



Contemporary Issue

Building global nurse capacity through relationships, education, and collaboration



Collaborating internationally, if done well, can be mutually beneficial to nursing faculty both at home and abroad. Global partnerships between faculty can address the nursing research gap (Amieva and Ferguson, 2012) and help to ease the global shortage of nurse faculty (Nardi and Gyurko, 2013). Partnerships have also been shown to develop global leaders (Blaney, 2012) and build international health workforce capacity (Lasater et al., 2012). How best can nurse educators collaborate with international partners for the benefit of the nursing profession and the people in their care?

Carefully orchestrated global endeavors cultivate in students and faculty an attitude of cultural humility and global engagement while contributing to the international nursing community. Baylor University Louise Herrington School of Nursing (LHSON) has a long history of global engagement. A multifaceted investment of LHSON resources in nurses, researchers, faculty, and students in diverse global venues reveals an operationalized priority. India is an exemplar of an intentionally developed and expanding partnership. The partnership between the Rebekah Ann Naylor School of Nursing (RANSON) in Bengaluru, India and LHSON involves developing strengths in students and faculty from both countries in the areas of teaching, scholarship, and clinical care. Our purpose in this manuscript is to describe the process of developing an authentic and rich global partnership to build capacity in nurse faculty.

Background

The partnership between RANSON and LHSON has evolved over several decades. The first director of nursing in the 1970s of the RANSON-affiliated Bangalore Baptist Hospital was Dr. Linda Garner, current Faculty Emeritus at Baylor University. In 2010, Dr. Lyn Prater was the Baylor University Sigma Theta Tau International representative who spoke at the graduation in India. During that visit personal and professional partnerships began to develop between Dr. Prater, Dr. Naylor, the medical director, and Leena Raj, Principal of RANSON.

In global collaboration, not only finding but being the right partner at the right time is the key. In an overview on partnerships to build research capacity, Boland et al. (2010) explained that implementation is best achieved through relationships. A variety of components were identified over the years and a sustainable global partnership evolved between LHSON and RANSON. These components are listed in Table 1 to provide useful and pragmatic tips for faculty interested in seeking an international collaboration. These key recommendations may help faculty avoid cultural pitfalls, misunderstanding, and faux pas. Initial efforts for increasing

collaborative faculty development between RANSON and LHSON foundered, in part, due to lack of vision for how global engagement would build capacity for all involved. After several meetings between potential stakeholders it was recognized that it was time to build on the deep interconnection between the two schools.

RANSON, in 2010, had been approved for a Bachelor of Science (BSc) degree in nursing and a new computer lab with internet access was available for the first time. An LHSON delegation was formed and the inaugural faculty trip in 2011 provided a perfect aligning of opportunity for the development and subsequent expansion of a meaningful partnership in a significant and well-timed way. Instrumental faculty members at LHSON and a medical librarian from Georgetown University had attended an International Network for Online Resources and Materials (INFORM) workshop to learn about health care related resources available in low and middle income countries (LMICs). It is precisely through carefully planned collaboration, building relationships, investing in common goals and creating infrastructure that faculty capacity can be built (Gillespie et al., 2010; Segrott et al., 2006). Providing education about relevant online resources was a foundational step in developing an equitable and collaborative relationship. Access to quality information enabled Indian students and faculty to move forward with their goals. In addition to online resource education a comprehensive five year plan was jointly created that included multifaceted faculty development workshops.

Theoretical Underpinnings

Our collaborative work was guided by the middle-range nursing intellectual capital (NIC) theory. Covell (2008) the developer of this theory postulates that it is nursing human capital, defined as the nurses' knowledge, skills, experience, and expertise that significantly influences patient and institutional outcomes. The NIC theory was selected because it provides a framework that can be used to consider the added value of intangible components. Relevant exemplars would include Reidinger's (2010) use of the NIC theory in her dissertation research on mentoring or Davidson's (2007) application in her research on positive practice environments. Covell's theory provides a way to consider the intrinsic benefits in global collaboration to enrich practice and enhance teaching that would be difficult to empirically measure. Nursing human capital can be strengthened by investments such as continuing professional development (Covell, 2009). The improved outcomes that occur with capacity building activities such as better quality of patient care and fewer adverse events are products of investments in nurses (Covell, 2008;

Table 1
Components of global capacity building.

Develop relationships & establish mutually beneficial goals	<ul style="list-style-type: none"> Establish mutual priorities early in cooperative effort Collaborate and set goals that address needs in a bilateral and balanced manner (George and Meadows-Oliver, 2013) Consider the distribution of power and strive for egalitarian efforts and intentional encouragement of all involved to contribute ideas (Bender et al., 2011)
Commit to strategic investments	<ul style="list-style-type: none"> Identify critical resources i.e. time, knowledge, and experience Determine the best use of resources to build capacity Prioritize sustainability by investments in nursing human capital (Covell, 2008; Ogilvie et al., 2003)
Promote cultural humility	<ul style="list-style-type: none"> Commit to an ongoing process of self-reflection and self-critique Be willing to accurately assess oneself and one's limitations Acknowledge gaps in one's knowledge Have an openness to new ideas (Tangney, 2000) Use partner centered interview techniques Explore each other's values, priorities and goals (Tervalon and Murry-Garcia, 1998)
Maintain flexibility and adaptability	<ul style="list-style-type: none"> Explore low cost alternatives such as drop boxes and email or video conferencing, when face-to-face communication is not possible Be cognizant of international time difference Understand disparities in workloads, particularly for faculty practicing in LMICs (Muula, 2010) Adapt graciously to needed changes in workshop schedules or research timelines, particularly when on-site at a host facility
Reflective practice and revision	<ul style="list-style-type: none"> Develop or choose a framework for reflective practice such as Ash and Clayton (2009) Provide orientation on the framework and distribute materials for reflection such as journals, templates, photographs, or audio recorders Incorporate reflection from planning to implementation Set up a drop box for team members to share reflections and provide a confidential way for reflections to be sent to the team leader if the team member wishes Hold post-trip debriefing to critically review reflections and revise future trips for improvement

Covell and Sidani, 2013). The LHSON investment in nurse faculty and students at RANSON aims to increase nursing human capital, student learning, and patient care. The RANSON's reciprocal investment was foundational for the success of this project.

Faculty Development

The faculty role consists of three major areas: teaching, research, and service. With a goal to build teacher capacity for the newly instituted BSc in nursing, topics for the workshops to enhance the role of the teacher were mutually chosen. Gillespie et al. (2010) highlight meeting local needs rather than pressing a USA based agenda. The workshops were formatted so that in addition to providing information, presenters intentionally role modeled teaching strategies. The Indian faculty enthusiastically participated in all discussion and activities.

Building Teaching Capacity

The majority of the Indian faculty did not have experience using technology to augment lectures nor were many of them comfortable with internet searches. The hands-on computer segment proved especially helpful in building confidence and increasing skills for utilizing information and preparing interactive presentations. Evidence on how to move didactic content from lectures to a more critical pedagogy was presented (Mikol, 2005). The librarian facilitated access to the Health InterNetwork Access to Research Initiative (HINARI). This is a program designed by the World Health Organization as a source for LMICs to obtain biomedical information (WHO, 2014).

Participatory teaching and learning approaches were used in the workshops to build teaching capacity. For example, RANSON faculty chose a teaching topic and enhanced it using internet search applications and new teaching modalities. This assignment was announced on the first day of the workshop so that faculty would have time to prepare and work with the librarian. The objectives created by the RANSON faculty were well written, teaching methodologies were diverse, and the participants clearly succeeded in applying topics from the workshop. Another interactive workshop focused on developing unfolding problem based case studies. Each year the workshop ended with a time of feedback and debriefing where participants discussed their interests for future workshops. Additional objective are outlined in Table 2.

Building Research Capacity

In 2012, during an educational capacity building workshop, the RANSON faculty requested an impromptu class on systematic reviews. Their genuine interest in research was palpable during the spontaneous session where RANSON faculty used the HINARI library link in search of systematic reviews. This exchange led to a dialogue on the possibility of a future collaborative research study between the two schools. Later that day, the Principal at RANSON gave a presentation to the LHSON visiting faculty on the contemporary issues that nurses face in India. She cited the nursing shortage as an ongoing challenge that contributes to health disparities in India. This presentation was the impetus for a research partnership between LHSON and RANSON to explore issues related to nurse migration from India to wealthier nations.

Table 2
Workshop objectives.

2011	<ol style="list-style-type: none"> 1. Apply course development strategies including teaching methods for baccalaureate nursing students. 2. Synthesize principles of critical thinking. 3. Assess counseling needs of nursing students. 4. Utilize internet resources for teaching baccalaureate students.
2012	<ol style="list-style-type: none"> 1. Apply concepts of evidence-based practice to the educational preparation of baccalaureate nursing students. 2. Utilize problem case based learning as a teaching strategy for baccalaureate nursing students. 3. Learn to evaluate an evidence based practice or nursing research journal article using a journal of the month club format. 4. Synthesize principles related to change theory as it relates to nursing practice. 5. Develop critical thinking test items for use in the baccalaureate nursing program. 6. Examine the components of evidence based spiritual nursing care. 7. Identify current trends in national healthcare.
2013	<ol style="list-style-type: none"> 1. Apply concepts related to promoting servant leadership among faculty and students. 2. Utilize the concept of stress reduction among nursing students and nurses. 3. Incorporate strategies for giving feedback to students. 4. Synthesize principles related to communication in nursing education.

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