

# International Clinical Experiences for Required Clinical Hours

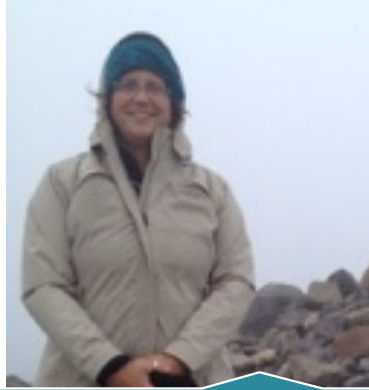
NATIONAL SURVEY OF REGISTERED NURSE  
PRE-LICENSURE PROGRAMS

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# Research Team



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# Research Team

## PUBLICATIONS & PRESENTATIONS

### PUBLICATIONS

- McKinnon, T., McNelis, A., de Leon, K., Whitlow, M. and Fitzpatrick, J.J. (2019). Current state of international clinical experiences in United States prelicensure nursing programs. *Nursing Education Perspectives*, 40(5), 291-294.
- McKinnon, T., McNelis, A., de Leon, K., Whitlow, M. and Fitzpatrick, J.J. (2019). International clinical experiences for required clinical contact hours: National study of Registered Nurse prelicensure programs. *Journal of Nursing Regulation*, 10(1), 53-56.
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### PRESENTATIONS

- NCSBN
- ICN
- CUGH
- Sigma Theta Tau
- GANES
- Global Network of Public Health Nurses



# Preparing Nurses as Global Citizens

Innovative teaching methods will prepare nurses to be global citizens equipped with the knowledge, skills, and attitudes necessary to improve the health of individuals and communities both locally and globally





# Why is Global Citizenship Critical for Nursing Education?

## NURSING WORKFORCE

Nurses represent > 50% of the healthcare workforce

## PROFESSIONAL ORGANIZATION MISSION & VISION

- ICN Strategic Framework
- Influence the design and implementation of social, educational, economic and regional health for
- Consider your Mission & Vision

## Evidence: Advancing Global Citizenship Through Nursing Education

Emerging evidence indicates innovative non-traditional methods, such as **immersive global service-learning experiences**, are particularly effective in enhancing the **development of qualities of global citizens**, including:

- Cultural awareness
- Civic engagement
- Self-efficacy
- International nursing perspective

Global service-learning shares several qualities of **high-impact practices** described in prior research, including:

- Common intellectual experiences
- Learning communities that link courses and students together over time,
- Collaborative assignments and projects requiring teamwork and problem-solving
- Diversity and global learning
- Service/community-based/experiential learning that explores culture(s), experiences, and worldviews different from one's own.



## Study Purpose and Aims

The purpose of this project was to describe the nature of international clinical experiences (ICE) for credit toward major in US schools of nursing and to describe schools' understanding of their state BON regulations related to these programs.



***Specific Aim 1:*** Describe the nature of international clinical experiences for credit toward major in US schools of nursing.



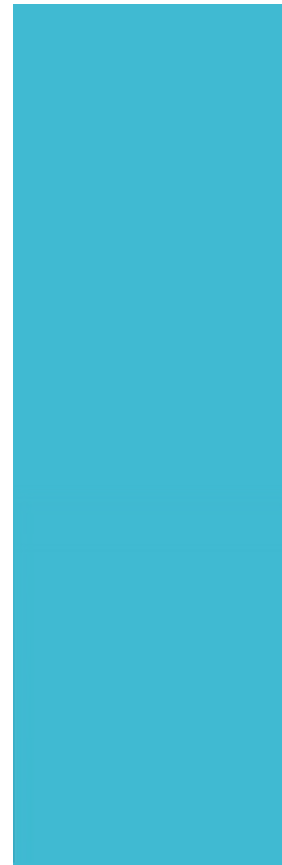
***Specific Aim 2:*** Obtain information about US schools of nursing faculty understanding of their state BON regulations regarding international clinical experiences.



# Study Sample

○ Study sent to **2,015** deans or directors

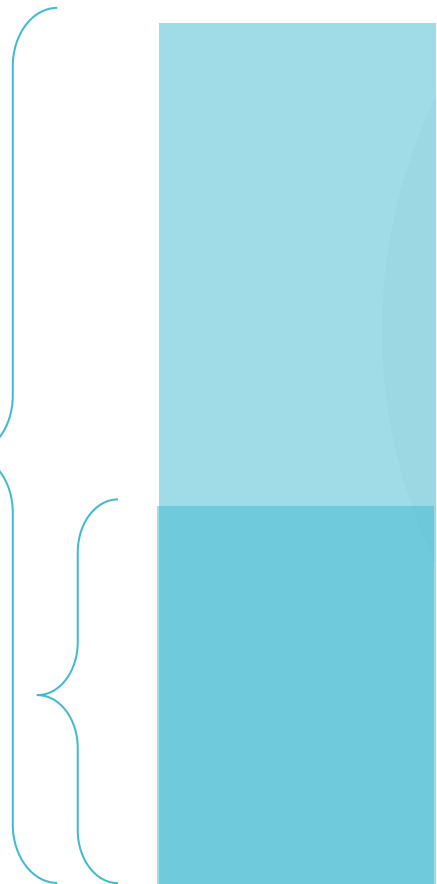
○ 900 (44.6%) Responses



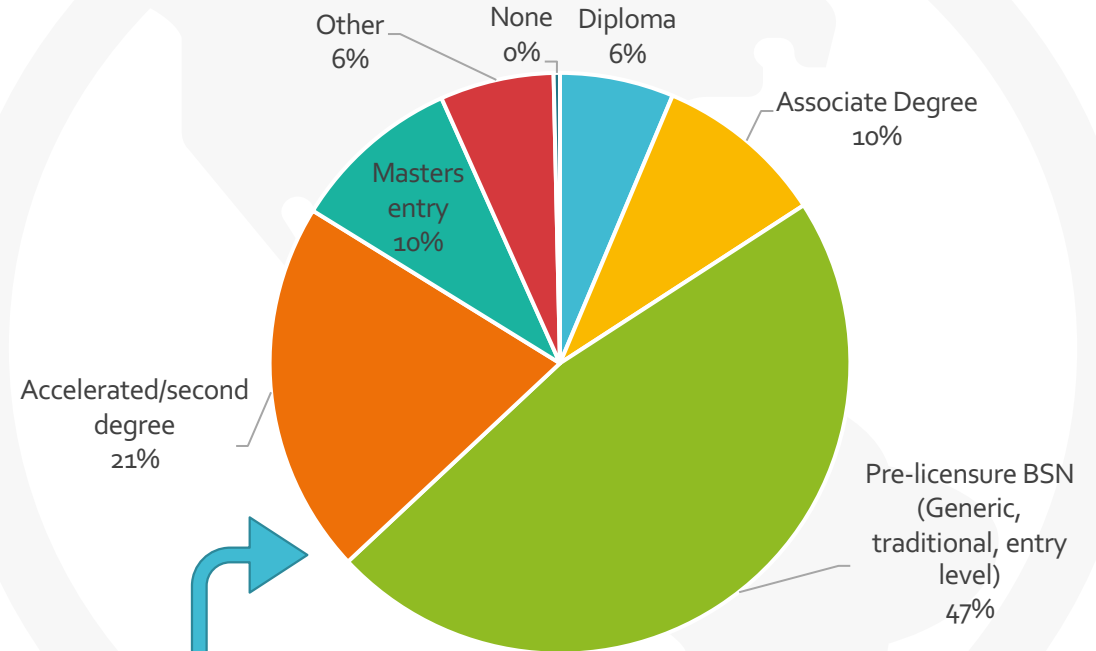
○ 241 (26.8%) indicated that their prelicensure programs allowed for ICE applied toward required clinical hours

# Study Sample

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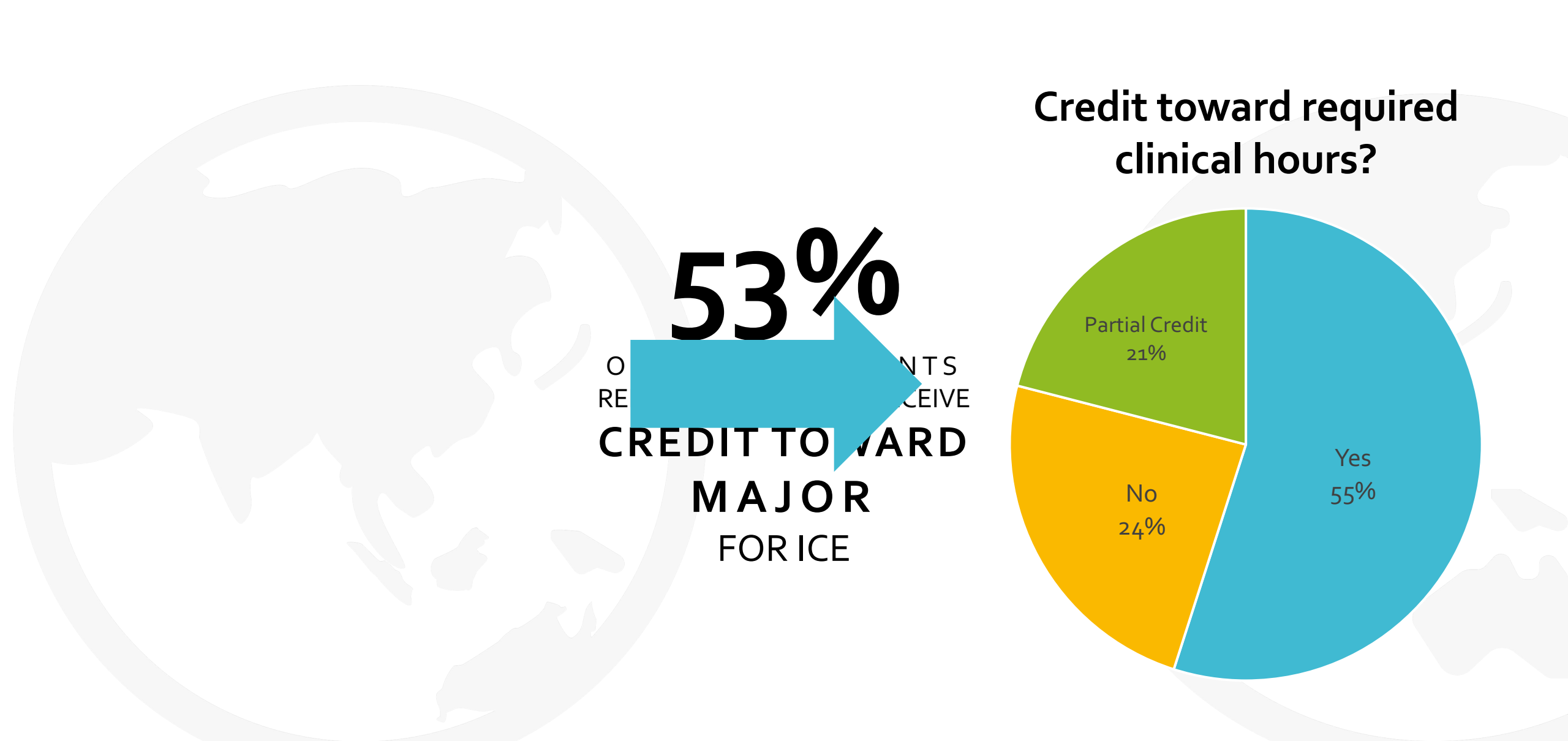


Programs Offering ICE (N=158)



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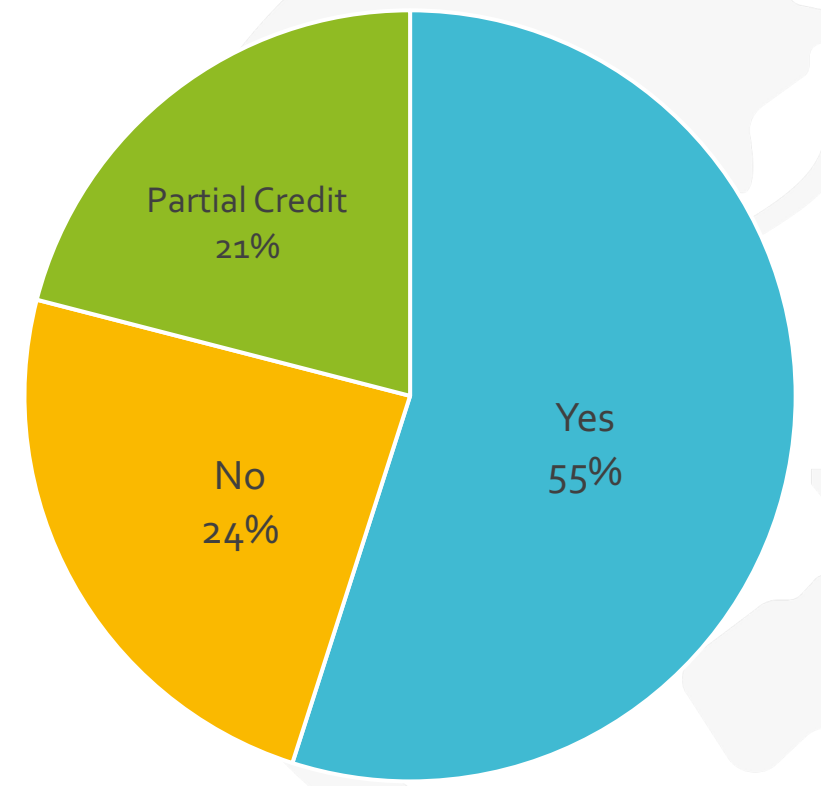




53%

OF RESPONDENTS  
RECEIVE  
CREDIT TOWARD  
MAJOR  
FOR ICE

Credit toward required clinical hours?



Results: Credit Toward Major for International Clinical Experiences

# Results: Where in the curriculum do ICEs occur?

Courses	Associate (n = 21)	BSN (n = 126)	Accelerated (n = 38)	Masters Entry (n = 27)	Total
Fundamentals	4	7	0	1	12
Medical surgical	6	24	0	1	31
OB (Obstetrics)	5	21	1	2	28
Peds (Pediatrics)	6	28	2	2	38
Psychiatric mental health	2	10	0	1	13
Geriatric/long term care	3	9	0	1	13
Community health	4	84	20	6	114
Leadership/management	4	7	2	2	15
Other (please specify)	8: electives	38	16: capstone	10: lifespan, residency, practicum	




# Board of Nursing Related Outcomes

RESULTS

## Results:

Please tell us about your understanding regarding your BON's regulations for international nursing clinical experience for required clinical hours

Response	n(%)
We have inquired and the BON informed us that they would not approve international experience for required clinical hours as part of the required clinical hours	13 (2%)
Do not know: never asked the question	455 (71%)
Do not know: inquired but received no response from our BON	2 (0.3%)
Never checked but believe these courses do meet our BON requirements for clinical experiences	70 (10.9%)
Never checked but do not believe that our BON would approve international experience for required clinical hours	44 (6.9%)
Requirements for host faculty (i.e. Licensure in our state, educational expectations, etc.) would preclude this type of program	21 (2.3%)
Other (please specify)	36 (5.6%)



## Results

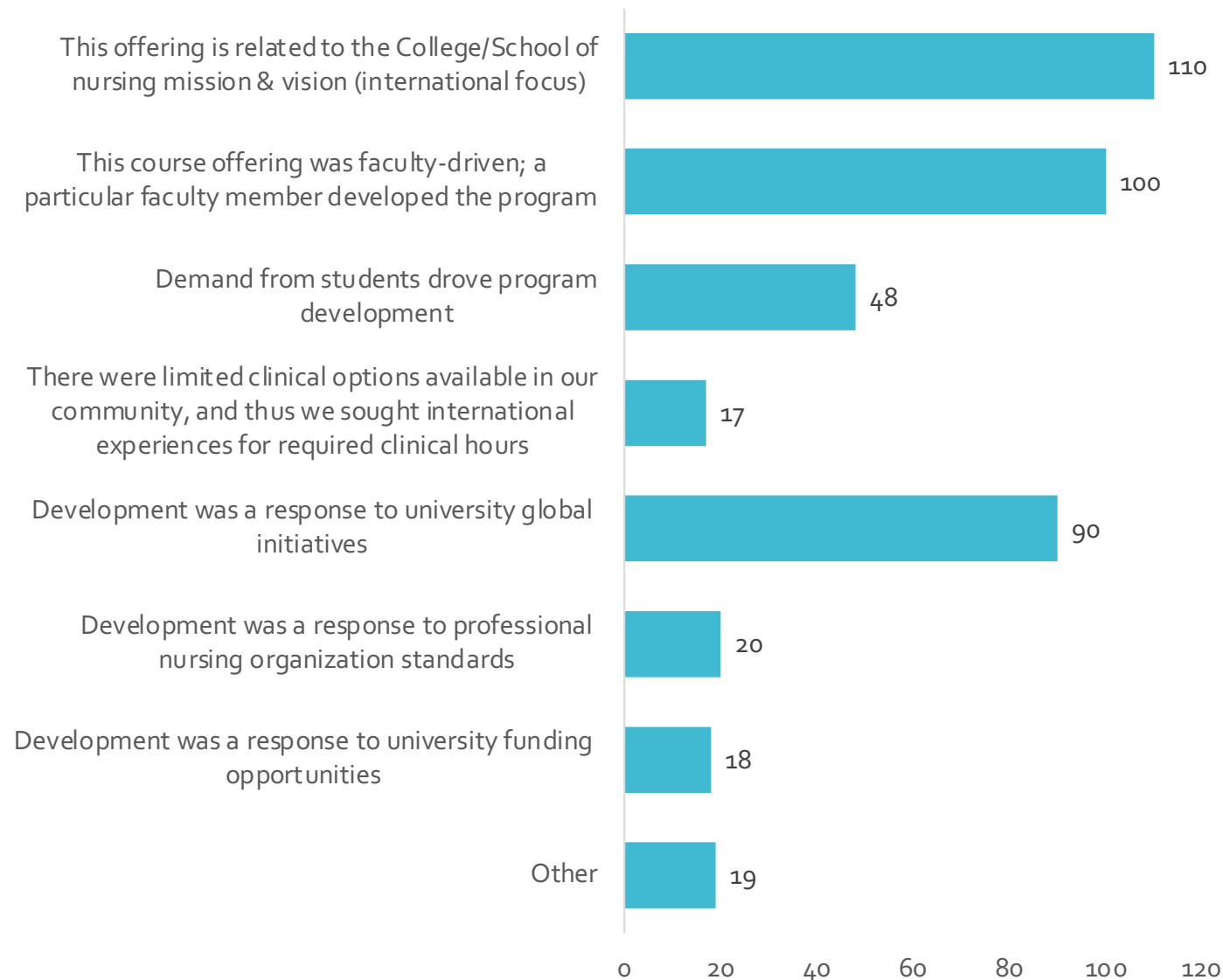
If preceptors from other countries are used, does your BON regulate requirements for these preceptors?

Response	n(%)
Yes	11 (8.8%)
No	44 (35.2%)
Not sure	70 (56%)



# Program and Curricular Outcomes

RESULTS

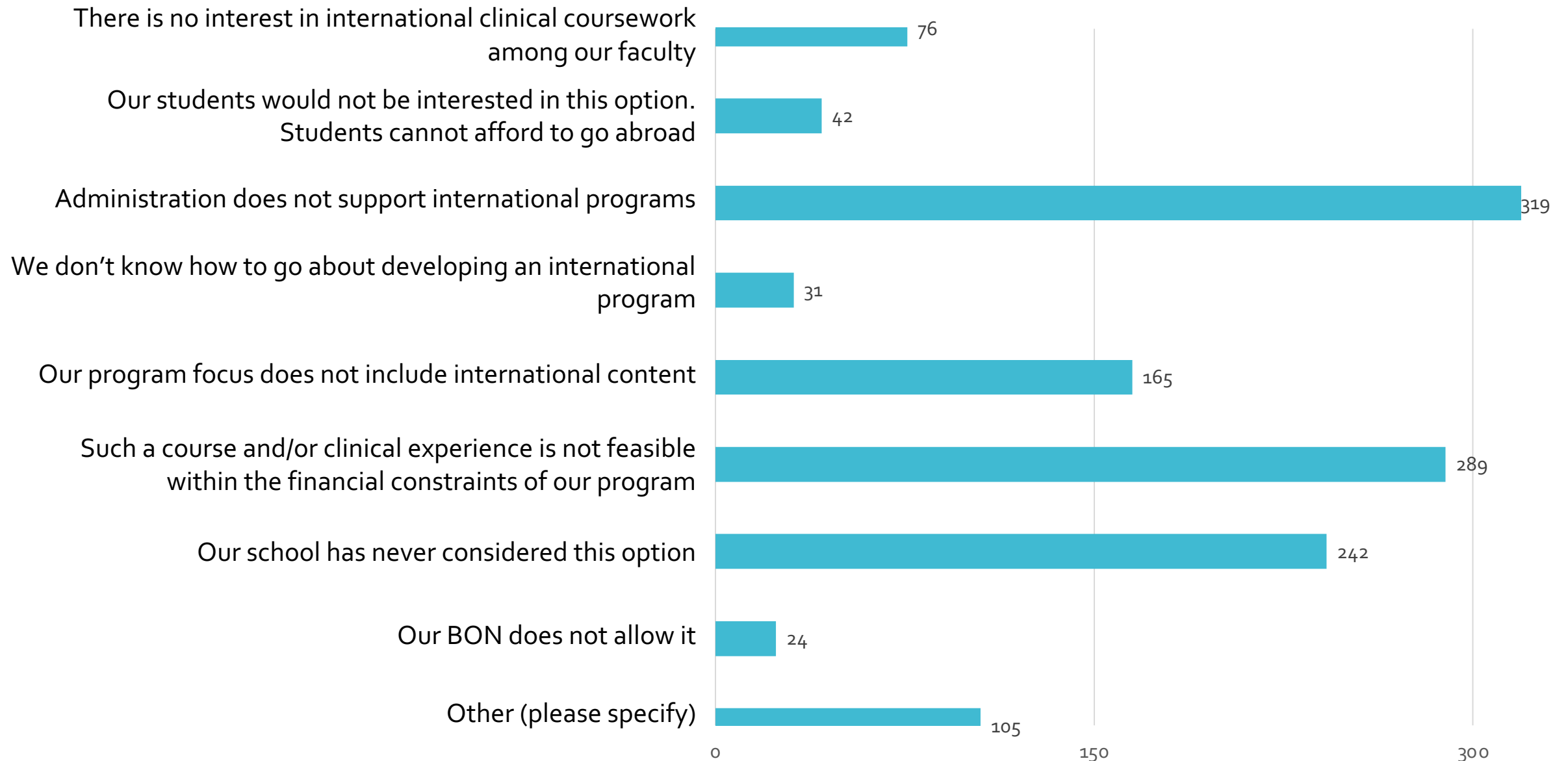


## Results

What factors led your school of nursing to offer international nursing clinical experiences to meet nursing clinical hours required by your BON?  
(Select all that apply)



# Results: Barriers to International Clinical Experiences





# 812

Report their programs do **not** allow participation in ICE from other schools or departments to count toward required clinical hours (n= 900)

# 123

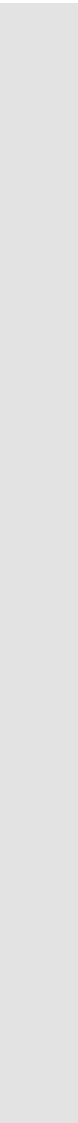
Respondents (n = 164) reported their schools did **not** have a capstone course that allowed for ICE

**Results: Program and Curricular Outcomes**



# Faculty-Related Outcomes

RESULTS



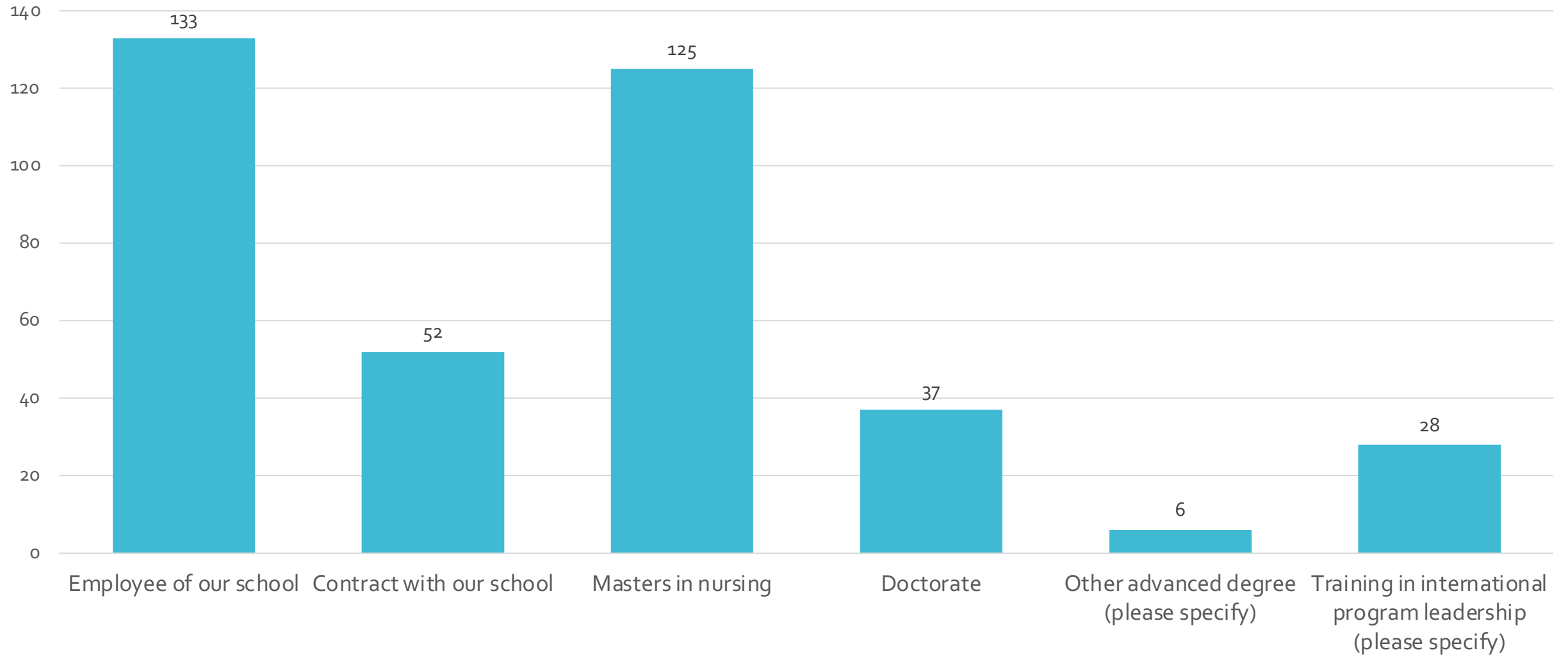


# Results

## Who teaches ICE?

Response	n(%)
Faculty from our school	123 (75%)
Hire on-site faculty from our partner school of nursing	2 (1.2%)
Both home institution and partner school faculty teach these courses	31 (18.9%)
Other	8 (4.9%)

# Results: What is required of your faculty teaching international clinical nursing experience(s) (Select all that apply)

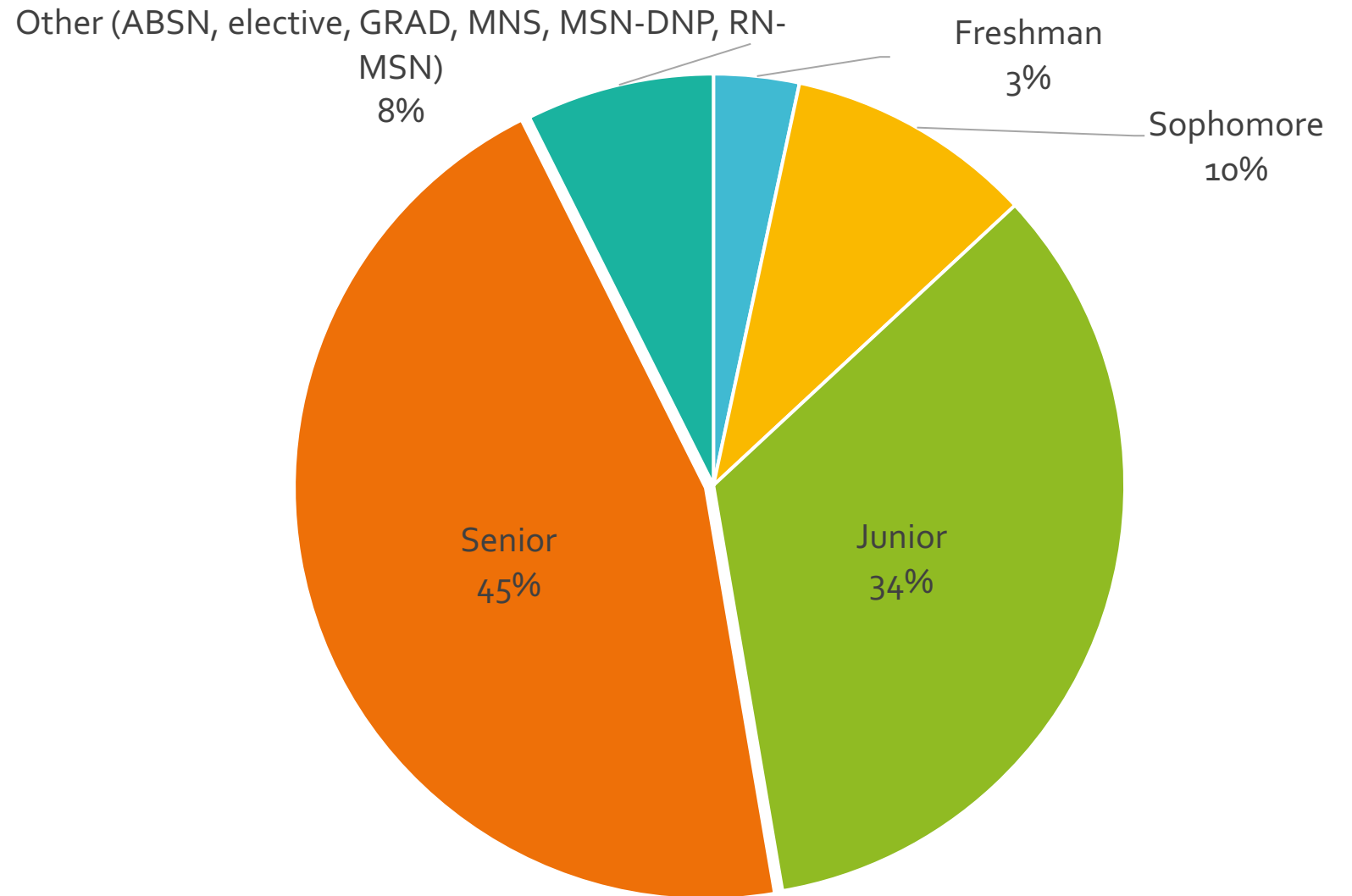




# Student-Related Outcomes

RESULTS

# Results: What level of students engage in ICE?







## Lessons Learned

- International Clinical Experiences in SONs have **direct impact** on global health
- Importance of educating global citizens
- Outreach and response rate
  - Persistence
  - Research Team → IU
  - NCSBN
- Reconsidering our assumptions around student interest and equity
- Clarifying credit toward major



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