

Innovative Global Initiatives In DNP Education: Implications for Practice and Policy

Martha Hawkins, DNP, APRN

Rebecca Hoffpauir, PhD, RN

Rhonda Oldham, DNP, RN



Objectives

1. Explain how academic global experiences position the DNP prepared nurse to influence policy to improve healthcare outcomes.
2. State three examples of how DNP education and global experiences can impact policy, research, and clinical practice.
3. Describe how DNP nurse educators collaborate in research to understand the impact of global initiatives on nursing practice.



Explain how academic global experiences position the DNP prepared nurse to influence policy to improve healthcare outcomes.

Indiana Wesleyan University Global Engagement

- Education Abroad
- Exchange Programs
- Strategic Growth

DNP Global Initiatives

Global healthcare course

Global trips

- ✓ China
- ✓ Haiti
- ✓ Belize

Global Trip Planning- Stakeholders

- **Internal Planning-**
University/Division Support
 - ✓ Enrollment services
 - ✓ Accounting
 - ✓ Risk management
 - ✓ Faculty
- **External Partners-** In country
 - ✓ Lodging
 - ✓ Meals
 - ✓ Transportation
 - ✓ Translators
 - ✓ Educational endeavors
 - ✓ Cultural enrichment opportunities

Global Trip Planning

Trip Timeline

- 12 months- Secure internal & external stakeholders
- 6 months- Confirm in country needs with external stakeholders
- 3 months- Prepare team with frequent communications (newsletters, video conferencing)
- 1 month- Global trip coursework

Global Healthcare Course

Week One

- ✓ International travel/cultural awareness
- ✓ International health agencies: policy, funding, and healthcare improvement
- ✓ Standards of care

Week Two

- ✓ Data accuracy
- ✓ Healthcare inequalities

Week Three

- ✓ Globalization and health
- ✓ Transformation and empowerment

Global Healthcare Course

Week Four

- ✓ Healthy societies
- ✓ Best practices in global healthcare

Week Five-Travel preparation

Week Six- Travel

Week Seven

- ✓ Group travel presentation and discussion

Sample Schedule



Saturday-Travel

Sunday- Cultural Enrichment Day

Monday/Tuesday/Wednesday-
Observation/Presentation

Thursday- Fun Day

Friday- Practice Clinic

Saturday- Travel



State three examples of how DNP education and global experiences can impact policy, research, and clinical practice.

Belize

Pre-trip Preparation

Prior to the arrival of the IWU team, the host organization:

- Completed a clinical opportunities/early needs assessment
 - ✓ Clinical opportunities for students (RNBSN, MSN, and NP)
 - ✓ Needs assessment
 - *Guiding question: What is the most critical need that a healthcare team can address?*
- Developed relationships with in-country participants

Assessment Findings

Learning Opportunities

1. Palm Center- Patient record project development and patient care
2. School System - Health education in a cross-cultural setting
3. Direct patient care to El Salvadoran refugee family

The Palm Center Experience

Long term psychiatric care facility – Belmopan, Belize

- The Palm Center - the only in-patient or long-term care for the mentally ill in Belize
- Patient capacity- 45 residents (Census: 42 residents with additional two scheduled admissions)
- Caregivers- residents from local village
- Nursing staff- one registered nurse (nursing director) and local caregivers

The Palm Center

Director of Nursing
Doretta Valerio, RN
“Nurse Valerio”



Clinical Opportunity

Palm Center- Belmopan, Belize

Identified needs:

1. Sustainable, efficient patient record documentation system that can be utilized by medical/nursing staff as well as care providers who do not read.
2. Infrastructure for documentation system (binders, tabs/dividers, office supplies, forms).
3. Photo identification and complete physical assessments documented for all patients.

Inter-collaborative Cross-cultural Team

Team composition

- Four RNBSN students
- Four MSN (NP) students
- Four traditional BSN students from Viterbo University
- One physician
- Host partner (World Gospel Outreach – Belize)
- Palm Center nursing director and staff

Project Development

Patient Record Templates

1. IWU students were divided into groups of two consisting of one RNBSN student and one MSN (NP) student.
2. Each pair assigned 1-2 patient record forms to develop MSN (NP) student (provider perspective), RNBSN (nursing perspective).
3. Students with long term care experience encouraged to take leadership in development of patient record templates.
4. After initial development, documents reviewed by group participants and team physician.

Project Implementation

Steps

- ✓ Preliminary drafts presented to nursing director and necessary revisions identified
- ✓ Drafts revisions completed
- ✓ Final drafts edited and approved by Palm Center nursing director, Nurse Valerio
- ✓ Templates stored on flash drive for the Palm Center staff to make future copies of forms

Nurse Valerio proof-reading newly created patient record documents and identifying needed revisions.



Final revisions and storage of documents to flash drive.

Project Implementation

Steps (continued)

- ✓ Binders and office supplies purchased by team and donated to facility.
- ✓ Durable chart with standardized forms created for each resident (with assistance by BSN students from Viterbo University).
- ✓ Identification photographs of each resident.
- ✓ Physician, nurse practitioner, nurses and nursing students performed and documented physical assessments on each resident.
- ✓ MARS implemented by full team two days prior to IWU team return to USA.

Physician review



Compiling patient records



Newly assembled
charts ready for file





Physical
assessments
&
Photo identification
recorded in new
patient charts

New Patient Records

Documents Developed by Student Team

- Bio – Data form
- Physician's order form
- Patient observation form
- Activities of daily living check-list (pictographs)
- Medication administration record (oral and injection)

Project Evaluation

One week post implementation

Prelicensure students from Viterbo University made final edits.

Two months post implementation

Dr. Hassel MD (in Belize with another team) followed up with Palm Center and verified the system was being used.

One year post implementation

Another IWU team verified sustained use of charting system.

Project Evaluation

Sustainability for the Future

- Follow up visit by IWU nursing faculty one year after implementation revealed the charting system was fully implemented and functional.
- Governmental approvals not received at time of follow-up for country wide implementation of charting system.
- Forms to be evaluated periodically for needed revisions by IWU teams and the Palm Center nursing director.

Challenges

- Non-reading caregivers
- Poor established documentation habits of staff
- Insufficient time to test documentation system prior to team departure
- Documentation system had to be vetted and approved by Belizean Nursing Association before full implementation

Lessons Learned

Patient record project

- Efficiency is improved when inter-collaborative and/or cross-cultural groups work together to develop shared tools.
- Belize needs added nursing education programs to educate nurses. (Currently one unaccredited BSN program for nurses – one accredited LPN program).
- Nurses are vital to advancing the healthcare system in Belize.





Describe how DNP nurse educators collaborate in research to understand the impact of global initiatives on nursing practice.

Background/Impetus for Research Project

Personal Observations

Personal Story

Personal Student Observations

Initial Pilot Study

- Conducted with prelicensure students
- Five participants
- Did not reach saturation
- Modified questions and methods for current study

Identified Concepts

- Confidence
- Communication
- Adaptability
- Creativity/*Overcoming Adversity*
- Critical Thinking

Confidence

“I think the biggest thing that I took away from my trip...is confidence. When you have already held screaming babies and tried to take their temperature or helped a hypotensive woman lay down to stabilize her blood pressure, then the next time it happens, you will not hesitate to act and will not be thrown off your game by unexpected or undesired complications that frequently arise.”

(IWU student team member)

Communication

- *“When I first arrived I felt like there was no way I was going to be able to talk on their level....before the week was over, I was able to feel comfortable talking to the healthcare team.”* (IWU student team member)
- *“Seeing how the team members communicate with each other also helped me to learn to communicate more effectively.”* (IWU student team member)

Adaptability

“Never in my life has my ability to adapt been tried so hard, but I learned how flexible I really am.”

(IWU student team member)

Creativity/Overcoming Adversity

“I would consider Dr. ... to be the champion of adaptation to overcome adversity. Often times, we would have an order for a treatment that was not... available... In these situations, adaptation was necessary for success. A perfect example of this is when a small child needs a spacer for an inhaler...it was important to improvise a solution. With a plastic water bottle, A sharp knife, some gauze, and a lot of duct tape, we were able to fabricate a spacer on site...”

(IWU student team member)

Critical Thinking

“When I got back to school this semester, I could immediately see results from going on the trip. I could communicate much better and once we started class and lab, I could answer questions that I know I would not be able to answer if I had not gone on this trip.”

(Student team member)

Current Study Design

- Mixed Methods
- Pretest/Post-test Attitudes Survey
(5-point Likert-like scale)
- 11 Question written response questions with follow-up phone interview for clarification of answers, when necessary.
- Post-test and written responses given 6-8 weeks after returning from the global initiative

Early Findings

- Critical thinking
- Confidence
- Adaptability
- Interprofessional Communication
- Learning about Self

Critical Thinking

- *“I feel like this trip has helped me to improve my critical thinking skills by having discussion every night...getting to hear every individual perspective helped me to expand my thinking and not just think of my own opinion but what others might think...”*

When asked to give an example, the participant said

- *“when...asked us to describe poverty in one word, I said unclean water...now, I probably would have said hungry or hurting.”*

Adaptability

“I have always had a hard time adapting out of my comfort zone...The trip turned out to be nothing like we expected...although it may have been a little less ‘medical missions’ than we thought, the way the whole week turned out was amazing!...I have noticed that I am less nervous when being pulled to other floors...since the trip. I see more situations as learning experiences...”

(Student team member)

Interprofessional Communication

“The barriers between healthcare fields were largely reduced by the common goal of providing care to patients and the close proximity we shared throughout the trip. Because of this my ability to communicate with other healthcare professionals grew.”

(Student team member)

Learning About Self

- *“I do have the ability to be a leader, but it’s the fear of failure that holds me back...this experience gave me the confidence I need to make decisions for my patients based on my education, knowledge and experience.”*
- *“I think I will be more aware of the reason why I am in healthcare and choose to be more compassionate throughout my career.”*

(Student team members)

Conclusion

Summary

Global academic experiences position the DNP prepared nurse to influence policy to improve healthcare outcomes by:

- Acquiring broad knowledge and awareness of global health issues through advanced global nursing education and cultural immersion
- Participating in collaborative experiences with providers of healthcare in cultures other than one's own

Conclusion

Summary

DNP education and global experiences can impact research, policy abroad and clinical practice.

Cultural immersion in global healthcare academic experiences provide for:

- Introduction to opportunities to influence positive change
- Enhanced quality improvement in clinical practice through mutual sharing in diverse healthcare settings
- Research prospects

Collaboration in research with healthcare providers in diverse settings fosters understanding of the impact of global initiatives on nursing practice.