

# **A GLOBAL NURSING INITIATIVE**

AN INTERDISCIPLINARY MULTICULTURAL,  
COLLABORATION FOR NURSE PRACTITIONER  
STUDENTS

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# LEARNER OBJECTIVES

1. Assess and analyze guidelines for new program development for international and interdisciplinary educational experiences for nursing students
2. Describe steps for developing, collaborating, and evaluating an international, interdisciplinary educational experience in a nursing curriculum, with special emphasis on the service-learning aspect.

# Regis College

## A Catholic University in Greater Boston



# St. Georges University (SGU) Grenada, West Indies



# **Program Beginnings**

**Collaboration between Faculty at Regis  
College and SGU**

**March, 2010**

**Four NP students visited SGU during  
Spring Break**

# **Nurse Practitioner Educational Objectives**

Develop clinical and professional expertise necessary for comprehensive primary care and specialty practice.

# **Core Competencies for NP Education**

Management of patient problems.

Nurse Practitioner-patient interaction.

Teaching and coaching patients, students and staff.

Managing health systems.

Ensuring quality of health care practices.

Cultural Competence.

**AANP, 2013**



# Goals of Experience

Broaden students' competency in understanding patients from diverse cultures.

Learn challenging decision-making.

Appreciate multidisciplinary approach to health care.

# Goals continued

Learn effects of culture, lifestyle and diet on health status.

Value differences in health care systems throughout the world.

Improve health care management of underserved people.

# Selection Process

1. Students in final semester of NP program.
2. **Good academic standing**
3. **Maturity**, both personal and professional.
4. **Interest** in an international , multidisciplinary learning experience.
5. **Flexibility.** Capable of adapting to a new culture, and positive attitude in challenging situations.

# **Selection Process (cont.)**

Written application, with personal and professional goals.

Recommendations from Regis College faculty.

# Program Costs

Students notified of acceptance 3 months in advance.

Students fund transportation to Grenada and meal costs in Grenada.

Housing and on-island transport provided by host university at minimal cost to students.

# **SGU Preceptors**

All physicians registered in Grenada.  
Experienced faculty and preceptors for  
SGU medical students.

Selected for their knowledge and  
teaching ability.

Precept NP students “pro bono”

# Sites

Governmental clinics

Private practice offices

SGU Health Services

Grenada General Hospital

Long-term care facilities

Community centers for health fairs

Classes and labs at SGU Medical

School

# Types of Practices

Student choice within variety of specialties

Women's Health

Pediatrics

Geriatrics

Family Practice



# Community Health Fairs

Held several times a year outside of the capitol city of St. Georges

Organized by med students

Multidisciplinary approach as NP students worked with med students, basic nursing students and faculty

# First group of NP students in Grenada



# Sample of Week's Schedule

First day

Orientation to SGU campus, facilities,  
faculty and students.

Presentation on Grenadian culture.

Bus tour of St. Georges, Grenada.

Walking tour of general hospital.

Guided tour of herbal gardens.

Welcome party



GARDEN PLANT

# Waiting for the SGU bus



## **Second and Third Days**

Begin individual clinical rotations with preceptors in private practices, clinics and University Health Services.

Lab sessions on campus with medical and nursing students: Physical exam skills, Communication skills with simulated patients.

# Fourth Day

Nursing Home Visit for all students  
with bus transport

Interviews and Physical Exams for  
residents

Inservice Education for staff





# **Fifth and Sixth Day**

Visit to Home for Disabled Children  
and Adults.

Visit to an inpatient mental health  
hospital

Students conducted screenings and  
exams with focus on women's health





# **Special Event, March, 2012**

Opening of new Sigma Theta Tau chapter at SGU. Part of Eta Chi from Indiana Wesleyan University  
Three students and one community member inducted.

Line 4: "knowledge, service, and leadership"  
Line 5: "that my career."



Sigma Theta Tau International  
Honor Society of Nursing®





# Seventh Day

Health Fairs in rural areas of Grenada  
with medical students:  
Churches, Schools or Community  
Centers









Parts of the ear

by  
in

# Last Day

Relaxing, swimming, snorkeling.

Continued networking with SGU  
students and preceptors.





# **Multidisciplinary Education**

Institute of Medicine report calls for increased interprofessional education for students in health care.

Joint Commission: Interprofessional communication critical for reducing patient errors.

# **Student Experiences**

Medical and Nursing students were placed in learning situations together.

First time for many of them to learn alongside each other in classes, labs, and clinical settings.

# Program Evaluation

Consists of three parts

Preceptor's evaluation of students

Student evaluation of preceptors

Evaluation of program



# **Preceptors Evaluations of Students**

Daily basis

Using a Likert Scale of 1-5

Almost all students received 4s or 5s.

Preceptor Comments

# **Students Evaluations of Preceptors**

Also on a daily basis  
Similar Likert Scale 0-5

Comments

# Evaluation of Program

Input from faculty, preceptors and students.

Comments

# **Postgraduate Survey of NP Participants**

All 26 participants were asked to complete a survey regarding the impact this experience had on their practice.

Ten responses were received.

# Survey Results

Years in practice: one to five years.

Increased exposure to cross-cultural awareness has impacted my practice.

All ten agree.

This experience has changed my perspective on global health care.

All ten agree.

# Survey Results

The interdisciplinary approach in learning and practice helps me to work more effectively in health care teams.

All ten agree.

Practicing in another country has allowed me to become more creative in my practice, with less reliance on diagnostic tests. All ten agree.

# Survey Results

The IOM report on the Future of Nursing states that interprofessional education supports three outcomes:

Positive interaction among students and faculty.

Improved collaboration between professions.

Improvements in aspects of patient care.

All ten agree.







# References

IOM (Institute of Medicine). The future of nursing: leading change, advancing health. Washington, DC: The National Academics Press Joint Commission. (2013)

Smith, K. & Curry, K. (2011) Is it worth it? Measuring the long-term effects of an international experience for nursing students in Ecuador. *Journal of Community Health Nursing*, 28(1), 14-22.