

Enhancing Nursing Global Health Competencies of Undergraduate Nursing Students through A Study Abroad Experience "Down Under"

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PROJECT DESCRIPTION & GOALS

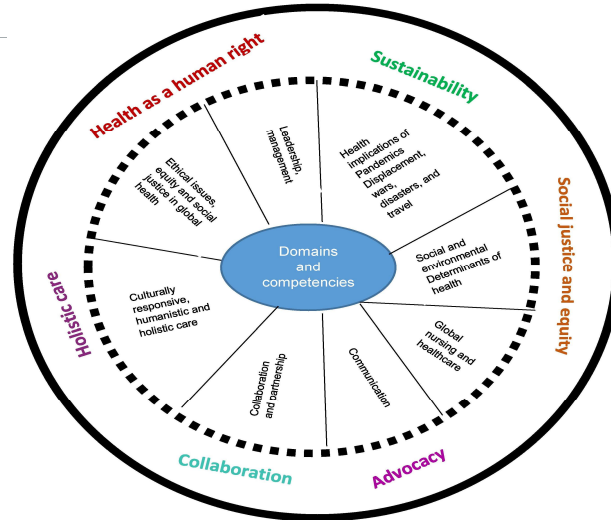
- Faculty-led study abroad experience for undergraduate nursing students lasting two weeks

Goals:

- To provide an immersive global health experience within the Australian Health Care system for undergraduate nursing students from School of Nursing, UNC-CH
- To analyze how student learning of specific global competencies aligned with the adapted Nursing Global Health Competencies Framework (NGHCF; Torres-Alzate, 2019)¹.



Adapted Nursing Global Health Competencies Framework (NGHCF; Torres-Alzate, 2019)



Methods

- Held an information session about the global health experience
- Interested students completed an application
- A separate faculty committee conducted purposive sampling to ensure maximum student diversity
- Students completed compliance requirements per the host university in Australia
- Our home university's Global Office coordinated group travel



Implementation

- Structured orientation with Australian university
- Introduction to Australian indigenous culture
- Classroom, simulation lab & clinical experiences for students
- Clinical experience @ both public and private hospitals
- UNC nursing faculty accompanied students to learning activities



Evaluation & Research (Pilot Study)

- On-site post conference discussions
- Virtual reflections via Padlet (100% participation)
- Obtained IRB exemption prior to survey
- After the experience
 - Retrospective pre/post data collection via voluntary, anonymous online survey (62.5% participation; n=5)
- Descriptive analysis of Qualtrics survey
 - 15 Likert type questions, 5 questions with free text responses
- Content analysis of Padlet reflections using the adapted NGHCF framework



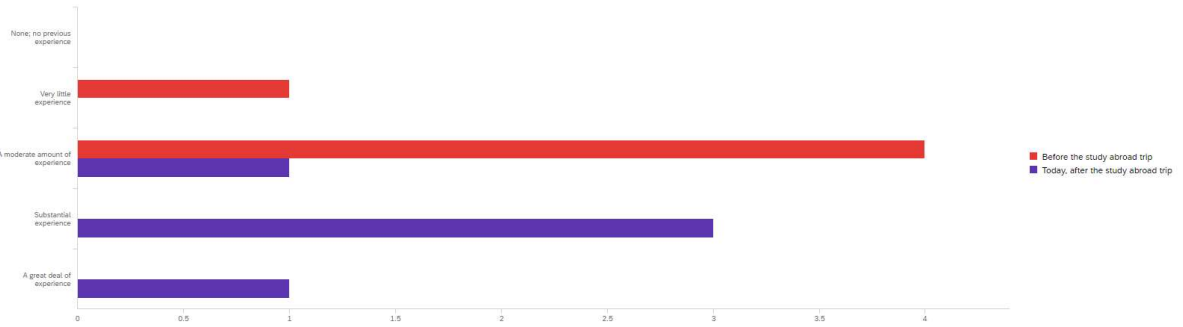
RESULTS

•Within the Adapted Nursing Global Health Competencies Framework

Holistic care: includes providing humanistic, compassionate, culturally responsive care

Q3 - Please indicate your amount of experience with how nurses provide holistic care from a global perspective.

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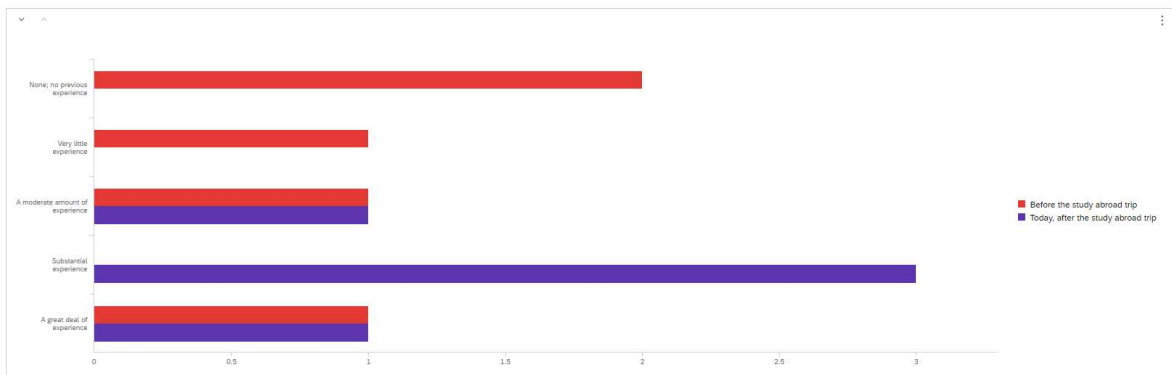


Within the Adapted Nursing Global Health Competencies Framework

Social justice and equity (Social Determinants of Health, Global Nursing & Healthcare)

Q10 - Please indicate your confidence in addressing social justice and equity across the US and Australia.

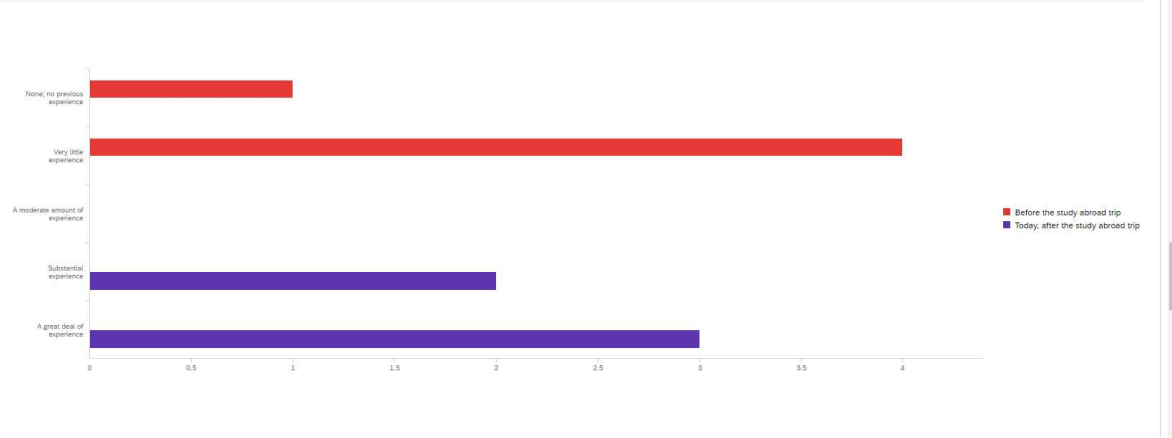
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Within the Adapted Nursing Global Health Competencies Framework Collaboration & Partnership

Q5 - Please indicate your amount of experience with inter-professional and academic collaboration across countries.

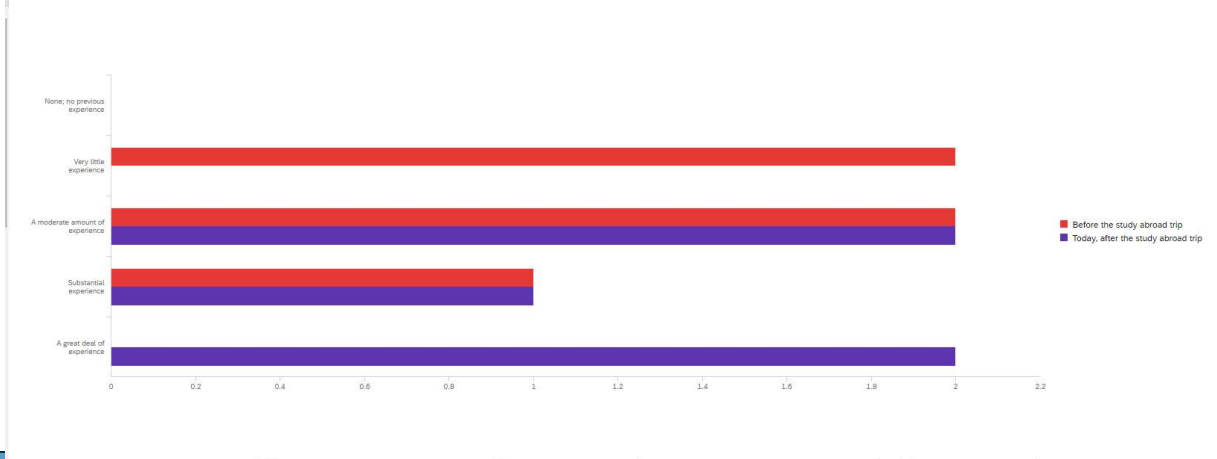
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Within the Adapted Nursing Global Health Competencies Framework Health as Human Right (Leadership, Advocacy, Ethical Issues)

Q6 - Please indicate your amount of experience with nurses advocating for patients and families across countries.

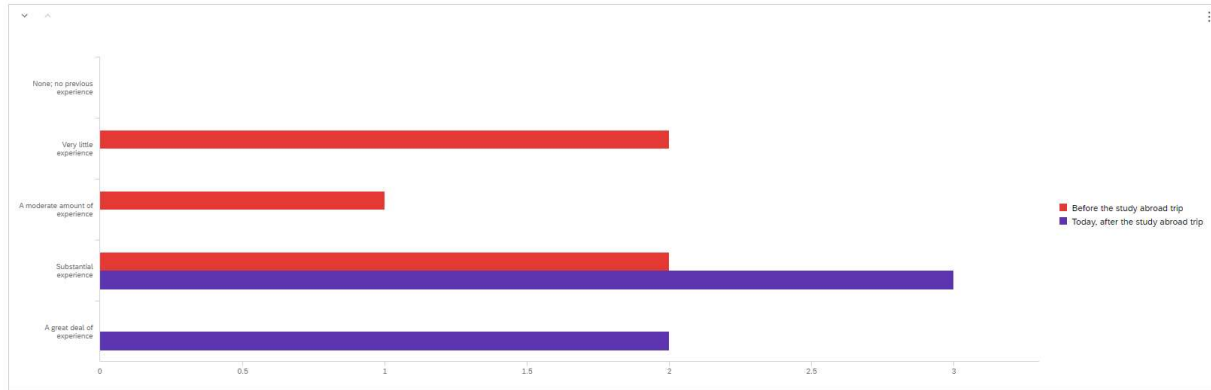
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Within the Adapted Nursing Global Health Competencies Framework Sustainability (Global Burden of Disease, Health Implications of Displacement)

Q7 - Please indicate your amount of experience with understanding the importance of a sustainable nursing workforce in a globalized world.

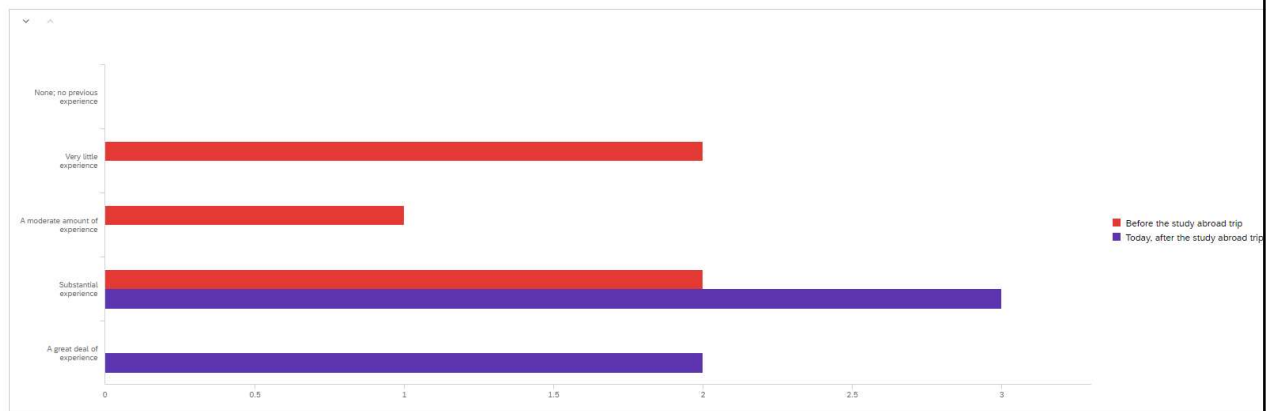
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Within the Adapted Nursing Global Health Competencies Framework Social Justice & Equity


Q7 - Please indicate your amount of experience with understanding the importance of a sustainable nursing workforce in a globalized world.

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RESULTS

- Content analysis process
 - Both researchers independently
 - Immersed themselves in the data
 - Identified and coded data using deductive coding² consistent with the adapted NGHSF Framework
 - Searched for domains of the framework
 - Kept codebooks
 - Reviewed and compared codes with respect to adapted NGHCF Framework
 - Note: pilot study so data saturation not obtained



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RESULTS

- Content Analysis of student reflections on Padlet and free text responses
- Both researchers individually coded and compared; observed similar codes consistent with domains of the adapted NGHCF Framework

| NGHCF Framework | Domain of the Framework | Exemplar Quote(s) |
|-------------------------|---|---|
| Social Justice & Equity | Social & Environmental Determinants of Health | <i>The thing that has stood out most to me over the first few days is the acknowledgement of Native Australian history and the land this city was built on top of. Every class/presentation seems to start with an Acknowledgement to Country that honors the tribes previously occupying the land. Rather than hide the history of the Indigenous population or suppress the wrongdoings of the colonizing people's, history stands at the forefront of recognizing Melbourne.</i> |

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RESULTS

| NGHCF Framework | Domain of the Framework | Exemplar Quote(s) |
|-----------------|---|---|
| Advocacy | Communication | <p><i>"Throughout my shift, my nurse did a wonderful job reflecting compassion and respect in every action she took. She was attentive to every patient's need and if she could not get to the patient right away, she would let them know that she will be back to see them. Any complaints or worries were answered and if she not could answer, she would escalate it to the charge nurse".</i></p> <p><i>"The thing I value most in nursing is being able to advocate for a patient."</i></p> |
| Holistic Care | Culturally responsive*, humanistic, and holistic care | <i>"Acknowledging the wrong doings and differences amongst us is the first step towards healing. This is a lesson that I will use in my future nursing practice. Acknowledging and respecting those differences will lead to providing quality and culturally competent care."</i> |

* Adapted from original framework wording of "Culturally competent"

RESULTS

| NGHCF Framework | Domain of the Framework | Exemplar Quote(s) |
|-------------------------|---|---|
| Health as a Human Right | Ethical issues, equity, and social justice in global health | <p><i>"One thing I do like about [Australia's] healthcare system is the universal component. Coming from a country where healthcare is expensive, complicated, and lacking in many areas, it is a breath of fresh air to see that people here get the help they need without it costing an arm & a leg."</i></p> <p><i>"The thing I value most in nursing is being able to advocate for a patient."</i></p> |
| | Leadership & Management | <i>"If this international experience has given me anything, it's an increased awareness of my actions, my environment, and my intentionality. Every nurse in the hospitals held themselves accountable for med checks, tasks, even treatment of other nurse's patients because they had less technology to do everything for them."</i> |



RESULTS

| NGHCF Framework | Domain of the Framework | Exemplar Quote(s) |
|-----------------|---|--|
| Sustainability | Health implications of pandemics, displacement, wars, disasters, and travel | <p><i>"You could easily say that this patient was not accepting of the help however, in class we learned that due to their culture aboriginal people put their community responsibilities first and above their health. Therefore, they couldn't stay in the hospital knowing they had responsibilities back home. This will be a lesson I will forever carry with me throughout my nursing career."</i></p> <p><i>"We have interacted with new ideas and ways of approaching education and healing; knowing the importance of continuous learning, we are excited to bring back and build on what we learn when we return to the US."</i></p> |



RESULTS

| NGHCF Framework | Domain of the Framework | Exemplar Quote(s) |
|-----------------|-------------------------------|---|
| Collaboration | Collaboration and partnership | <p><i>"I did see a lot of teamwork and communication through the interactions of various healthcare workers."</i></p> <p><i>"The relationship nurses had with the doctors, charge nurse, and nurse managers were very open and honest. The team was excellent."</i></p> <p><i>"The students and staff have been so welcoming and forthcoming with information about their systems. Likewise, students and staff are intrigued to learn about our systems in America so both groups are really learning from each other"</i></p> |



OUTCOMES AND IMPLICATIONS

- Highly impactful experience to promote global health competencies within the adapted NGHCF framework
- Student appreciation for health equity, health promotion, and health care systems in both countries was obvious
- An opportunity to learn about social justice in Australia and health outcomes
- Comparison of similarities and differences in the role of nurse across the globe
- Interprofessional collaborations prominent
- Nurse leaders should include global health experiences in nursing curriculum to help students gain skills necessary to provide culturally responsive care as future nurses
- **Nursing faculty should consider theoretically grounded global learning experiences.**



Barriers and Facilitators of the experience

- **Barriers**
 - Adjustment to different time zones
 - Limited time to plan and implement the experience
 - Limited university resources
 - Small numbers of student participants = small N
- **Facilitators**
 - Previous collaborations between SON, UNC-CH and ACU
 - Exposure to an international nursing curriculum addressing social justice, equity, and Indigenous people's health



Future directions

- Move beyond the pilot phase
- Explore the utility of the NGHSF to plan, execute, and evaluate multiple study abroad experiences with larger number of students and more international partnering schools
- Development of a true pre / post design to better measure outcomes
- Consider the use of focus groups for more in depth qualitative data analysis



REFERENCES

1. Torres-Alzate H. (2019). Nursing global health competencies framework. *Nursing Education Perspectives*, 40(5), 295–299.
<https://doi.org/10.1097/01.NEP.0000000000000558>
2. Bingham, A.J., & Witkowsky, P. (2022). Deductive and inductive approaches to qualitative data analysis. In C. Vanover, P. Mihas, & J. Saldaña (Eds.), *Analyzing and interpreting qualitative data: After the interview* (pp. 133-146). SAGE Publications.

