

**Title:**

The Need for Evidence-Based Practice in Intercultural Education for Nurses

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**Session Title:**

Education Posters Session 2

**Keywords:**

Global Health, Intercultural Studies and Servant Leadership

**References:**

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Tazelaar, G. (2011). Challenges and trends in global healthcare missions. *Journal Of Christian Nursing, 28*(3), 152-157. doi:10.1097/CNJ.0b013e31821da634

Fahlberg, B. (2016). Servant leadership: A model for emerging nurse leaders. *Nursing, 46*(10), 49-52. doi:10.1097/01.NURSE.0000494644.77680.2a

**Abstract Summary:**

Intercultural Studies in Health Promotion and Disease Prevention can be incorporated in a Masters Certificate Program that focuses on Evidence Based Practice in Intercultural Education to be directed at nurses interested in global health.

**Learning Activity:**

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
I. Integrate intercultural nursing into evidence-based global nursing practice.	Intercultural studies content and resources.
II. Relate servant leadership principles to patient centered care in an expanding health care environment.	Servant leadership principles and characteristics to implement in patient-centered care.
III. Create an intercultural project to impact global health.	Guidelines to design an intercultural project for global health promotion.

**Abstract Text:**

Purpose: Intercultural Studies in Health Promotion and Disease Prevention can be incorporated in a Masters Certificate Program that focuses on Evidence Based Practice in Intercultural Education to be directed at nurses interested in global health. Simply being a nurse does not qualify a person to offer cross-cultural medical care that is effective, beneficial, or ethical. Traditionally, medical missionaries were sent to take care of fellow missionaries, set up hospitals and clinics, and provide disaster relief efforts. Living in an era of evolution, development, and change, those seeking to serve in medical missions must keep up with the world and be willing to change, modify, and reinvent how it is accomplished (Tazelaar, 2011).

Methods: A servant leadership model will be used as the framework for this MSN certificate in Evidence Based Practice in Intercultural Education for Nurses. Servant leadership is founded on the desire to serve others and the conscious aspiration of becoming a leader in order to do so (Greenleaf, 2002). The servant leadership model provides five key practices for servant leaders which include developing a vision, listening and learning before speaking and acting, envisioning and investing in others' greatness, giving away power, and building community by cultivating strategic relationships (Fahlberg & Toomey, 2016). These five practices will be utilized in the development of the capstone project. There are ten characteristics of emerging servant leaders that consist of listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to others' growth, and community builders (Fahlberg & Toomey, 2016).

Results: The MSN certificate program is comprised of six courses: Advanced Pharmacology, Advanced Physical Assessment, Advanced Pathophysiology, Leadership and Management in Global Nursing Practice, Research in Educational Theory and Instructional Design, and Intercultural Studies in Health Promotion and Disease Prevention.

Conclusion: Intercultural nursing practice is a steadfast component impacting global health. It is a complex system, involving culture, faith, and healthcare. It is an ever-changing process. Participants of global healthcare missions would benefit greatly from a thoughtfully developed program that can direct and support them medically, culturally, and ethically.