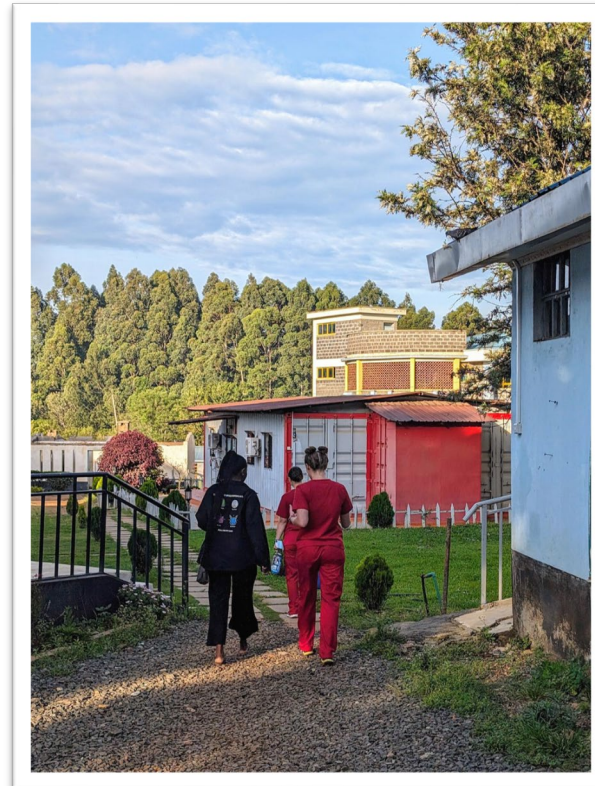


INTRODUCTION

The purpose of this project was to examine the experiences of four prelicensure, Bachelor of Science in Nursing (BSN) students following a 2-week education abroad experience in Eldoret, Kenya.

Students were involved in the direct provision of nursing care in partnership with Kenyan BSN students enrolled at Moi University and at Moi Teaching and Referral Hospital.

Students also presented at the inaugural 2024 International Nursing Conference of AMPATH: Academic Model Providing Access to Healthcare



“By going out into the community and partnering with the students from Moi University, I was able to build connections, make friends, and learn about a culture that was different from my own.”

RESEARCH DESIGN

This was a qualitative study. Students were asked to answer 6 questions in writing following the experience:

Semi-Structured Interview Questions

1. What were you hoping to achieve out of an overseas study experience?
2. Do you feel that your expectations were met? Please elaborate.
3. What did you find challenging or difficult about the experience?
4. What did you learn about healthcare in Kenya as compared to healthcare in the United States?
5. What impact do you feel language had on your ability to provide care?
6. How do you think your future nursing practice might be changed as a result of this trip?

“I learned how to critically think when one system is broken or not functioning, and practiced trial and error on interventions until the patient was able to correctly receive treatment.”

EMERGENT THEMES

1. Self-actualization as a human being
2. Nursing identity development
3. Critical thinking skills
4. Nursing educational models
5. Relationships with care partners
6. Learning about other cultures
7. Language and communication
8. Social determinants of health
9. Resource management



“I feel I truly was able to find ways to reduce, reuse, and recycle products that in the States contribute to a major amount of healthcare waste.”



“I knew that the trip was going to be profound, but I was not prepared to be significantly altered in my perception of myself, nursing, and my future career.”

SUMMARY

- Effective teaching strategies for facilitating the personal & professional growth of nursing students in education abroad include experiential learning and verbal and written reflections with faculty and host institutions.
- An education abroad experience with a clinical component is most impactful if students experience several days immersed with a team, as opposed to a one-time observational experience.
- More research as to the longitudinal impact on the development of nurses as global citizens is needed.

“I think this trip will affect my nursing practice in the way that I have learned how to listen to the patient and think through how they might experience their disease.”

SELECT REFERENCES

James, L., & Al-Kofahy, L. (2021). Cultivating Cultural Competence Through Academic Community Engagement and Clinical Reflection. *Journal of transcultural nursing: Official journal of the Transcultural Nursing Society*, 32(5), 623–629. <https://doi.org/10.1177/1043659620971699>

Kako, P. M., & Klingbeil, C. G. (2019). Facilitating Cultural Humility and Attunement for Nursing and Health Professions Students Through a Study Abroad Program in Kenya. *Nursing education perspectives*, 40(5), 278–282. <https://doi.org/10.1097/01.NEP.0000000000000561>

Knecht, L. D., Wilson, K. J., Linton, M. E., Koonmen, J. M., & Johns, E. F. (2020). Assessing student expectations and perceptions of a short-term international service-learning experience. *Public health nursing (Boston, Mass.)*, 37(1), 121–129. <https://doi.org/10.1111/phn.12669>

McKinley, C., Soule, I., Nguyen, C., & Saluta, I. (2022). Ethical global health in nursing education: An integrative review. *Nurse education in practice*, 58, 103263. <https://doi.org/10.1016/j.nepr.2021.103263>

Meaux, J. B., Saviers, B., & Traywick, L. (2021). Effects of study abroad on cultural and interprofessional competencies. *Nurse education today*, 103, 104928. <https://doi.org/10.1016/j.nedt.2021.104928>

Nourse S. R. (2022). Enhancing the Cultural Competence of Baccalaureate Nursing Students Through Short-term Study Abroad Programs. *Journal of Christian nursing: A quarterly publication of Nurses Christian Fellowship*, 39(3), E44–E52. <https://doi.org/10.1097/CNJ.0000000000000978>

Phillips, L., Bloom, T., Gainey, T. & Chioocca, E. (2017). Influence of Short-Term Study Abroad Experiences on Community Health Baccalaureate Students. *Journal of Nursing Education*, 56 (9), 528-533. doi: 10.3928/01484834-20170817-03

Roller, M. C., & Ballestas, H. C. (2016). Cultural competency: measuring the sustainability following an immersion program for undergraduate students. *Journal of the New York State Nurses Association*, 45(1), 21+. <https://link.gale.com/apps/doc/A507812808/AONE?u=anon-bcaaf401&sid=googleScholar&xid=47cc5808>

Sedgwick, A., & Atthill, S. (2020). Nursing Student Engagement in Cultural Humility Through Global Health Service Learning: An Interpretive Phenomenological Approach. *Journal of transcultural nursing : official journal of the Transcultural Nursing Society*, 31(3), 304–311. <https://doi.org/10.1177/1043659619870570>

Ulvund, I., Dadi, G. B., & Sundal, H. (2023). Nurses benefit from international clinical placement as nurse students: A qualitative study. *Nurse education today*, 121, 105663. <https://doi.org/10.1016/j.nedt.2022.105663>

