

Developing Nursing Specialization Proficiency Using an Evidence-Based Collaborative Online International Learning Global Exchange Approach

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Sono lieto di essere qui in Milano che presenta a nome dei miei colleghi

Challenges for NP/APN & Nursing Specialization

- 46 million people worldwide lack access to basic healthcare services
- 58% of countries have <40 nurses & midwives/100,000 population
- 70 countries have “some type” of NP/APN recognition – majority underutilized
- European State of NPs/APNs: 20 countries have role, 15 do not
- Only 11 European countries have national legislation establishing minimum education standards for the role
- Aligning the NP/APN educational pathway beneficial for both nursing AND other professionals/society to understand, support & facilitate the role

IF YOU WANT TO CHANGE THE
WORLD, START WITH THE
NEXT PERSON WHO COMES TO
YOU IN NEED.

How We Can Build Nursing Specialization Globally Through COIL

Collaborative Online International
Learning



Harnesses Technology

Web-conferencing and learning management systems are used to connect geographically separated instructors and students. Facilitates sharing clinical expertise globally



Provides Access for Students with:

- Work obligations
- Family obligations
- Financial limitations



Effective Uses

- Pre-licensure Nursing Programs
- Graduate- Entry Programs
- Nurse Practitioner Specialties
- Doctor of Nursing Practice (DNP)
- Builds clinical and evidence-based practice implementation skills
- Understanding/defining role expectations/opportunities

COLL in Advanced Health Assessment

Country partnership: Lovisenberg Diaconal University College in Norway

Class level focus: Graduate students, 12 students involved

Class/focus: Advanced Health Assessment

Approach: Students met in a synchronous classroom three times during the semester. Explored similarities/differences in the advanced practice nursing role and healthcare delivery across two countries. Students collaborated on advanced assessment process with unfolding case studies and interactive learning.

Results:

- 100% of students agreed/strongly agreed learning experience made them a better clinician.
- 100% of students agreed/strongly agreed learning in a cross-cultural setting benefited their learning and understanding of advanced practice role.

Windshield “Pin Drop” :

Community Health & Urban Health Courses

Participants:

- Ohio State University College of Nursing, Columbus OH, USA (23 Graduate Entry, 15 Abroad, 8 COIL)
- Lovisenberg Diaconal University College, Oslo, Norway (8 Bachelors)

Purpose:

- How To Assess a Community Through the Lens of Living Student Avatars

Approach:

- Created 5 Google Pins of locations in Oslo, Norway for COIL to access
- Student teams assessed community at each point and recorded short video
- Each video and community location was shared with COIL students digitally.

Feedback

- Integrated travel abroad students in Country digitally with COIL students
- Brought Global perspective and cultural aspects to the virtual learning environment
- Provided a visual picture-reality for the community assessment in a global setting in the specialization

VR Experience on Homelessness: Community & Urban Health Courses

Participants:

- Ohio State University College of Nursing, Columbus OH, USA (7 Graduate Entry)
- Lovisenberg Diaconal University College, Oslo, Norway (5 Bachelors)

Purpose:

- Develop understanding and empathy for vulnerable populations through COIL & VR simulation.

Approach:

- Met in previous COIL sessions, developed joint approach and baseline assessment
- Completed *We Live Here VR Experience by Meta* (Simulation about living homeless)
- Zoom Debrief::Describe things heard, saw, and touched. How did you feel/perceptions after VR experience?
- **Feedback**
- Gained understanding of difficulty in medication or care management of those living homeless
- Gained a deeper understanding of the “why and how” of homeless population; increased empathy.
- Gained awareness of their ant bias and implicit bias with marginalized populations
- Developed global perspectives, views and resources in respective countries about homelessness

Ohio State & Univ of the West Indies, Jamaica: Coming Together to Build EBP Competency

160+ undergraduate students and 2 faculty in a research/EBP course at Univ. of the West Indies.

3 Doctor of Nursing Practice (DNP) students and 3 faculty from OSU

GOAL



- Clinical inquiry and PICO(T) question development in undergraduate nursing students
- Develop mentoring skills in DNP students
- Enhance cultural competency in all

MIXED METHODS RESEARCH STUDY

**Undergraduate:
Quantitative**



- Measures: (1) EBP competency in identifying clinical issues & PICO(T) question development and (2) EBP beliefs

**Graduate:
Quantitative &
Qualitative**



- Measures: (1) EBP competency in identifying clinical issues & PICO(T) question development and (2) EBP beliefs
- Thematic content analysis of focus groups after course: 3 Themes identified: (1) Mentors motivated by pursuit of learning; (2) All valued global learning; (3) Challenges in preparation for global experience

Health Concerns & EBP Intervention Project in Community & Urban Health Courses

Participants:

- Ohio State University College of Nursing, Columbus OH, USA (8 Graduate Entry)
- Lovisenberg Diaconal University College, Oslo, Norway (6 Bachelors)

Purpose:

- Experience common health concerns and develop an evidence-based intervention to address health concerns.

Approach:

- Met in small groups during COIL sessions to identify a common health concern; Created a PICOT and search for evidence
- Interviewed key informants; Presented COIL project virtually in online classroom

Feedback

- Gained intercultural understanding of impact of health concern in each country, identified resources, identified factors that may contribute and created a solution
- Developed global perspectives, views and resources in respective countries about each health concern

Healthcare Systems & Evidence-Based Practice in Midwifery and Acute Care

Participants:

Griffith University School of Nursing & Midwifery (Australia): 10 students

The Ohio State University College of Nursing (USA): 19 APN students

Approach:

Utilized Online Platforms: Microsoft Teams, Google Hangouts, Zoom;

Personal Introductions: Students shared personal pictures online

Two Collaborative Sessions:

Session 1: Comparative analysis of healthcare systems (US vs. Australia)

Session 2: Case Study collaboration for using evidence-based practice to enhance infection control in the specialty settings and surgery

Results

Satisfaction: 100% of students reported satisfaction with the virtual global learning experience

Built **understanding of specialty approaches** to infection control and compare/contrast acute care settings approaches

Conclusion: COIL Impact Across UG/GRAD/DNP Specializations

- Enhanced teaching & learning experience
- Built nursing specialization expertise in health assessment, population health, infection control/acute care, EBP, research
- Professional role understanding & development
- Research/Evaluation opportunity – important for faculty growth
- Internationalization of curriculum
- Promotion of diversity and inclusion
- Share Faculty Expertise as Specialization Grows Globally- (our shrinking pool of mentors)



**WORK
HARD
DREAM
BIG.**

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