

**Title:**

The Development and Incorporation of Combined Maternal-Child and Pediatric Global Learning Experiences Undergraduate Nursing Students

**Amy McKeever, PhD**

*College of Nursing, Villanova University, Lafayette Hill, PA, USA*

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**Session Title:**

Evidence-Based Practice Poster Session 3

**Slot (superslotted):**

EBP PST 3: Sunday, 30 July 2017: 9:45 AM-10:15 AM

**Slot (superslotted):**

EBP PST 3: Sunday, 30 July 2017: 12:00 PM-1:15 PM

**Slot (superslotted):**

EBP PST 3: Sunday, 30 July 2017: 2:00 PM-2:30 PM

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**Keywords:**

Nursing education, Obstetric clinical and Pediatric clinical

**References:**

Harrowing, J. N., Gregory, D. M., O'Sullivan, P.S., Lee, B., & Doolittle, L. (2012). A critical analysis of undergraduate students' cultural immersion experiences. *International Nursing Review*, 500, 494-501.

Stuart, K. & Grippon, C. (2016). Implementing recommendations for short-term medical mission. *Health Progress*, Sept/Oct, 37-41.

Walsh, L. V., & DeJoseph, J. (2002). I saw it in a different light: International learning experiences in baccalaureate nursing education. *Journal of Nursing Education*, 266-272.

**Abstract Summary:**

The purpose of this this presentation is to highlight one of the unique global service learning experiences was developed and implemented in which threaded an international experience marrying theory and clinical content among the maternal-child health and pediatric courses with building concepts for junior to senior nursing students.

**Learning Activity:**

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
Describe global service learning experiences in undergraduate nursing programs	Provide historical context of global health experiences in nursing education that framed to date the experiences for undergraduate nursing student experiences
Explain the unique maternal-child health and pediatric global service learning experience specific to this nursing program	Provide the detailed curricular revision for the combined maternal-child health and pediatric experience, the preparation for faculty, administration, and staff required to develop, implement and evaluate the experience. Explain the vision and

	implementation of the program as well as outcome measures.
Explain the importance of global and public health experiences locally, nationally, and internally for pre-licensure healthcare provider students as a means to improve knowledge and awareness of cultural issues that impact health and health behaviors	Review the overall importance of the incorporation of teaching across the curriculum and the use of nursing students as resources for each other while learning. This program will highlight how students from each level junior and senior traditional students as well as second degree students learned to utilize each other's knowledge and skills to assist each other in preparation for the trip and while in country working in teams.
Analyze how unique educational experiences benefit Millennial learners	Discuss the feedback from students on the combined maternal-child and pediatric experience between the traditional and second degree students

#### **Abstract Text:**

Preparing entry-level clinicians in today's complex healthcare markets requires an improved awareness of the globalizations of today's society. Healthcare providers are being challenged with providing care to an even more diverse population, and with the challenges worldwide, migration by choice, or force means that the nurses caring for patients are from vast geographic communities. As a result, cultural competence has emerged as a critical element of professional nursing practice and nursing education is challenged with meeting the need of preparing culturally competent nurses.

Nursing leaders, and educators recognize that the incoming work force has to be prepared to care for that global community and preparing this workforce has to begin with entry-level clinicians. Commonplace in traditional undergraduate baccalaureate education students receive some training, and experiences in providing cultural competent care, but international healthcare experiences vary among higher BSN education programs. Cultural competence requires both formal knowledge and clinical experiences with culturally diverse individuals and communities. The purpose of this this presentation is to highlight one of the unique global service learning experiences that Villanova University developed and implemented during a curriculum revision in 2014 to continue in which threaded an international experience among several clinical courses for students to learn with and among different clinical courses. Goals of the curricular change include: marrying theory and clinical content among the maternal-child health and pediatric courses with building concepts for junior to senior nursing students, having traditional undergraduate nursing students work with second degree nursing students, allowing graduate nurse practitioner students participate in mentoring undergraduate nursing students prior to and in country, and incorporating health promotion and prevention concepts into core clinical courses. The authors will highlight how teaching across the curriculum was incorporated into this global service learning experience at home and in country and demonstrate how clinical courses can work together to achieve similar theory and clinical course and student outcomes.