

Villanova University  
M. Louise Fitzpatrick College of Nursing

**Guidelines to Short-term globally engaged learning (GEL)**

**For Students:**

- 1) All students will participate in pre-departure orientation that includes the following topics:
  - a. History of the country/community and relationship to the U.S.
  - b. Influences of the social determinants of health upon the country and community (culture, education, political system, economics).
  - c. Basic language (hello, good morning, thank you, goodbye)
  - d. National and local Health system
  - e. Equity and justice
  - f. Information regarding licensing of international practitioners.
  - g. Working with community partners.
  
- 2) In planning nursing activities, recognize the true cost to all participants. There are travel costs for students and faculty including vaccinations and medications. There are also cost to our global partners that might include lost time from school or work to orient, translate, or prepare food for the Villanova group. Be sure this is discussed with the host-partner and that partners are appropriately reimbursed.
  
- 3) In a global learning clinical setting, the same rules regarding confidentiality apply:
  - a. Confidentiality of patient/client health information.
  - b. Photographs and social media
  
- 4) Professional dress and demeanor are expected in GEL activities (clinical settings, workshops, lectures, etc.). During periods of recreation, your dress is to be culturally appropriate.
  
- 5) We will collaborate with our global partner to support the priority health needs that are identified by the host partner.
  
- 6) Clinical practice is limited to the skills, teaching, and procedures that are within the scope of practice of US professional nursing with consideration of host-country nursing practice, and supervision and approval of host organization. For example, nurses in the US do not distribute medications, so we do not distribute medications to patients or providers in the host country, although nurses in the host-country may be permitted to do that.

- 7) Verbal and/or written consent is necessary for nursing care, research, and photography including videos. This also includes informing the recipient of care that you are a nursing student from Villanova University.
- 8) This is clinical learning. Just as in the U.S. posting photography (including videos) on social media is against FCN policy.
- 9) The role of the nurse is based in the ethical principle of non-maleficence, first do no harm; thus, it is important that as a nursing student, you promote a safe care environment. Therefore, you are not permitted to practice outside of your training. In other words, if you have not been instructed in a procedure, even if it is within nursing practice – you do not do it.
- 10) As in the US, the welfare of the patient/community is the priority. This must be considered throughout each phase of globally engaged learning.
- 11) Any patient procedure must have follow-up (i.e. assessing a wound after a dressing; teaching regarding hypertension or diabetes management). The follow-up may be by the Villanova group or by our host partner. Nursing procedure follow-up should be identified and agreed upon before the nursing intervention.
- 12) Health education is a nursing intervention – therefore, procedures must be in place for follow-up of learning of an educational intervention.
- 13) While in a global setting, promote personal health and safety and the safety of others.
- 14) If appropriate and student is at least 21 years old, within social situations with in-country partner: judicious use of alcohol is acceptable. Recreational substances are not permitted at any time during global activities.
- 15) When making donations to a community or health program, the donations must be given based on community's identified need with consideration of sustainability of the donated materials and environmental sustainability including waste generation. Additionally, all donations must be within U.S., host-nation, and international regulations.
- 16) If a global learning group would like to donate to the partner organization: Cash may be preferred, because it could support the local economy, does not require a luggage space, and may not require approval of national regulating authorities. Cash donations should be made to the financial officer of the host-organization. It is the responsibility of the donor student group to ascertain and follow host-

country regulations regarding cash donations or any other donation. An official receipt from the agency financial officer must be given for all donations of cash.

- 17) Before, during, and after global learning, engage in critical reflection of your beliefs and values related to the U.S., the host country, and your own culture.
- 18) If research will be conducted, follow host country's regulations; address ethical requirements (Villanova IRB, host-country ethics committee), and develop a plan for sharing of data and authorship before the study is implemented.
- 19) Post-GEL will include a de-briefing to contextualize the short-term emersion for the student and follow-up on student, faculty, and host-partner concerns.

### **Resources:**

Association of American Medical Colleges. (2011). Guidelines for Premedical and Medical Students Providing Patient Care During Clinical Experiences Abroad.

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Lasker, J. N. (2016). *Hoping to Help: The Promises and Pitfalls of Global Health Volunteering*. Ithaca, NY: Cornell University Press.

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Leffers, J. & Mitchell, E. (2010). Conceptual model for partnership and sustainability in Global Health. *Public Health Nursing*, 28(1), 91-102. doi: 10.1111/j.1525-1446.2010.00892.x

McDermott-Levy, R., Leffers, J. & Mayaka, J. (2018). Ethical principles and guidelines of global health nursing practice. *Nursing Outlook*, 66(5):473-481. doi: 10.1016/j.outlook.2018.06.013

National League for Nursing. (2017). A Vision for Expanding US Nursing Education for Global Health Engagement: A Living Document from the National League for Nursing. Retrieved [https://www.nln.org/docs/default-source/about/nln-vision-series-\(position-statements\)/vision-statement-a-vision-for-expanding-us-nursing-education.pdf?sfvrsn=9](https://www.nln.org/docs/default-source/about/nln-vision-series-(position-statements)/vision-statement-a-vision-for-expanding-us-nursing-education.pdf?sfvrsn=9)

Pechak, C.M. & Black, J.D. (2014). Proposed guidelines for international clinical education in US-Based physical therapist education programs: Results of a focus group and Delphi study. *Physical Therapy*, 94 (4), 523-33. doi: 10.2522/ptj.20130246.

The Forum of Education Abroad. (2018). Guidelines for Undergraduate Health-Related Experiences Abroad. Retrieved: <https://forumea.org/resources/guidelines/undergraduate-health-related-experiences/>

WHO (2010). Guidelines for medicine donations. Retrieved: [https://www.who.int/medicines/publications/med\\_donationsguide2011/en/](https://www.who.int/medicines/publications/med_donationsguide2011/en/)