International Clinical Experiences for Required Clinical Contact Hours

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Study Purpose

The purpose of this project was to describe the nature of international clinical experiences (ICE) for credit toward major in US schools of nursing and to describe schools’ understanding of their state BON regulations related to these programs.
A survey was sent to administrators (deans and/or directors) of all pre-licensure RN programs in the United States.

Approximately one-fourth of the 900 respondents indicated their programs included ICE, which were primarily offered as elective/capstone courses in the junior or senior year.

Only 89 of the 900 schools indicated that ICE could be applied to required clinical hours.

More education and greater clarity regarding rules and regulations related to these experiences are needed.

Understanding similarities across BONs would help nursing school program directors, faculty, and individual BONs as they develop or expand this important pedagogical opportunity.
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Global Service Learning, International Clinical Experiences and Nursing Education
ANA PROVISION 9 OF THE CODE OF ETHICS FOR NURSES:
Need for the nursing profession to address national and global health concerns as well as be involved with shaping policies through political action.

ESSENTIALS OF BACCALAUREATE NURSING EDUCATION:
Enter level community/public health nursing “delivers nursing and health care within the context of the global environment” (p12)

ASSOCIATION OF AMERICAN COLLEGES & UNIVERSITIES:
Through global learning, students should:
1. become informed, open-minded and responsible people who are attentive to diversity across the spectrum of differences
2. seek to understand how their actions affect both local and global communities, and
3. address the world’s most pressing and enduring issues collaboratively and equitably

Global Service Learning, International Clinical Experiences and Nursing Education
“Engage in a variety of activities to develop understanding of cultural differences and similarities about health and healthcare to improve ability to work with diverse and vulnerable populations... Participate in a cultural immersion experience.”

http://www.aacn.nche.edu/leading-initiatives/education-resources/competency.pdf
Matching Schools of Nursing Activities with Stated Professional Values
“Driving Forces, Obstacles and Opportunities”
McKinnon & McNelis
2011 NLN-sponsored research

Obstacles  Driving Forces & Opportunities

N= 487 schools of nursing
What We Learned: Driving Forces & Obstacles

Driving Forces
- Participant Outcomes
- School of Nursing Objectives
- Service to Partner Community

Obstacles
- Cost & Time
- Curriculum: Standardized & Available
- Logistics & Development
- Health & Safety
What We Learned: Opportunity

Provision of credit toward major emerged as the most impactful opportunity related to development of international clinical experiences.
What we still need to know

- What, when, where and how ICE occur
- Data to drive decisions about ICE and required clinical hours
Study Aims

- **Specific Aim 1**: Describe the nature of international clinical experiences for credit toward major in US schools of nursing.

- **Specific Aim 2**: Obtain information about US schools of nursing faculty understanding of their state BON regulations regarding international clinical experiences.
NCSBN-funded Survey:
A “snapshot” of what is happening in US Schools of Nursing
• Pilot survey
• PR materials
Study Sample

- Study sent to 2,015 deans or directors
- 900 (44.6%) Responses
Study Sample

- Study sent to **2,015** deans or directors
- 900 (44.6%) Responses
- 241 (26.8%) indicated that their prelicensure programs allowed for ICE
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- 900 (44.6%) Responses
- 241 (26.8%) indicated that their pre-licensure programs allowed for ICE

Programs Offering ICE (N=158)

- Pre-licensure BSN (Generic, traditional, entry level) 47%
- Accelerated/second degree 21%
- Masters entry 10%
- Associate Degree 10%
- Diploma 6%
- Associate 10%
- None Diploma 6%
- Other 6%
- None 0%
How do schools implement ICE?

The following results are based on the subsample of 168 respondents. The actual number of responses to each question varied.

- 89 (54.9%) responded that hours applied toward required BON clinical hours
- 34 (21%) responded that students can only use a portion of their international hours toward BON-required clinical time
- 39 (24.1%) responded that students cannot use any international hours toward BON-required clinical time
What level of students engage in ICE?

Freshman: 3%
Sophomore: 10%
Junior: 34%
Senior: 45%
Other (ABSN, elective, GRAD, MNS, MSN-DNP, RN-MSN): 8%

(Question asked as a check all that apply so does not equal 100%)
Most programs indicated that their course learning outcomes/objectives were **not** modified based on location.

Modification was reported by only 1 Associate, 14 BSN, 6 Accelerated and 1 Masters Entry.

14 respondents reported course objectives are not modified but students meet them in ways different than they might in the US.
Where in the curriculum so ICEs occur?

<table>
<thead>
<tr>
<th>Courses</th>
<th>Associate (n = 21)</th>
<th>BSN (n = 126)</th>
<th>Accelerated (n = 38)</th>
<th>Masters Entry (n = 27)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals</td>
<td>4</td>
<td>7</td>
<td>0</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Medical surgical</td>
<td>6</td>
<td>24</td>
<td>0</td>
<td>1</td>
<td>31</td>
</tr>
<tr>
<td>OB (Obstetrics)</td>
<td>5</td>
<td>21</td>
<td>1</td>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td>Peds (Pediatrics)</td>
<td>6</td>
<td>28</td>
<td>2</td>
<td>2</td>
<td>38</td>
</tr>
<tr>
<td>Psychiatric mental health</td>
<td>2</td>
<td>10</td>
<td>0</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Geriatric/long term care</td>
<td>3</td>
<td>9</td>
<td>0</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Community health</td>
<td>4</td>
<td>84</td>
<td>20</td>
<td>6</td>
<td>114</td>
</tr>
<tr>
<td>Leadership/management</td>
<td>4</td>
<td>7</td>
<td>2</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>8: electives</td>
<td>38</td>
<td>16: capstone</td>
<td>10: lifespan, residency, practicum</td>
<td></td>
</tr>
</tbody>
</table>
Who teaches ICE?

- Faculty from our school of nursing 123 (75%)
- We hire on-site faculty from our partner school of nursing 2 (1.2%)
- Both home institution and partner school faculty teach these courses 31 (18.9%)
- Other (please specify): 8
What is required of your faculty teaching international clinical nursing experience(s) (Select all that apply)

- Employee of our school: 133
- Contract with our school: 52
- Masters in nursing: 125
- Doctorate: 37
- Other advanced degree (please specify): 6
- Training in international program leadership (please specify): 28
What are the relationships and agreements with global sites?

<table>
<thead>
<tr>
<th>Relationships and agreements with global sites</th>
<th>Associate</th>
<th>BSN</th>
<th>Accelerated</th>
<th>Masters Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>A formal memorandum of understanding is signed by both partners specifying the components of the partnership/relationship</td>
<td>4</td>
<td>57</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>The partnership/relationship was developed based on a pre-existing relationship with a faculty member</td>
<td>4</td>
<td>47</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>The partnership/relationship was developed by one of our alumnae who holds a leadership position in the other country</td>
<td>0</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>We use a third-party vendor to arrange for this partnership/relationship</td>
<td>1</td>
<td>12</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
What are the barriers to ICE?

(Select all that apply)
There is no interest in international clinical coursework among our faculty.

Our students would not be interested in this option. Students cannot afford to go abroad.

Administration does not support international programs.

We don’t know how to go about developing an international program.

Our program focus does not include international content.

Such a course and/or clinical experience is not feasible within the financial constraints of our program.

Our school has never considered this option.

Our BON does not allow it.

Other (please specify)
What parameters and requirements have been delineated by the BON for international nursing clinical experience(s) to count toward required clinical hours?

- Faculty from home school of nursing must be on-site: 31
- Documentation regarding students’ ability to meet course objectives must be available for review: 44
- International clinical experiences must transfer to the provision of safe care in US nursing practice: 12
- All of the above: 26
What are SON faculty perceptions of the BON regulations related to ICE?
We have inquired and the BON informed us that they would not approve international experience for required hours.

Do not know: Never asked the question

Do not know: inquired but received no response from our BON

Never checked but believe these courses do meet our BON requirements for clinical experiences

Never checked but do not believe that our BON would approve international experience for required clinical hours

Requirements for host faculty (i.e., Licensure in our state, educational expectations, etc.) would preclude this type of program

Other (please specify)
Are faculty required to take additional preparatory coursework or program/s before teaching international nursing clinical experience(s)?

- Yes: 27%
- No: 73%

N = 156

Are students required to take additional preparatory coursework?

- Yes: 33%
- No: 67%

N = 158
Summary of Quantitative Results

70.6% of 241 respondents reported students receive credit toward major for ICE.

Credit toward required clinical hours?

- Yes: 55%
- No: 24%
- Partial Credit: 21%
67% require additional student prep. Only 27% require additional faculty prep.

ICE were present across content areas; besides the expected community health, ICE were integrated in peds, med surg and OB courses.
Qualitative Responses

“Other programs have informed us that the BON does not permit such experiences.”

“We are not sure our BON allows for this.”

“We have many global trips, but currently don’t have clinical hours associated with them.”

“We are seriously considering going abroad. Committee work has begun to assess and implement this option.”

“Our BON doesn’t regulate this issue. It is regulated at the University level.”

“It’s troubling that the state in which our school resides will not give credit toward community health/public health...Our students take international courses in spite of not being able to have these hours count toward community health. They just do the additional hours.”

“No restrictions identified at the BON level.”

“We are interested and are exploring how we can do this.”
Next Steps

• Interpret relevance of research results to development of ICE
• Disseminate information
• Identify ways of moving forward to empower SON in bridging the gap between philosophical and functional support of ICE
• Stakeholder Engagement
Stakeholder Engagement

- **Professional Nursing Organizations**
  - Work toward clarity & consistency re: approval of ICE for credit-toward major
  - Clarify terminology related to ICE
  - Develop standards & guidelines

- **Schools of Nursing**
  - Consider commitment to development of global citizens
  - Empower to engage in global partnerships

- **Faculty**
  - Offer training and certification

- **Students**
  - Address barriers to program participation

- **Global Partners**
  - Make a commitment to ethical, evidence-based partnerships
  - Commit to collaboration and capacity building in all global programs

- **OTHER**
QUESTIONS? COMMENTS?


References (Continued)


Murry, M. Interview, (2015). Retrieved from https://drive.google.com/folderview?id=0B3kcfXipGGtFkF1UnrcyZ2dQQUlOSzhfdGhsWTh1Z1RZaVYvVXdiWG41WkV6TGvQU3I1OXe&usp=s haring


Moving beyond good intentions
by supporting ethical, evidence-based
global humanitarian programs
around the corner and across the globe
Program Leader Training and Certification
- Educational organizations, corporations and NGOs
- Focus on: Standardized curriculum; Program standards & Partnership development

International Programs
- Credit-bearing coursework for interprofessional students
- Continuing Education for professionals
- Existing partnerships in Ireland, Guatemala and Grenada

Model Global Service Learning Partnership – Web-based
- Coordination of community-driven service learning programs
- Research and reporting on all projects
ALIGHT WEBSITE

https://www.cabrillo.edu/academics/nursing/alight/
GRENADA VIDEO:
https://www.youtube.com/watch?v=wbz8Y7OrDMo