty-Focused Clinical II</td>
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<td>Total Credits:</td>
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The Journey
# Mapping the classes

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<tr>
<th>University of Limerick</th>
<th>University of Minnesota</th>
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<tbody>
<tr>
<td>NM4087 Person Centred Nursing in Acute Complex Care</td>
<td>NURS4701/4703 Specialty Care of the Complex Patient</td>
</tr>
<tr>
<td>NS6141 HealthCare Collaborative Practice</td>
<td>NURS4704 Continuum of Care</td>
</tr>
<tr>
<td>NM4091 Philosophies Underpinning Person Centred Nursing</td>
<td>NURS4402 Taking Ethical Action</td>
</tr>
<tr>
<td>Two other modules also taken from any other faculty at the University of Limerick to support students e.g. Irish Folklore; Irish Music &amp; Dance; International Practicum etc</td>
<td>Liberal Education Requirements to meet University graduation requirements</td>
</tr>
<tr>
<td></td>
<td>NURS 4777W Major Project Thesis*</td>
</tr>
<tr>
<td></td>
<td>NURS 4706 Transition to Practice*</td>
</tr>
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*Student will take these course Spring semester after the UL semester along with the scheduled Spring U of M - SoN required courses.
Challenges

• Scheduling
• Timing of clinical placements
• Module mode of delivery & assessment
• Balancing student expectations
Key Class: Clinical Placements

Irish system

- ‘Clinical placement forms the central focus of the profession and is an integral component of the educational programme’ (Nursing & Midwifery Board of Ireland, pg. 5, 2015)
- Patient and student nurse safety to the fore at all times
  - All students must meet occupational health screening and Garda clearance
  - CPR training
  - Manual handling

American system

- The curriculum includes planned clinical practice experiences that:
  - Enable the student to integrate new knowledge...
  (Commission on Collegiate Nursing Education, Standards for Accreditation, pg. 16, 2018)

Student Compliance requirements to assure safety and meet clinical site regulations:

- State and/or Federal background check
- Immunizations
- Screening (TB)
- CPR Certification
Clinical Placement Sites!
Clinical Placement Sites

- NS6141 Healthcare Collaborative Practice module aims to provide learning opportunities for students in practice and integrate theory and understanding of practice experiences.
- St. Johns Hospital [https://www.stjohnshospital.ie/](https://www.stjohnshospital.ie/)
  - Medical Assessment unit (MAU)
  - Local Injury Unit (LIU)
  - Surgical day ward
  - Pre – op assessment unit
  - Theatre
- Milford Care Centre [https://www.milfordcarecentre.ie/](https://www.milfordcarecentre.ie/)
  - Nursing home
  - Palliative care setting
1st day at Department of Nursing & Midwifery UL
Stage 4: Learning Outcomes & Feedback

Quality Initiative:
- Ethical Approval
- Interviews
- Focus Groups
- Portfolio work
Student Quotes from Portfolio

- ‘Learning for myself rather than the exam’
- ‘Adjusting to an entirely new academic style different to home University is challenging’
- ‘I Learned the importance of self – care’
- ‘Mindset of being a life-long learner’
Personal Development Journey

Bloom for Yourself by April Green
I have bloomed and
Flowered
A thousand times in
this lifetime
(Even when my roots
were damaged)
Because I let the dying petals fall
Student Quotes

- ‘I have learned to embrace and appreciate the uncertainty’
- ‘Be more spontaneous’
- ‘Say Yes’
- ‘I have become more independent, acquired knowledge, clarified my values and achieved greater self-awareness’
- ‘Out of my comfort zone but I learned to adapt and be successful skills I would not have learned otherwise’
Reflecting Mode
UM Student feedback

- “My problem solving skills were improved, and my...critical thinking in a nursing and personal setting has improved. Studying at the University of Limerick exposed me to nursing courses that have an emphasis on case studies and discussion, and having more practice working through patient scenarios improved my problem solving.”

- “Everything in America is geared towards exams, while at University of Limerick, knowledge is to prepare student nurses for practice. There is also a lot more discussion and thinking aloud in Limerick classrooms, and with time I hope to be more familiar with this type of learning.”

- While studying nursing in Limerick, Ireland, I was learning from nurses and physicians from varying parts of Europe and the Middle East. I was able to study a different health care system, and learn how patient centered care is provided in a different cultural environment. This opportunity increased my adaptability as a future nurse, widened my perspective and worldview, and enhanced my ability to communicate with and care for patients from a different culture. I will be better able to function in a culturally diverse healthcare team, and embody the value of inclusivity, and provide optimum care to all patients.”
Student Reflections

- The learning was different - case studies and one big paper at the end - I learned a lot.
- Reflective learning was emphasized.
- They (UL students) thought we knew so much about physiology but they knew so much about communication and other areas that I could learn from.
- The health care was so connected to the community.
- This experience will make me a better nurse.
- I was challenged by some of the basics, finding the bus and I was able to!
- I met knew people from all over the world who I still contact.
- I learned a lot about Ireland, the history and traditions.
Feedback from UL Faculty & Clinical Placements

- Really valued the UM Students!
- Extremely positive
- Recognised eagerness of students
- Professionalism of students
- Commitment of students
- Hospital staff willingness to take students for further days on placement and help in any way.
Faculty reflections on the program

- **UM/Home college reflections**
  - Collaborating with UL was beyond our expectations; it was amazing!
  - Helpful discussion of what could be offered early on (via Skype)
  - The underlying philosophy and teaching in both programs was similar
  - Clinical experiences were able to be meet the needs of our program
  - Students could integrate into UL life and classes

- **UL/Host college reflections**
  - An open approach from UMN - enthusiasm and commitment evident over and above from UMN made this the best possible experience
  - Curriculum mapping between institutions complex and even more so when taken internationally
  - Integration of students on campus
  - Trust
Key Takeaways from Nurses

- Talk, talk, talk...
- This worked because of the people involved and their commitment to this initiative
- This process takes time
- Start with small numbers
- Work with your internationalisation department – experts in their area
- Encourage student engagement in clubs and societies on campus and living on campus all ensure a smoother transition
Key takeaways from the Education Abroad Office

- Listen, listen, listen...
- No meeting is a waste of time
- Don’t underestimate the ‘Power of One’
- Show faculty how it can be advantageous,
  - Intercultural competences
  - Recruiting opportunities
- Flexibility: both parties will need to make accommodations
- Be persistent and patient, it can take time!
- Timing
  - Right time?
  - Length of time to set up
Best Practice

- **Standard 4**: Student Selection, Preparation, and Advising: The organization maintains fair and ethical recruitment and selection processes, adequate student preparation and advising, and ongoing student support.

- **Forum on Education Toolbox: Curriculum Integration & Major Advising**

- [https://umabroad.umn.edu/professionals/curriculumintegration/majoradvising/key-resources-for-developing-major-advising-pages](https://umabroad.umn.edu/professionals/curriculumintegration/majoradvising/key-resources-for-developing-major-advising-pages)

- **Guidelines for Undergraduate Health-Related Experiences Abroad**

- [https://forumea.org/resources/guidelines/undergraduate-health-related-experiences/](https://forumea.org/resources/guidelines/undergraduate-health-related-experiences/)
Guidelines For Healthcare programs Abroad: Forum recommendations

- a. Establish that the primary purpose of the experience is learning about health care and public health through observation (sometimes called shadowing), and that relevant and appropriate activities do not exceed the student’s education and training level.
- b. Engage with and recognize existing health care and public health organizations on-site, including governmental and non-governmental agencies. Program development should empower, not avoid, ignore, displace, disregard, or circumvent those organizations and professionals.
- c. Collaborate and clearly articulate responsibilities of all involved organizations and institutions.
- d. Ensure that visual images and social media used in promotional materials and program information accurately represent the student experience.
- e. Ensure that the home institution, the coordinating organization and the staff of the experiential site understand each student’s capability and level of education, and provide a learning experience that is appropriate to that level. Provide this information concisely, and in the local language wherever possible, to all staff who may have contact with the students.
- f. Ensure the safety of the students and those with whom the students interact.
- g. Ensure that students are educated to understand the local history and culture that influence health care and public health and that students are prepared to function and interact appropriately with local practitioners and community members.
- h. Provide support for clear and efficient communication among the student, the experiential site, and the coordinating organization, and between the home institution and the coordinating organization.
- i. Ensure a safe space for both students and experiential site staff to report when students perform or are asked to perform activities that are out of scope of their education, training, knowledge, and skills.
- j. Ensure that research results, project reports, and audio/visual products meet ethical review, legal, and professional requirements. Provide credit and acknowledgment for local authors and contributors.
- k. Ensure that agreements are in place about the distribution of any final reports, etc. and provide reports back to coordinating organization and/or experiential site where possible.
Group discussions

- Are there other models?

- What have been some of your most successful strategies in facilitating non-traditional disciplines, & under represented groups abroad?

- What challenges have you encountered and how did you attempt to overcome those challenges?
Sources used

- Sources used
  - Forum on Education Toolbox
  - https://umabroad.umn.edu/professionals/curriculumintegration/majoradvising/key-resources-for-developing-major-advising-pages
- NAFSA publications
- AIEA & Darla Deardorff
- University of Minnesota resources

- https://umabroad.umn.edu/professionals/curriculumintegration/majoradvising/key-resources-for-developing-major-advising-pages