



Reflections from abroad: Use of student logs to assess the impact of an international experience

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The Dilemma

Being an Outstanding Academic and Clinician at Home Does not Prepare One for the Challenges of Globalization of Health Care

Although a requirement in many countries, including the UK, prelicensure nursing student reflections on their clinical experiences is not common practice in the US

AIM of Innovation

Students will:

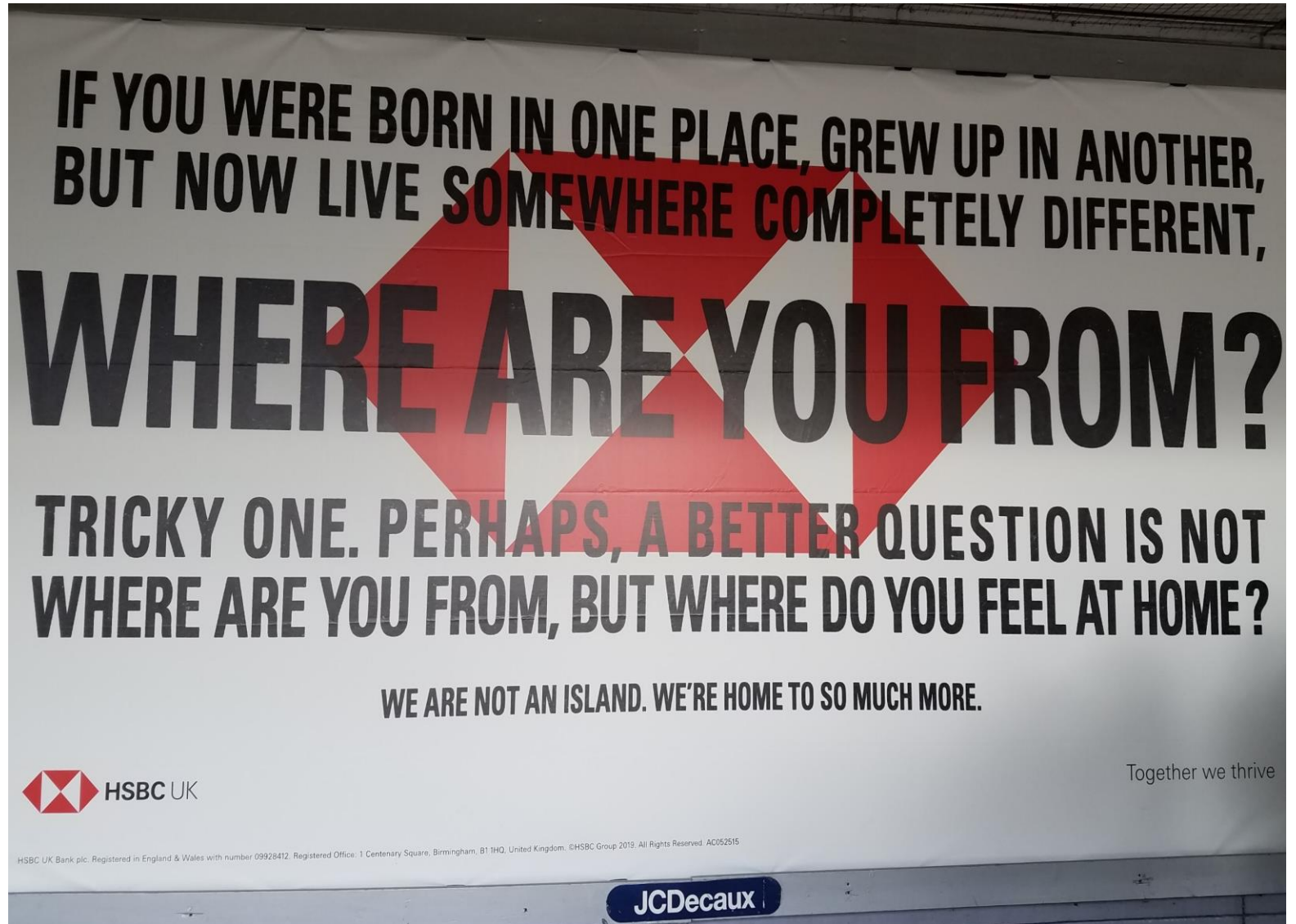
- Develop the ability to compare/contrast the health care systems of the UK and the US
- Participate in the experience of written reflection on their clinical experience

STRATEGY

- Students are exposed to the health care delivery systems in the US and UK and to the social, governmental and fiscal factors that influence the delivery of health care.
- During their time in the UK, students write a daily reflection paper similar to those written by British colleagues
- Each reflection paper is to focus on a significant event from the day's experience

ADDITIONAL GOAL

Develop in students
the ability to be
perceptually astute
and politically aware
and strive to avoid
the stereotypes of
their culture



IF YOU WERE BORN IN ONE PLACE, GREW UP IN ANOTHER,
BUT NOW LIVE SOMEWHERE COMPLETELY DIFFERENT,
WHERE ARE YOU FROM?
TRICKY ONE. PERHAPS, A BETTER QUESTION IS NOT
WHERE ARE YOU FROM, BUT WHERE DO YOU FEEL AT HOME?

WE ARE NOT AN ISLAND. WE'RE HOME TO SO MUCH MORE.

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JCDecaux

Together we thrive

Loyola University Community Health Nursing Program

- Pre-licensure course in the UK of two weeks duration.
- Ten-to-fourteen pre-licensure students per year.
- Clinical experiences arranged through relationships with clinical partners, and include interactions with British nurses working in a variety of community settings.
- Additionally, students given group tours of NHS facilities and private charities.



Program Structure to Meet Course Objectives

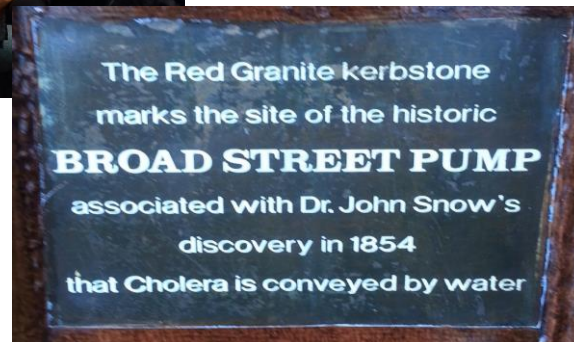
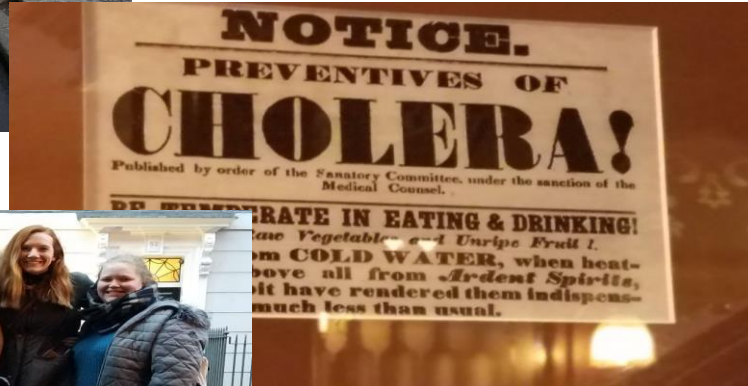


- Theory portion of course taught before the students depart.
- Participants attend monthly seminars to included a brief overview of British history, culture, economics, politics, and customs, as well as an overview of the National Health Service.
- Also included, a comprehensive review of the US health care system.
- Further, current policy issues related to health care in the both countries are discussed.

Knowledge about Nursing in the Host and Home Country includes:

- Scope of Nursing practice
- How and by whom Nursing is Regulated
- National Nursing Associations
- System for Nursing Education
- Types of Health care institutions, method of payment, and access to Health care
- Health of the population as specified by major health indices, including infant and maternal mortality rates, life expectancy, major health risks and causes of death, and immunization rates

Teaching/Learning Approaches Found to be Effective



- Self-reflection and blogging during the program
- Provision of structure for reflection through creation of a journaling template
- Group discussions while abroad to process experiences and their meaning to participants
- Students need time to process the information and put pieces together

Reflective Practice: Process of making sense of events, situations and actions

Students abroad learn not only through immersion into a new culture with experiences that are new and different.

They also need time to reflect on these events to fully understand their meaning

(Oelofsen, 2012; Boros, 2009)



Because learning does not occur simply through exposure to, or immersion in, experience, it is crucial that the faculty member develop skills in helping the students to reflect on their cross-cultural experiences



Nursing Process – Reflection Relationship



Methods Used to Assess the Innovation

The innovation was exploratory in nature.

Assessment involved the analysis of qualitative data focused on students' encounters with a vastly different health care system. The students' described events were analyzed to determine the clinical experience's degree of impact on the student, both intellectually and emotionally.

A modification of the question set developed by the Royal College of Paediatrics and Child Health (2010) was used as the structure for the student reflections.

This required students to answer the following questions:

- 1) describe the event;
- 2) describe your thoughts and feelings about the event;
- 3) what factors accompanied the event;
- 4) what comparisons can you make; and
- 5) how will what you observed influence your future practice.

Analysis



Initially two faculty members analyzed student reflections using content analysis techniques.

A third faculty member verified the coding structure and themes identified in the initial analysis.

The basic steps in the content analysis were:

- 1) identification of preliminary categories,
- 2) attainment of consensus on the categories,
- 3) identification of themes and merging of details.

Key Findings to Date

Students' reflection technique improved during the 2-week course.

While students were able to identify the differences and similarities in each health care system, they had more difficulty in the identification of policy issues and the comparative health care delivery systems.

Students had more difficulty explaining ways they internalized this information and plans to change their behaviour in the future in response to their experiences.

Summary Key Points

- Globalization of Health Care requires awareness of factors that influence health care delivery in other countries and offers opportunities to compare strategies to address shared health care issues.
- Exposure to comparative health care delivery systems offers students insight to expand their knowledge to solve local health care problems.
- Reflection is a valuable tool to assist students in the internalization and analysis of clinical experiences to improve future clinical decision making.



Those involved in international experiences
influence others while being influenced
themselves during the process



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