



Thinking Globally: Developing an International Nurse Anesthesia Partnership

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Background & Purpose

- The International Federation of Nurse Anesthetists (IFNA) is a federation of national nurse anesthetists' associations
 - Members of IFNA are committed to the advancement of educational standards and practices, which will advance the art and science of anesthesiology and thereby support and enhance quality patient care
- The University of Cincinnati (UC) is a diverse community of 46,710 students and 6,000 faculty in Cincinnati, Ohio, United States (U.S.); UC is internationally recognized for innovative teaching and research
 - UC encourages international experiential learning to allow students to apply classroom knowledge in a real-world setting while gaining a better understanding of a profession in a global context
 - By going abroad, the student brings their academic learning to real-world problems and participates in multi-cultural environments facilitating adaptability, cross-cultural competency, and intellectual flexibility
 - UC Doctorate of Nursing Practice Nurse Anesthesia Program (NAP) was established in 1945; 4th oldest NAP in U.S.; includes over 80 students, 12 didactic and simulation faculty, and 80 clinical faculty
 - UC is as a non-physician anesthesia program officially accredited (Level 3) by IFNA
- INSTITUT DE FORMATION INTERHOSPITALIER THEODORE SIMON (IFITS)
 - Established in 1956. The institute welcomes around 1000 students and trainees
 - Affiliated with the University Sorbonne Paris Nord
 - IFITS received and send students and faculty on international missions each year
 - Nurse anesthesia program established in 2004, 25 SRNA per cohort
 - Nurse anesthesia program: 24 months length, Master's level
 - Program Director significantly involved in IFNA

The goals of this project is to provide nurse anesthesia students and culture education on France, anesthesia training and nurse anesthesia scope of practice in France and the United States and to provide opportunity for interaction with anesthesia providers of a different country thus increasing individual cultural competency.

Literature Review

Keywords: cultural awareness, international education, cultural competence

Searched Databases: PubMed, CINAHL, and Embase

Inclusion Criteria: English language, a publication date of less than ten years old, and a full available online text through the University Library system.

Exclusion Criteria: None

Results: 13 articles, 1 book

- The scale of disruption that our world faces from geopolitical to socioeconomic perspectives is vast; no single University or nation can achieve a breakthrough solution alone; the challenges are complex, and finding success can be possible when we work together as a global community of educators, researchers and influencers; collaboration across borders, languages, industries and disciplines provides opportunities to unite resources and create solutions
- Culture competency & international experiences may reduce health disparities
- Baccalaureate nursing literature reports international experiences can increase cultural sensitivity
- Thematic analysis of qualitative studies and comparative analysis for quantitative studies revealed the literature as broad and non-specific to nurse anesthesia education

Impact Statement

Student registered nurse anesthetists will gain an expanded worldview and increased anesthetic knowledge through an educational partnership between French and U.S. nurse anesthesia programs.

Methods

IRB Approval: Project was deemed non-human subjects by University IRB

Theoretical framework: Knowles Theory of Adult Learning

Population: American and French nurse anesthesia students and program leadership

Process: NAP administrators used IFNA member countries and programs to contact international administrators to gauge interest in developing an international partnership.

- NAP Administrators from the U.S. traveled to IFITS in France to meet and develop academic partnership.
- Program administrators from the U.S. toured IFITS, attended courses, visited clinical sites and participated in French Nurse Anesthesia Leadership Conference in February 2020
- Exchange possibilities were discussed with French IFITS leadership which included opportunities for students attending class, clinical observation, and cultural visits



Results

- Within weeks of meeting in France, the world was changed by the COVID-19 pandemic
 - Nurse Anesthesia faculty from French and U.S. programs communicated frequently via email sharing respective country's pandemic experiences including patient management, staffing concerns, and educational program impact; programs immediately benefited from the newly formed academic partnership, sharing ideas and providing support to one another in a challenging time
 - UC doctoral scholarly project surrounding French culture and nurse anesthesia practice and education was implemented by two UC nurse anesthesia students in February 2021; project provided education to UC nurse anesthesia program faculty, 2nd & 3rd year nurse anesthesia students
 - Ideas to continue and plan the academic partnership were discussed such as virtual student/faculty interaction and international travel once travel restrictions lifted
- Webinar conducted with French and American students to discuss Nurse Anesthesia Education and Scope of Practice in both countries in February 2022
- License recertification lecture given by American Program leadership to French Nurse Anesthesia students March 2022
- Hopeful to plan international exchange 2023

Conclusions

- Academic partnerships offer the benefit of possibilities.
 - More ideas, resources and expertise create more opportunities for broadening of the perspectives and knowledge base of those students who take part in international experiences
- Cultural competence education aims to ensure all people receive equitable, effective health care, particularly those from culturally & linguistically diverse (CALD) backgrounds.
 - Emerges as a strategy in response to evidence of health disparities, structural inequalities, and poorer quality health care and outcomes among people from minority CALD backgrounds
- There is a paucity of focused education on cultural competence for nurse anesthesia students which substantiates the need for this project and subsequent interventions.

References

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