Undergraduate Global Health Experiences

A framework for intellectual and cultural enrichment

Cultural immersion experiences have been integrated into nursing courses at KU SON for many years. Currently, opportunities for optional local community or global health experiences are available for senior nursing students in the spring semester of their fourth year during the first rotation of the NURS 480 Population Based Practicum course. The course is offered from the middle of January to the beginning of May and precedes their graduation mid-May. The two credit-hour course consists of 112 hours during the 7-8 weeks of the 1st rotation. The clinical groups that include global health experiences as the clinical site option are expected to complete some additional activities and assignments such as

Above, the team that traveled to India. They are posed in front of the iconic Taj Mahal while they were traveling, just before their rotation began.
The student teams will spend 2-4 weeks at the international site in clinical activities during January-February of the final semester of the nursing program. Applications for the available international N480 clinical sites are available in February of the N3 year for the global health experience during the Population Based Practicum course in the senior year. Selections are made by end of April of the N3 year.

The focus of the Population Based Practicum course
Students complete a population assessment to identify the influences of the determinants of health (environmental, social, political, legal-ethical, economic, behavioral, and cultural) on delivery of care to diverse populations. The global health experiences include participating and collaborating with healthcare providers and community partners and leaders to promote prevention, population-focused health through the planning, implementation, and evaluation of health interventions. The focus of the efforts is public health care, health promotion and opportunities to learn about the community needs and priorities from the community leaders.

Global Health Nursing is “individual-and/or population-centered care addressing social determinants of health with a spirit of cultural humility, deliberation, and reflection on true partnership with communities and other health care professionals”

UPVALL, LEFFERS, & MITCHELL, 2014, P. 6

The goals of global health experiences
These experiences increase students’ awareness of health inequities from a global perspective, enhance students’ cultural competencies, and provide rich experiential opportunities in international/global public health nursing. We found that getting out of one’s comfort zone helps to truly understand other belief systems and culture. Taking on the view of others can lead to empathy, compassion, and the motivation to respond to others (Crigger, et.al, 2006). Preparation includes exploring the people, lifestyle, and environment and influence of the social, economic, and political status of the host country. This allows students to determine goals based on the needs of the host partners and respect for the host’s knowledge, limitations, and perspectives (Leffers, 2010, p. 96).
KU Nursing Students Across the World

Five students from KU School of Nursing in Vellore, India
As a Robinson Scholar, N4s participated in a clinical experience at Christian Medical College. Students had the opportunity to learn about this organization’s award winning community health and development programs, and they took part in educating members of a local village about the importance of healthy eating and exercise by creating a unique program specific to the village’s needs. Students also spent time in the hospital, which holds over 2,400 beds, where they shadowed practitioners in the emergency, pediatric, labor and delivery, and psychiatric department. Outside of the clinical setting, members of the community warmly welcomed the students and invited them to take part in cultural traditions. One of the student’s favorite activities was celebrating Pongal, a harvest festival, in one of the villages. Another memorable experience for the group was visiting the Taj Mahal, pictured on the cover of the CED newsletter.

Ten KU N4 students in Patanatic, Guatemala
N4s volunteered their time in a rural community clinic. The average monthly income of the residents is $45-60. Students took height and weight along with a set of vitals for each patient that came into the clinic. Additionally, the N4s completed full head to toe assessments on each patient. If assessment findings warranted treatment, the students collaborated with the two nurses that work in the clinic to determine possible medication administration. The students were also responsible for providing medication education and education regarding a balanced diet and effective dental hygiene. The N4s also traveled out into the community to provide care and health education to the elder community members in their homes. This was a great opportunity for the KU students to truly see the community and how the patients live day to day. The N4s were able to communicate with their patient population through speaking Spanish, and utilizing translators for patients who spoke the native Mayan language.

“I learned that many of these patients did not have water filters or tooth brushes, which affected their health in many ways. Education and primary prevention is an extremely important aspect of any person’s health.”

ANNA ELLIOT, N4
Nine KU nursing students in Kalongo, Agago District Uganda
Students worked with St. Mary’s midwifery students and hospital staff at the Dr. Ambrosoli Memorial Hospital. They observed care in several different wards including: surgical, pediatric, maternal, and TB as well as the operating theater and antenatal clinic. Working hand-in-hand with hospital staff they learned about the Ugandan Health Care System and common maladies of the local people. The St. Mary and KU students shared a night filled with cultural customs, putting on traditional clothing and performing tribal dances and music. The students were immersed in the local culture, attending several church services given in the local language, Acholi. They even took part in a wedding ceremony. The students also experienced a Golden Jubilee celebration for three nuns who had served the Catholic Church for 50 years. After completing the clinical rotation, they traveled around the country visiting the city of Gulu and Murchison Falls National Park.

Six students from KU School of Nursing in Ghent, Belgium
During their visit, they attended the Interdisciplinary Program on Palliative and End-of-Life Care (IPPE) for two weeks. Portions of the program, such as Keynote Lectures over the topics of euthanasia, spiritual care, and more, as well as student workshops, took place at Artevelde University College, located in Ghent. The workshops students engaged in included Haptonomy/Relaxation, Music Therapy, Art Therapy, Aromatherapy, and Rieke-Aura-Chakra Healing. All students went on many hospital visits across Ghent, as well as in Ostend, Belgium, to learn about palliative care from healthcare professionals themselves. Students were amazed at the advanced technology used in Belgium, such as the robot "Zora" who was utilized in caring for elderly and pediatric patients. Alongside the American students from Kansas and Connecticut, there were students from European countries such as Czech Republic, Portugal, Latvia, Estonia, Germany, and more. Health professions such as Physical Therapy, Occupational Therapy, Nursing and Medicine were represented. This diversity in cultures and professions truly opened the eyes of KU students and provided amazing new perspectives about palliative and end-of-life care. Throughout the entire program, KU students explored many cities in Belgium, attended the beautiful Light Festival, and made lifelong friendships.

Four KU nursing students in Kashikishi, Zambia
Students completed a clinical rotation at St. Pauls Mission Hospital. The town overlooks Lake Mweru in northern Zambia. They were hosted by the Little Servants of Mary Immaculate who were
so welcoming and showed us how to wear chitengas, the wraps worn by local women. They also attended Catholic mass one Sunday morning in their native tongue, Bemba, which incorporated cultural songs and dances. They were able to learn from the nursing and physician staff of St. Paul’s Mission Hospital in addition to visiting maternal and youth clinics located in the community. Everywhere they walked, they were greeted by kind smiles and embraced into the culture. On the weekends, they were also able to visit and hike at Ntumbacushi and Mumbuluma falls where they were able to experience the natural beauty of Zambia. As the first group of KU nursing students who traveled to this clinical site, the students reported that they felt grateful for this experience and this newly established partnership with St. Paul’s Mission Hospital.

Five N4s in New Zealand
Once there, students participated in various clinical settings including inpatient services at a hospital and other outreach clinics. Many patient conditions were similar to those affecting the U.S. population, including conditions due to unmanaged diabetes, so the N4s felt that one of the most important things the NZ health care system needs to work on is primary prevention and education.

Mehlin said that every day she received an assignment consisting of 3-4 patients. She and her nurse would change dressings, clean wounds, give meds, coordinate care with the house officers (resident team)/social work/physio therapists (physical therapists) etc., and admit/discharge patients.

“I’d say the most eye opening thing was how simplified their healthcare system was as a whole….Medications aren’t regulated like they are in the U.S., and patients don’t abuse painkillers like they do here.”

LINDSEY MEHLIN, N4

Two KU graduate DNP students in Hidalgo, Mexico
Students, Ruth Penny and Amanda Huerta, conducted an independent study project about the Mexican healthcare system in August, 2017. The two of them will be traveling this April to Guatemala as part of their Global Health Practicum. As bilingual speakers of English and Spanish,
they have sought opportunities to further develop their nursing expertise abroad.

**Save the Date: International Experience Poster Presentations**
The goals of the global health experiences are to increase student awareness of health inequalities from a global perspective, enhance cultural competencies, and provide rich experiential opportunities in international global health nursing. Students with international sites will present to N3s this month as the N3s begin the process of application, interview, preparation and travel. To hear about the exciting endeavors of KU nursing students around the globe, please attend their International Experience Poster Presentations event. Posters will be featured and presented on Friday, April 13th, 2018 from 12pm-1pm in the KU School of Nursing Atrium.

**KUMC’s Diversity & Inclusion Cabinet Updates**

**Plans for unlearning and learning in pursuit of KUMC core values**
The Core Values Committee, a sub-committee of the KUMC Diversity & Inclusion Cabinet, is working on education and training for the faculty, staff, and students of KUMC. The learning modules will be a part of KUMC’s compliance training and will include learning on dimensions of diversity, cultural competency, RESPECT, and unconscious bias and other relevant topics to meet the University’s core values. This learning and development is in the early stages, but the committee is making significant progress and is partnering with other sub-committees to ensure a very comprehensive educational experience/investment. The goal is to ensure the learning modules are informative, engaging, interactive, meaningful and current. The Diversity & Inclusion Cabinet is thrilled about this endeavor and eager to share with stakeholders upon completion.

**KUMC Core Value Statement**

**A commitment to cultural competency, diversity, and inclusivity**
At KUMC, we embrace the following Core Value Statement: The University of Kansas Medical Center is committed to creating and maintaining a diverse and inclusive learning and working environment that nurtures the growth and development of our students, faculty, staff and patients.

KUMC defines diversity as a state of being in which the variety of cultures, experiences, expertise and viewpoints are valued and incorporated into the fabric of our community. Diversity encompasses age, education level, ethnicity and race, gender expression and identity, nationality,
national origin, physical and mental ability, political and religious perspectives, sex, sexual orientation, socioeconomic status, veteran status and other human difference.

By embracing diversity our University will attract and retain skilled and talented employees and students dedicated to excellence in education, research, patient care, community and global initiatives. A diverse and inclusive community that fosters mutual respect requires the engagement of the University at all levels.

Did you know beginning Spring 2018, SoN faculty should be including the KUMC Diversity Core Value Statement in all course syllabi? Please visit the SoN SharePoint site to download the most-recent syllabus template, which includes the Diversity Statement.

**Save the Date! SoN Faculty Curriculum Retreat**

**Faculty, mark your calendars, May 4, 2018, 8 am – 11 am.**

The Cultural Enrichment & Diversity Committee is proud to partner this year with the Curriculum Committee to focus the retreat on diversity and inclusion. Three speakers will be joining us to discuss important topics that are relevant to all faculty:

1) Kim Tilson, Nurse Care Manager Wellness & Preventative Care, LGBTQ Patient Advocate at Truman MC, KC Trans Health Conference Coordinator, will speak on Gender Identity & Transgender Issues in Healthcare

2) Pamela Barnes, PhD, MBA, CSSGB, Associate Dean for Student Affairs and Enrollment Management, will speak on Diversity and Learning Motivation

3) Cyn Ukoko, Senior Coordinator for Academic Accommodations, will speak on Accessible Course Design

**Highlights & Milestones in Global Health Initiatives at KU SoN 2017-18**

**Commemorating achievements and continuing the momentum**

- Undergraduate students - NURS 480 Population Based Practicum course offers local and international clinical sites for cultural immersion experiences. During 1st rotation thirty seven N4s were assigned to international clinical sites which is double the interest as last year.
• Nursing students in Salina will be able to attend the information meeting this month and submit application to participate in the international clinical experiences in Jan. 2019.

• The Louise Redford International Nursing Program supported a nurse from Guatemala, Sonia Calabay, for 4 weeks in Nov. 2017 to learn about the US healthcare and health education systems and new knowledge, skills, and attitudes. Sonia facilitated 10 KU nursing students and faculty, Christine Lesniewski, on Population Health international experience to Guatemala January, 2018.

• Collaboration and new clinical partnership developed with a hospital in northern Zambia.

• Presentation – Integrating Diversity and Cultural Competence in the Nursing Curriculum, Vicki Hicks, Oct. 17, 2017, & recipient of 2017 Executive Vice Chancellor’s Diversity & Inclusion Award.

• Consultant visit November 2017 by Gwen Sherwood, PhD,RN from University of North Carolina -Chapel Hill – facilitated faculty discussions to improve practice, education, and research perspectives for KUSON global health initiatives.

• Two KU faculty, Gina Johnson and Vicki Hicks, members of a Multi-Site Collaborative research team published an article, “The Global Health Nursing Imperative: Using Competency-Based Practice, Education and Research” (2017). Annals of Public Health.

• Gina Johnson, Clinical Assistant Professor, took the lead to initiate and facilitate the Greater KC-Collegiate Nurse Educators for Population Health Faculty to align and standardize public health, global, cultural health competencies and evaluation tools with local population health faculty and clinical preceptors in the community.

• SON faculty and students participates with campus wide diversity and cultural activities and events –Culture Hours, International Poster Session - April 2018, presentations with visiting faculty from Zambia and India, & International Auction, January 2018.

• With new HEB Building, SON is integrating simulations that address the “unmeasurable” desired personal character traits – i.e. cultural competence, communication, ethical and difficult situations, integrity, & attitudes.
• Dean Sally Maliski served as an international research mentor for Anita Rebecca, Physical Therapy Faculty from Christian Medical College, Vellore, India for the Modale Fellowship Program August-December, 2017. This is the 1st Modale Fellow to be assigned a research mentor in the SON.

• The KUMC Diversity Core Value Statement has been included in all School of Nursing course syllabi.

Meet the Cultural Enrichment & Diversity Committee

**Heather Nelson-Brantley, Chair**  
Dr. Nelson-Brantley is a graduate of the KU School of Nursing (BSN and PhD) and has been a faculty member since 2012. Her research and teaching areas focus on organizational change, leadership, and rural health. Dr. Nelson-Brantley holds several leadership roles in various local, state, and national nursing organizations.

**Vicki Hicks**  
Professor Hicks is a graduate of KU School of Nursing (MS) and Avila University (BSN) and has been a faculty member since 1992. Her research and teaching focus is with our Populations based BSN classes, and she is the lead faculty member for the BSN Populations clinical experiences. Professor Hicks coordinates the international clinical experiences for our students and is Program Director for Global Health.

**LaVerne Manos**  
Dr. Manos is a graduate of the KU School of Nursing (BSN, MS, DNP) and has been a faculty member since 2010. Her research and teaching areas focus on healthcare informatics, and she is the Program Coordinator for the MS in Leadership/Informatics track. Dr. Manos is Program Director of the Post-Masters Interprofessional Certificate and the Interprofessional MS in Health Informatics.

**Jerrihlyn McGee**  
Dr. McGee is a graduate of the KU School of Nursing (BSN, MS, DNP) and has been a faculty member since 2011. She is a member of the EVC’s Diversity & Inclusion Committee and is an ex-officio member of the CED, as well as the Program Director of the Leadership Programs. Her research areas include health equity, educational equity, cultural proficiency, and healthy work environments.
Stacy Irving
Ms. Irving works in the Office of the Dean as the receptionist and serves as the support staff/recorder for the CED Committee. She has been with the School of Nursing since 2016.

Cyndie Majher
Ms. Majher works in the Office of Student Affairs & Enrollment Management as an advisor to the traditional BSN students and a recruiter for the School. She has been with the School of Nursing since 1999.

Dylan Severson
Mr. Severson is a current DNP-FNP student and graduated from KU School of Nursing in 2017. He is the Graduate Student Representative to the CED. Mr. Severson currently works on Unit 66 at The University of Kansas Health System. He served as the Undergraduate Student Representative to the CED Committee while he was an N4.

Kara Humphreys
Ms. Humphreys is a current N4 and will be graduating this coming May. She is the Undergraduate Student Representative to the CED. Recently, Ms. Humphreys went to Guatemala for her Populations Based Practicum clinical experience. She is the out-going Finance Chair for the Association of Undergraduate Students of Nursing (AUSN).