

Internationalization of Education

UVic School of Nursing Report

world-mindedness
project:
promoting faculty
and student
engagement



September 2011

Acronyms and terms used in this report

BSN	Bachelor of Nursing Science
CAEN	Collaboration for Academic Education in Nursing
HSD	Human and Social Development
MN	Master of Nursing
OIA	Office of International Affairs
SON	School of Nursing
Term 6	third year level
Term 7	fourth year level

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Internationalization of Education Uvic School of Nursing Report – September 2011

1. Background

1.1. UVic Context for Internationalization

The University of Victoria (UVic) is striving to broaden the world-mindedness of students, faculty and staff by bringing the world into the classroom (actual or virtual) and on-campus life, and promoting outreach around the globe through teaching/learning, networking, research, practica and co-operative work experiences. The UVic Strategic Plan states:

Universities of today are international institutions. . . . and all of our [UVic] graduates are expected to engage as global citizens. Internationalization increasingly affects what we do, expanding the opportunities and obligations of our students and faculty. Global communications, economic and social interdependence, and international co-operation and tensions have made our engagement at the international level both a responsibility and a prerequisite for our success. These trends have brought about changes in what we teach, who we teach, where we teach and how we teach, as well as in the nature and focus of our research. (UVic Planning and Priorities Committee, 2007, p. 10)

In addition, Objective 18 of the UVic Strategic Plan “to integrate and enhance international activities across academic programs and research” (p. 29) proposes:

- 18a) more study abroad
- 18b) increasing targeted international student enrollment
- 18c) expanding support for students with English as additional language
- 18d) assisting faculties, departments and schools, and individual faculty members in the revision of courses to better meet internationalization goals
- 18e) enhancing international research opportunities
- 18f) strengthening support services for international students

The Mission statement of the University further states (UVic Planning and Priorities Committee, 2007, p. 6) a commitment to making a difference in our external communities from local to international by “promoting civic engagement and global citizenship,” where global citizenship is defined as an “awareness of the world as a global community, recognizing the rights and responsibilities of citizens within it.”

1.2. OIA Vision for Internationalization

The Office of International Affairs (OIA) has a mandate to address internationalization in education at UVic on a number of fronts involving students and faculty, and to this end established the following vision in its report, *Making a World of Difference*:

To be a diverse and welcoming learning community that integrates elements of global cultures and contexts into its teaching, learning, research, artistic creativity, professional practice, and community service in order to a) support student, staff and faculty to be informed, responsible and effective citizens of the world and b) contribute evidence and innovations to address issues and build capacity in areas of global consequence. (UVic OIA, Office of the Vice-President Academic and Provost, 2006, p. 7)

1.3. SON Focus on Internationalization

Supporting the UVic Strategic Plan and promoting the vision of the OIA, the UVic School of Nursing (SON) has developed a *Statement on Internationalization* (SON Council, July 1, 2010). This Statement affirms the SON's commitment to providing learning opportunities to explore diversity, critique and attend to power and privilege, foster inclusivity and cultural safety, and promote social justice, world-mindedness and global citizenship.

The following section draws on the SON's Internationalization Statement to highlight opportunities related to internationalization of learning experiences that already exist for our undergraduate and graduate students. It should be noted that in promoting the goal of internationalization of education, the SON considers two significant factors. Firstly, for registration in a regulated profession such as nursing, students are required to accumulate the majority of their practice experiences in a Canadian context to qualify to write the national examination leading to the professional designation as a Registered Nurse within Canada or the provincial qualifying exams for a Nurse Practitioner in BC. Secondly, the realities of practicing as a Registered Nurse or Nurse Practitioner in Canada encompass encounters with diverse populations in geographically and culturally varied contexts. Therefore, the

concept of internationalization, understood as promoting civic engagement and global citizenship acquires a broader meaning within the SON, namely, that of metaphorically “raising the gaze.” By purposefully promoting awareness in students and faculty of global issues and their impact on health, we are educating competent nurses who can work across cultural, ethnic, economic, political and social differences found within, as well as outside, Canadian borders. In addition, the SON has a commitment to social justice and educates nurses to provide health care to communities and populations as well as individuals and families.

1.3.1. Highlights from the SON Statement on Internationalization

Related to the goal of internationalization, global-mindedness, and “raising the gaze” across the UVic’s SON nursing programs, the following describes current information and practices in undergraduate and graduate programs.

CAEN BSN Program

Students in the Collaboration for Academic Education in Nursing (CAEN) Bachelor of Science in Nursing (BSN) complete the first two and half years at a collaborative partner site prior to transferring to UVic for degree completion. During this time at a partner site, some students are able to obtain a practicum experience in a northern location (e.g., Yukon) or overseas (e.g., South Pacific, Asian or African nations). The UVic SON offers only third and fourth year courses over 4 consecutive terms to CAEN BSN continuing program students.

- Learning opportunities that raise students’ awareness of the global issues occur throughout undergraduate nursing practice courses (e.g., working with immigrants and refugees in local resettlement or culturally focused organizations; involvement with schools integrating children from families around the world that are new to Canada; and promoting the health of First Nations communities).
- Third year on-campus UVic CAEN BSN students all take the course NURS 342: Global Health Issues, which provides direct links to the concepts of internationalization and global citizenship.
- While at UVic, all CAEN BSN continuing program students are placed for their mandatory practice courses in Canada as noted above. There is an opportunity to apply for rural, remote or urban placements throughout Canada for the final Nursing Practice course, NURS 491, provided students have met College of Registered Nurses of British Columbia entry level competencies of a new graduate in their prior consolidated practice experience, NURS 475.
- Students are eligible for an international experience, such as a student exchange in Sweden, for a nursing elective course only.

Post Diploma Distance BSN Program

The Post diploma BSN program for practicing Registered Nurses (RNs) advances diploma preparation to a degree level. Opportunities for organizing international placements are available to the Registered Nurses for the final practicum, NURS 495: Nursing Synthesis, only. Students make arrangements a year in advance to ensure sufficient time to plan the requested international placement.

Graduate Programs

The graduate programs in nursing include four options for a Master's degree and one PhD program. The SON's commitment to accessibility for learning through distance education brings together students with diverse backgrounds from different parts of Canada and the USA. Graduate level courses address nurses' commitment to social justice and reducing health inequities, as well as expanding nurses' awareness of diversity and global citizenship. Moreover, as Advanced Practice Nurses, our graduate students are prepared for nursing leadership roles as well as knowledge generation and exchange locally, provincially, nationally and globally.

Nursing Faculty

Many nursing faculty members teaching in undergraduate and graduate programs are engaged in international health research. Some visit nursing programs in other countries to discuss curriculum development, teaching strategies and changing trends in nursing education and the profession.

1.3.2.SON Proposal to Promote Internationalization

With the goal of working toward the promotion and enhancement of internationalization strategies and experiences across SON programs and courses, an Internationalization Committee of interested faculty and staff was created. The Committee members are: Robin Scobie, RN, MScN; Carolyn Hammond, RN, MN; and Diane MacLeod, RN, BScN. Anne Bruce, RN, PHD, participated with the committee in planning the workshop for the Graduate Program. A Project Coordinator was hired: Olga Petrovskaya, PhD candidate at the SON. The Committee developed a proposal suggesting curriculum internationalization strategies at the call of the OIA matched funding grant and was approved for this cost sharing initiative with the School of Nursing in May 2010 (\$8000 total funding). See Appendix A for Excerpts from the Matching Fund Proposal on Internationalization of Nursing Education.

2. Promoting Internationalization at the SON

Our major focus has been on faculty development and course review. To this end, a series of faculty development workshops were designed. From December 2010 to June 2011, three workshops were conducted that involved nursing instructors teaching in all levels of the program. Each workshop is described below.

2.1. Summary of Year 3/Term 6 Workshop

The first workshop for instructors teaching in Term 6 of the third year of the BSN program was held on December 14th, 2010. This 5-hour workshop was jointly facilitated by the members of the SON's Internationalization Committee and the UVic's Learning and Teaching Centre. The attendees included six permanent nursing faculty (tenured track and senior instructors), seven sessional instructors, and two members of the administrative staff (undergraduate student affairs coordinator and student advisor).

The workshop objectives were to:

- explore an international/global-mindedness lens using the blueprints for all Term 6 courses,
- understand how Term 6 instructors can facilitate threading these concepts through the courses, and
- identify end-of-term expectations for students and instructors around world-mindedness.

The workshop began with a few minutes of individual reflection on one's understanding of internationalization and world-mindedness and writing these ideas down on a participant worksheet/evaluation form. This worksheet was collected at the end of the workshop.

Because Term 6 is the first *university* term for nursing students who transition to UVic from a collaborative partner site--Camosun College or College of the Rockies--to complete their degree requirements, transition issues are felt acutely by students and UVic nursing faculty alike. Although not related directly to the goal of internationalization of education, these issues inevitably impact learning-teaching processes. As students reminded us, when they experience high levels of stress in adapting to new learning environments and expectations, incorporating complex, new concepts or frameworks into their practice can be challenging. Thus, at the workshop, the identified internationalization objectives were pursued concurrently with an attempt to work through some challenges inherent in the process of student transition to the university. To accomplish this compounded goal, the workshop program incorporated a student panel with a plan that a panel

discussion would serve as a background for workshop organizers and attendees in which to embed concepts of internationalization and global-mindedness.

The student panel included four Year 4 students, who had completed their Term 6 courses the previous academic year when the new *Global Health* course was first offered, thus they had first-hand experience with the topics under discussion. These students (1 male and 3 female) were purposely invited to participate in the panel based on their diverse educational and/or cultural backgrounds. While all students contributed critical reflections on their Term 6 education based in their own realities (different ages, prior work careers, personal responsibilities, rural or urban living, etc.), some had also participated in international nursing student placements at the College level, and one had volunteered for a short UVic student-led community development experience in Central America during reading break in third year.

A specific focus of the student panel was to inquire about: (a) what students learned from their Term 6 courses in relation to the concepts of diversity and global-mindedness, (b) how they were applying what they learned in a classroom in their practice placements, and (c) what recommendations students had for curriculum changes and instructors teaching in Term 6. The student panel eloquently identified many high-priority issues, which consequently formed a spring board for discussion among workshop participants. Analysis of the workshop process and outcomes of the discussions are presented below, along with internationalization-related recommendations.

The second half of the workshop was devoted to small group work amongst instructors only, with a report-back period built into the process. Small groups were organized around instructors teaching specific courses. That is, there were three course-based teams including a *Global Health Issues* team, a *Promoting Community and Societal Health* team, and a *Nursing Inquiry* team, with instructors teaching practice courses at each table.

The small group task initially included reviewing respective Course Blueprints, Minimal Semester Requirements, Essential Learning Experiences and Course Syllabi to identify if and how the SON's internationalization goals mesh with the concepts outlined in these documents and to answer, "Where are we right now?" Then, building on this exercise, to identify, "What do instructors need to know/do to facilitate internationalization in our curriculum, to develop a sense of nursing within the context of global health issues, and to contribute to world-mindedness of professional nurses?"

The groups generated many interesting ideas, which have been shared with all participants. In essence, these recommendations echoed those coming out of the debriefing discussion in the morning, once again emphasizing the notion of assisting students to see the links between thinking globally while acting locally, shifting their professional focus from the individual to populations and society, and actualizing how theory and practice inform each other.

One of the planned workshop activities was to share effective learning strategies that can help students to establish global-local, individual-society, and theory-practice connections and to become more aware of global health/environmental issues. Some participants incorporated these into their small group presentations. There was, however, a desire for more time to be spent on a question "What is being done that works?" This idea was carried forward for our future work.

As a concluding part of the workshop, all participants reflected on how the workshop content helped identify steps to implementation of the School's plan for internationalization and on "What might be required to achieve these steps?" Finally, participants filled out evaluation forms whose main points are summarized below.

What follows is a retrospective critical analysis of the workshop conducted by the members of the Internationalization Committee summarizing main insights, comments, and recommendations emerging from the workshop. This summary will be presented under the rubrics of reflection on the process of organizing and running the workshop, the content addressed in the workshop, and recommendations for teaching and learning.

What we learned about processes in doing this workshop

Firstly, the student panel was very useful to help instructors understand the challenges of third year nursing students who have just entered University life from the College milieu. As well, these students were the first to experience a new, required course on Global Health Issues, and an existing nursing theory course that had been augmented to include shifting the gaze past individual and community health to promoting societal health. While everyone enjoyed the student panel for their insightful descriptions of students' experiences in coming to UVic, the Committee recognized that the dual purposes of the workshop (i.e., focusing on transition issues) may have compromised gaining more insight pertaining to students' experiences of learning about internationalization.

There was a miscommunication between workshop organizers and the facilitator preparing the student panel whereby an amended question

focusing more on internationalization did not reach the student panelists. In addition, the focus of the panel discussion shifted more to transition issues (e.g., difference between academic requirements at the university as compared to college sites; difference among faculty expectations, grading, and teaching style, and so on) instead of garnering more about the intent of Term 6 helping students make philosophical and practical connections between “local” contexts of individual and family and “global” contexts of community, population and societal health. In spite of this shift in focus, participants recognized the relevance of the transition issues raised by the students and the significance to teaching-learning dynamics, including teaching global-mindedness. Based on this experience of workshop facilitation, the Committee decided: Making sure the right information gets to the right people at the right time, and preplanning a way with the facilitator/group to redirect the discussion, if needed, are processes to attend to as the work or session progresses.

Another observation pertained to time management. Specifically, our third objective for the workshop was not explicitly addressed because of lack of time (i.e., How do we envision ‘global-minded’ student nurses and instructors? What are key expectations for students coming out of Term 6?). A debriefing session after the student panel had been extended to accommodate the discussion of transition issues, which resulted in not having enough time to attend to the question of expectations at the end of Term 6. This example emphasizes the importance of planning sufficient time for interactive communication and discussion, as well as the necessity of a more contained scope for the workshop.

Next, it was evident from participants’ notes that people held diverse understandings of the notions of internationalization and global-mindedness. In a retrospect, it became apparent that a discussion of terminology might have been warranted.

Finally, one participant put in writing an idea that was expressed numerous times at the workshop and that remains a question for continuing reflection: “Thinking how to share internationalization and global-mindedness focus with field guides.” (Field guides are practice mentors in agencies who guide students’ learning in hospitals and community agencies, and who are not always nurses).

What we learned about the content that faculty found important

First, it was useful for faculty to know students’ perceptions of the Term 6 courses. Specifically, students felt that these courses broadened their perspective, increased their awareness of the “outside world” and encouraged them to think about health care outside Canadian borders. The panel conveyed that although students were exposed to the concepts of

cultural competency and cultural safety in the first two years of their program, they felt that the concepts of internationalization and global-mindedness should also be introduced earlier in the program.

Second, sharing diverse understandings of the notions of internationalization and global-mindedness might be an important part of future workshops.

Third, other venues for faculty development might be needed to continue discussions about internationalization and to share effective teaching strategies (learning activities, readings, assignments).

Recommendations for implementing world-mindedness in SON curriculum

As suggested above, the student panel expressed a desire that the concepts of internationalization and global-mindedness be introduced earlier in the program. Instructors can promote notions of internationalization and world-mindedness, and help raise students' gaze in the following way: In a virtual or physical classroom, refer to real events, news, and issues nationally and internationally, and help students think about how this "bigger picture" translates into/influences local realities. Conversely, encourage students to apply what they learn in the global health course (e.g., social determinants of health, health inequity, and social justice) to their local context of nursing practice. In other words, assist students to see connections between local and global, and always moving between theory and practice—seeing how theoretical concepts arise from and are applicable to practice, and how practice informs further theory development.

Some questions for further consideration

- What might be other venues for faculty development where conversations about internationalization can be carried forward? (e.g., course team meetings)
- What specific learning strategies and readings do instructors use that they find helpful in discussing internationalization/global-mindedness with the students?
- What can be a resource for instructors to access information on the topic of internationalization/global-mindedness? (e.g., webpage with links to bibliography, etc.)

A final word of reflection: Overall, workshop participants and organizers felt that through the student panel, small group work, and large group interactions, the workshop generated a wealth of ideas on complex issues of student transition to university and the concomitant shifts required in knowing, being and doing, including adopting an attitude of world-mindedness. The workshop objectives to explore an international/global-mindedness lens using the blueprints for all Term 6 courses and to

understand how Term 6 instructors can facilitate threading these concepts through the courses have generally been met. A critical observation revealed that the Term 6 workshop aimed to meet too many agendas. This led to a decision to focus the next two workshops specifically on the topic of internationalization through the particular foci of fourth year undergraduate courses and, subsequently, the various program options within nursing graduate studies.

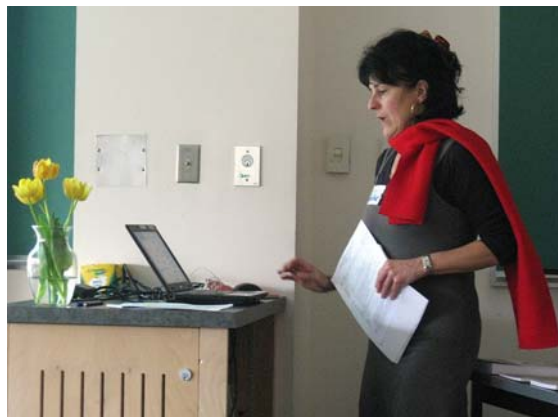
2.2. The Summary of the Year 4 Workshop

This 5-hour workshop for instructors teaching in the Year 4 undergraduate and post-RN programs, both on campus and online, was held on April 14th, 2011.

Similar to the previous workshop, the goals for this workshop were to:

- Explore an international/global-mindedness lens using the blueprints for all Year 4 courses;
- Understand how Year 4 instructors can facilitate threading these concepts through the courses; and
- Explore expectations for students and instructors around world-mindedness.

Dr. Sabine Lehr, Associate, Office of International Affairs, was hired as a workshop facilitator. Sabine has expertise in international curriculum development including design of on-line courses. Following a suggestion by Dr. Lehr, and after a detailed discussion by the Internationalization Committee, a decision was made to use a process of concept mapping as a main framework for the workshop. To prepare for the workshop, prospective attendees were asked to fill out a questionnaire and submit it in advance to Dr. Lehr and to read an article by Mill, Astle, Ogilvie and Gastaldo (2010) entitled "Linking global citizenship, undergraduate nursing education, and professional nursing: Curricular innovation in the 21st century". The aim of the pre-workshop questionnaire was to solicit participants' initial understandings of the notions of internationalization and global-mindedness and to encourage instructors to reflect on how these concepts are addressed/can be addressed in the curriculum (see Appendix B).



Dr. Sabine Lehr, Associate, Office of International Affairs - Group Facilitator

Mill et al.'s article was recommended to serve as a Canadian example of a recent nursing publication on the topic of internationalization of nursing education and global citizenship and to generate ideas for the discussion during the workshop.

The workshop was attended by 7 sessional instructors, 4 permanent faculty members, and an administrative staff member of the Internationalization Committee. The workshop opened with introductions where participants were invited to share their initial questions and comments related to internationalization of nursing education such as working with foreign students, offering international placements for nursing students, addressing global issues in the courses, and reflecting on "internationalized" experiences in nursing placements in Canada, for example, working with immigrant or Aboriginal populations.

The introductory part was followed by a discussion of pre-workshop questionnaires. A review of responses conducted by Dr. Lehr revealed the diverse understandings instructors have about notions of internationalization and global-mindedness, and a variety of approaches to teaching for world-mindedness. Specifically, attendees described internationalization of education in the following ways:

- Inclusion of global ideas/concepts into course or classroom
- Focus on social justice, human rights, and structural violence and social exclusion; valuing diversity and inclusiveness; challenging dominant neo-liberal and privileged Western-centric knowledge; environmental sustainability
- I don't understand it
- Understanding interdependent nature of the world; values, actions, beliefs have global repercussions; local-global connections; global citizens
- International course content; international nursing experiences

- Cultural sensitivity with patients

These understandings overlap with those described in nursing literature, for instance, in Mill et al.'s article (2010). An overview of the article by Dr. Lehr generated a discussion among attendees that touched on a number of important issues. For example, questions have been raised about recognizing, and in some cases mistrusting or critiquing, the University of Victoria's agenda of needing to attract more foreign students to "bring in more money" on the one hand, and creating supportive environments for those students, who are more than the means to the University's financial ends, on the other hand. Other participants mentioned a concern with perceiving their Western, taken-for-granted views as implicitly perpetuating colonizing practices in the classroom. Additionally, the difficulty with moving beyond this dominant paradigm was articulated. Several participants recognized that "inviting Other stories to be told" (e.g., asking Aboriginal or foreign students to share their cultural stories based on an assumption of difference), as much as it may seem inclusive at the time, often presents other challenges such as assuming one student's experience is representative of all in a particular culture, thus the potential for objectification of the student, generalization of experiences and abuse of power in the classroom.



Left to right: Carolyn Hammond, Jane Milliken, Diane MacLeod, & Karen Hoskyn (front row)

As mentioned above, a central focus of the workshop was developing an internationalization/global-mindedness lens for the courses taught in Year 4 of the BSN program, given its emphasis on nursing leadership in health care, research utilization and consolidating acute nursing practice competencies. As an introduction to a concept mapping exercise to uncover (or not) world-mindedness in the nursing curriculum, Dr. Lehr briefly introduced a process of course redesign using concept mapping as its main tool of exploration. Specifically, she explained that concept mapping can be understood as:

- Making course concepts explicit
- Defining the content in terms of specific concepts

- Defining the relationship between the various concepts
- Visualizing
- A starting point to a student's road to learning
- A tool to share with learners
- A sorting-out exercise

After Carolyn Hammond, a Committee member and an instructor teaching in fourth year (Term &), presented an overview of the CAEN concepts (see Appendix C), all participants began a small group activity. Four teams, organized around the following courses: Nursing Practice, Electives, Leadership, and Research, engaged in a concept map of their respective courses using an "international or world-mindedness lens." Specific steps of this exercise included:

- Creating a concept map of your own course, based on the main course concepts
- Thinking of your course concepts with respect to their embeddedness in a larger world context
- Keeping CAEN concepts and sub-concepts in mind and drawing upon them, while adding new "world-mindedness" concepts
- Writing each concept on post-it notes (large for main concepts, small for sub-concepts)
- Arranging on large sheet of paper to show preliminary relationships between concepts



Carolyn Hammond

designing concept maps



Madeline Walker, Robin Scobie & Linda Latham

The small group activity was followed by a presentation of preliminary concept maps to the whole group. (We have taken photos of maps created by each group. Photos of participants were also taken with the purpose of using them in the SON and OIA newsletters. The main points and analysis of these presentations are addressed below.



Karen Hoskyn

concept mapping



Robin Scobie

During a lunch break, participants had an opportunity to watch a video from the "Culturally Diverse Learners" series on challenges of grading written assignments of international nursing students.

The second half of the workshop began with Dr. Lehr's brief introduction of the next topic, namely Learning Outcomes and Instructional Strategies and Assessment/Evaluation Techniques Aligned with "Internationalized" Learning Outcomes. Following that, all participants engaged in a Brainstorm Activity that included:

- Writing desired learning outcomes (both Nursing-related and World-mindedness-related) for students at the end of Year 4 on post-it notes
- Thinking how these two groups of learning outcomes can be integrated

Once participants prepared the post-it notes, Sabine arranged them into a concept map that demonstrated a possible way of integrating nursing-related and internationalization-related learning outcomes.



Sabine Lehr demonstrating the integration of nursing and internationalization concepts

A second small group activity offered an opportunity to further discuss integration of the concepts of internationalization into course-specific learning outcomes, instructional strategies, and assessment tools. For this activity participants were instructed to:

- Choose one central concept in your course
- Identify one outcome/end-in-view for this concept by completing the following statement:
"Students who have learned successfully in this course will (be able to.....)"
- Then develop an instructional strategy/learning activity for the learning outcomes you have identified
- Develop one strategy/tool which you will use to assess the achievement of the learning outcomes (one tool can cover one or more than one learning outcomes)

Small groups or individual participants shared with a large group the results of their discussions that showed how integration and continuity among a particular course concept (i.e., world-mindedness-related course concept), a desired learning outcome, an instructional strategy, and an assessment tool can be achieved.



Linda Latham explaining her group's concept map

As a concluding element of the workshop, participants completed an evaluation form.

What follows is a retrospective critical analysis of the workshop conducted by the members of the Internationalization Committee summarizing main insights, comments, and recommendations emerging from the workshop. This summary will be presented under the rubrics of reflection on the process of organizing and running the workshop, the content addressed in the workshop, and recommendations for teaching and learning.

What we learned about processes in doing this workshop

Taking forward suggestions for improvements from the previous workshop, this workshop focused specifically on the topic of internationalization, incorporated discussions of terminology, and included sharing of learning activities in connection to desired course outcomes. In addition, workshop participants benefited from Dr. Lehr's facilitating skills.

In retrospect, two observations that committee members would like to highlight are: one, that concept mapping might work best for longer workshops; and two, discussions of terminology are integral to setting the stage for further work and reflection, and this part of the workshop would benefit from an extended discussion.

What we learned about the content that faculty found important

Participants commented on the usefulness of the workshop activities in raising their awareness of the topic. Some faculty reflected on the usefulness of practicing to formulate learning outcomes for the concepts of internationalizations/global-mindedness. A discussion of terminology around internationalization afforded an opportunity to participants to recognize a multiplicity of perspectives held by their colleagues.

A few instructors observed that when mapping course concepts, it was challenging to also keep in the forefront of one's mind a world-minded lens for examining existing concepts, and what might be new concepts associated with teaching/learning processes fostering world-mindedness. So a question arose about how to integrate new perspectives and/or new concepts into already content-heavy courses. Overlapping with this question is another one, expressed in the words of one participant about "the difficulty of introducing world-mindedness into a very practice-based profession", where front-line nursing work quite usually happens in a one-to-one nurse/patient relationship.

Recommendations for implementing world-mindedness in SON curriculum

Echoing the major ideas expressed at the previous workshop, participants made the following recommendations:

- have more discussions about practical issues of, for example, having international students in the classroom (challenges with written assignments, etc);
- share learning activities around the topic that are effective for diverse learners;
- reach other instructors, including field guides, who did not benefit from the workshops (one practical suggestion was to "check field guide and

practicum handbook –whether SON Statement on Internationalization is included”);

- think about how “How to integrate these concepts into practice?”;
- grapple with what is perceived by many instructors as “a dilemma . . . [of] trying to thread so many concepts/views through our curriculum [when] time is limited, and when [we] foreground one very important issue [we] may lose sight of others”.

A final word of reflection: Overall, workshop participants and organizers felt that through a process of concept mapping, small group work, and large group interactions, the workshop objectives had generally been met. Focusing the workshop on the topic of internationalization and inviting a skillful facilitator with a background in internationalizing curricula helped instructors discover how a world-mindedness approach to working with senior undergraduate students was possible. A comment to consider for the next workshop: Course redesign and concept mapping might be too voluminous topics to present in a five hour workshop.

2.3. The Summary of the Graduate Program Workshop

A 3-hour workshop for faculty teaching in graduate programs was held on May 26th, 2011. The four options in the SON Master of Nursing programs are taught predominantly online. The PhD program has been offered on site, but is transitioning into being offered in a distributive, online model.

Preparatory work was carried out by the Internationalization Committee to tailor a workshop agenda for the needs of the particular audience. A central goal for the workshop was envisioned as attempting to generate rich discussion on notions of internationalization/global-mindedness in relation to the curriculum framework that guides the Master’s program (see Appendix D) with concept mapping being used as a tool if participants decided it would be useful. Specific ends-in-view for the workshop were to:

- Explore an international/global-mindedness lens using the MN Framework and blueprints for MN and PhD courses;
- Understand how instructors can facilitate threading these concepts through courses in the five graduate program options; and
- Explore expectations for students and instructors around world-mindedness.

Nine faculty members teaching in the graduate programs and three Committee members attended the workshop.

A pre-workshop questionnaire (see Appendix E) and Mill et al.’s (2010) article were forwarded to all prospective participants in advance.

All participants knew each other. By way of introductions, participants engaged in a lively "ice-breaking" *People Bingo* game prepared by Dr. Sabine Lehr, workshop facilitator.

A review of the pre-workshop questionnaires by Dr. Lehr revealed a range of understandings of internationalization/world-mindedness among the faculty:

- Readings/discussions not bound by North American/Western perspectives
- Prepare graduates that comprehend the world from different points of view and how nursing is taken up worldwide
- Help learners understand the global context of health/health care and reflect on own assumptions about others/world; learn to appreciate different assumptions/practices
- Consider impact on globe, not just on local contexts. Nurses to become competent caregivers in a global society
- Link local to global; understand how hegemonic practices exist in Western world and how to foster counter-hegemonic thinking
- Helping students to see everything as partial/contingent/culturally constructed; connection to larger community of nurses and scholars

The following are concerns and questions about internationalization/global-mindedness that faculty identified in the pre-workshop questionnaires:

- World-mindedness in contrast to globalization; the latter term having a neoliberal connotation
- Faculty need to have a world-minded perspective to teach students; international travel not always the way to get there
- How to level world-mindedness and avoid unnecessary repetition in a curriculum not organized around content [but around broad philosophical underpinnings and advanced practice competencies]
- Finding time to think about interconnectedness across globe and act with world-mindedness given our busy, locally focused lives
- How to thread world-mindedness through curriculum without adding content?
- Not wanting to see values and beliefs of this (i.e., our own) culture as inherently problematic/non-problematic, but rather as one of many perspectives

Another question that prospective attendees were asked to reflect on in advance related to the Curriculum Framework that guides the Master's program at the SON and the degree that the Framework allows for inclusion of the world-mindedness approach. Here is what participants said:

- Framework is a culturally bound perspective
- Don't know how framework speaks to internationalization

- Framework helps students learn how to think, not what to think. Teaches them to identify and examine assumptions, and to explore Eastern and Western thought. Allows for threading of feminist, postcolonial theories and discussion of social injustice and health inequities throughout the curriculum
- Not sure that the framework encourages faculty to teach beyond usual dominant Western worldviews
- Depends on instructor's interpretation. Division of ontology and epistemology suggests a Western orientation. Needs to be pointed out and alternatives offered

This inventory of faculty's perspectives on and concerns about internationalization of the nursing curriculum, specifically as related to the program Framework, served as a springboard for a lively discussion and debate among participants. A large part of this discussion was devoted to critiquing the use of terminology related to the notion of internationalization. Benefits and drawbacks of using some terms over others were pointed out. Participants agreed on the importance of this discussion in light of post-modernist recognition of non-neutrality of language, that is, of how language is implicated in perpetuating our taken-for-granted views.

The following part of the workshop was planned as a small group activity, whereby three groups (MN faculty; PhD faculty; and cross-teaching faculty) would engage in a Concept Mapping exercise. The questions for this activity were suggested as:

Explore through concept mapping whether . . .

- world-mindedness is visible and integrated into the MN and PhD programs
- the MN framework and PhD program structure enable the integration of world-mindedness into courses
- changes that would need to be made to the framework/structure and the MN and PhD programs

Some questions you may want to consider . . .

- What is at the root of concepts such as ontology and epistemology?
- Where do indigenous knowledge systems fit into our scientifically grounded teaching approach?
- What are world-minded understandings of ontology, epistemology, ethics, methodology . . . ?
- How can you take the concept of world-mindedness beyond the course to the supervisory level in graduate programs?

What happened next was an *organic development process*: rather than following the plan of forming three distinct discussion groups, the large group spontaneously self-divided into two groups, the concept mapping activity was eschewed, and an engaged discussion unfolded around questions of world-mindedness and its (potential) visibility in the nursing graduate curriculum.

Each group recorded the main ideas that emerged at their respective round tables, and then exchanged those ideas during a final, large-group discussion. Questioning the embeddedness of Western or Eurocentric thought in the MN framework and subsequent development of courses, understanding the MN framework as only one way of viewing the world, and locating ourselves in the world with worldmindfulness (note amendment in the terminology) provided lively discussion. These points are presented in Appendix F.

The workshop concluded with participants filling out feedback forms.

What follows is a retrospective critical analysis of the workshop conducted by the members of the Internationalization Committee summarizing main insights, comments, and recommendations emerging from the workshop. This summary is presented under the rubrics of reflection on the process of organizing and running the workshop, the content addressed in the workshop, and recommendations for teaching and learning.

What we learned about processes in doing this workshop

- A three-hour, intensive workshop served the needs of the faculty better than a longer gathering would have done
- Leaving opportunity for an organic unfolding of a process rather than trying to channel activities into a pre-determined order was a strength
- It was an advantage to have an invited workshop facilitator who is flexible and creative
- It was critical to recognize the importance of language. Thus we had a discussion, facilitated by Dr. Lehr, of terminology, the relevance of which goes beyond linguistics into the questions of what reality is, how we can know it, and what our actions will be in relation to internationalization/global-mindedness
- Although conflicting viewpoints were expressed, the collegial and previously established working relationships seemed to mitigate the potential for negative exchange, and instead encouraged lively debates within the large and small groups
- It was useful to open the discussion and facilitate the sharing of a range of points of view. The faculty is becoming aware of the multiplicity of perspectives

What we learned about the content that faculty found important

- Need for open mindfulness + connectedness to the world
- MN framework does not impose specific concepts—it provides one way to question the world; there are other ways
- WM as including under-represented aspects of our world
- A slide on Sharon Bonds' work on 'add-on'—'infusion'—'transformation' and that as faculty we are likely at the 'transformation' phase"
- The use of stories is important in opening up conversations on this topic

Recommendations for implementing world-mindedness in SON curriculum

- See how Internationalization is reflected in the Purpose statement of the PhD program
- Being aware of the need to be open-minded and wait for the teachable moments to bring in world-mindedness
- Learning activity: students to discuss favorite colloquialism and unpack assumptions that underlie these habitual phrases, e.g., 'low man on the totem pole' and 'hold the fort'
- Learning activity: person-bingo tailored to course content
- Need to both consider the key texts in our program that make world-mindedness actionable in the school while respecting academic freedom and sharing our thoughts
- Need to look at Whiteness and racism in nursing
- Look at our documents to see how we might integrate or even transform them
- I would like to see us build some more international partnerships
- Keep it in the forefront

What questions remain?

- How can we bring some of this into the courses in the doctoral program?
- How can we enact these ideas in the particular?
- How to move beyond the experience as represented by the taken for granted 'academic' literature?
- How can we move this forward in the context of limited resources?
- Does our curriculum prepare students to go abroad? pre-departure/ reintegration process processes for study/work?
- International preparation—university (BC taxpayers)—pay for students and educators, and then they move on to work overseas (is this ethical?)
- Further discussion of international placements for graduate students—pros + limitations

A final word of reflection: successful workshop; Sabine commented on the advanced understanding of and insight of nursing faculty into the notions of internationalization/global-mindedness as compared to other groups she has worked with in the university; pleasant sense of surprise at the respectful interpersonal workings of the group and group's assertiveness and openness to "change the rules" of the workshop agenda to attain a greater result.

3. Reviewing the Proposal to Evaluate our Activities

In addition to moving forward with the already discussed faculty development and course review workshops, the Internationalization Committee has been considering a number of other strategies outlined in the Proposal. These strategies are being incorporated into the workshops, re-conceptualized in light of the feedback emerging from the workshops (and planned for the future), or recognized as redundant as attended to elsewhere. The following paragraphs elaborate on this statement.

Specifically, a large component of our faculty development workshops has consisted of course reviews and beginning discussions of teaching-learning strategies aimed at threading concepts of internationalization and global-mindedness throughout curricula. A process of concept mapping highlighted by Dr. Sabine Lehr, workshop facilitator, was useful for instructors for weaving the concepts of internationalization through the established fabric of course blueprints. Further, a strong trend emerged from the workshop participants' feedback highlighting the necessity of continuing more in-depth discussions and sharing of effective teaching strategies, including classroom and online learning activities, readings, and assignments. Thus, perhaps another workshop can be planned that will focus exclusively on instructors' exchange of effective teaching strategies around internationalization (e.g., "Show and Tell" type of workshop) and a discussion of "leveling" of these strategies. The SON might apply to the OIA for additional funding. Alternatively, or in addition to such a workshop, a bank of teaching strategies could be created and posted on the SON website for instructors, with supporting documents posted on the website as well.

Next, networking with the CAEN collaborative partners was considered to discuss a possibility of introducing internationalization and global-mindedness to undergraduate nursing students early in their educational program. The annual CAEN conference held at the end of April was the suggested venue for this exchange. The challenges of this undertaking should be recognized, though, considering the number of collaborative partners (10) and the diversity of teaching-learning philosophies to which different programs adhere.

What was accomplished more realistically was sharing of the UVic's SON experience around promoting internationalization and global-mindedness and inquiring into whether/how other partner sites achieve this goal. Robin Scobie facilitated an informal discussion on internationalization of the CAEN Curriculum on April 28, 2011, with faculty members from varied CAEN partner sites at the annual CAEN Conference held at North Island College. A few partner sites have established global health committees to provide a forum for advancing international opportunities and learning. For example, North Island College School of Nursing has a student-driven Global Learning Initiative whose membership includes faculty and students in nursing as well as people from the community at large. Aurora College in Yellowknife has a Social Justice Lunch Club which meets regularly and includes students, faculty and members of the larger community. There was a general discussion about the CAEN curriculum and how specific courses further facilitate teaching-learning for world-mindedness; for example –Relational Practice III “connecting across difference” invites students to explore diverse ways of knowing, being and doing. Several CAEN sites have instructors take students to other countries for international experiences. There was some discussion among participants about the sustainability of international placements. The discussion concluded with a sharing of ideas on how to share resources and learning activities through the CAEN website and to continue our collaborative discussions. Future possibilities include exchange of teaching strategies among partner programs.

Finally, an earlier proposal item was to revise and update the elective course, *Culture and Health* N489. This course has been consistently offered in an intensive one week onsite learning experience once per year to students in the Post Diploma BSN Program. It has also been offered to continuing students on campus as an elective over the term. It was thought that it might eventually be a core curriculum component for all students. Given that *Global Health Issues* is now a core course for continuing students and offered to Post Diploma students as an elective, there is currently discussion at the SON about continuing to offer *Culture and Health* as often as in the past. Therefore, the International Committee decided not to move forward with course revisions at this time.

4. Future Directions and Questions

- Identify a SON “champion” of internationalization/global-mindedness to ensure a coordinated and multi-pronged approach to integration throughout the curriculum.
- Consider other venues for faculty developments where conversations about internationalization can be carried forward as a way to develop an international lens in the curricula (e.g., course team meetings).

- Formalize links between the SON and those involved in supporting world-minded learning, teaching, and research (e.g., HSD Schools and CAEN Collaborative partners, especially those involved in rural/remote locations, Aboriginal settings and/or field schools overseas, UVic OIA, University of British Columbia, University of Alberta Global Nursing Office, etc.).
- Explore a possibility of establishing a Global Nursing Office within our SON or HSD with dedicated financial support and dedicated staff.
- Seek additional funding with OIA for ongoing faculty and curriculum development around internationalization and world-mindedness.
- Work to promote practica for undergraduate and graduate students that provide diverse cultural experiences, within and outside Canada (e.g., with our partner, Aurora College, in Yellowknife and Jonkoping University in Sweden where an established university exchange university exists between the Schools of Nursing).
- Explore a possibility of developing a course on global health in the graduate program that continues to build on the undergraduate Global Health Issues course.
- Develop a SON website to include bibliography, learning activities, resources for internationalization and ongoing faculty development.
- Disseminate our experience of internationalization of the curriculum within and outside the SON through newsletters, publication in nursing journals, presentations to the UVic community, etc.
- Explore a possibility of MN and PhD students taking up this work in their projects or theses.
- Actively seek information on where our graduates go for employment, further education and volunteering that take them to rural/remote, Aboriginal or overseas settings (liaise with the Alumni Office).
- Establish an inventory of strong connections between the UVic SON and other countries (Japan, Guatemala, Taiwan, Sweden), develop emerging and new links, and make these connections available to all faculty.

References

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Appendix A

Excerpts from the School of Nursing Proposal Matching Fund to Promote Faculty and Student Engagement in the Internationalization of Education at UVic

Submission Deadline: May 15, 2010

Contact: Robin Scobie, rscobie@uvic.ca or 250-721-8695

Proposal Activities

Within the SON's mission is a focus on promoting health and the conditions that support health and social change. This requires an understanding of social justice and global health contexts, and promoting nursing education and practice that is culturally safe for all.

Course Development: *NURS 489: Culture and Health* is currently offered as an elective to Post Diploma BSN students in a one week on-campus intensive and to fourth year CAEN BSN students as a full-term elective as demand dictates, approximately every other year. Occasionally graduate students take the one week intensive. This course addresses content, contexts and values commensurate with the intent of internationalization, through integrating concepts such as cultural safety, world-mindedness and marginalization. To increase access to this existing credit course for all nursing students (particularly those who cannot travel to Victoria from across North America, as well as local students who prefer to take this elective by distance education), it is proposed that this course be developed as an on-line offering. The on-line format is a vehicle to promote integration of NURS 489 as a core course in future curriculum revisions.

Projected Completion Date: Dec 31, 2010

Course Review, Learning Activity Development and Leveling

Framework: It is proposed that every nursing course at UVic be reviewed for content and learning activities regarding cultural safety, world-mindedness, and the impact of globalization on health/illness and health care delivery. As well, a leveling framework for tracking incrementally more sophisticated and complex concepts, readings and learning activities for third year, fourth year and graduate study would be developed.

- a. **BSN Curriculum:** CAEN and Post Diploma BSN courses reflect curricula based on course blueprints developed with our collaborative partners. Cultural safety, for example, is now being threaded into revisions being made to undergraduate curricula. It is proposed that reviewing the most recent revisions, highlighting internationalizing concepts and developing appropriately leveled activities, as necessary,

be undertaken. As of January 2010, the Term 6 on-campus CAEN BSN students all take the course *NURS 342: Global Health Issues*. It is proposed that we will develop world-mindedness learning activities with others on campus, in our communities and around the world. These might include: a) linking with families from other countries residing in campus housing, b) linking with individual international students; c) seeking additional student placements and learning opportunities with multicultural organizations and immigrant populations, and d) engaging in learning about nursing in other countries through linking with nursing students across the globe, possibly as "internet student buddies", through joint assignments, or through sharing of global perspectives.

Projected Completion Date: June 30, 2011

b. Building on What Exists with Review of BSN Courses with CAEN

College Partners: Some of our College partners offer optional instructor-led practice opportunities to students in locations outside Canada in first and second year, upon which we build experiences fostering internationalization. Other College partners are located within rural BC and northern Canada, adding the potential for some students to acquire new learning in and others to return to these locations for their senior practice experience. It is proposed that the leveling of concepts and learning activity development be attended to across the 4 years with our partners and that ways of facilitating rural/remote practice opportunities be explored. CAEN curriculum meetings and year end reviews could be venues for this work.

Projected Completion Date: June 30, 2011

c. Graduate Curriculum: The four options are undergoing or have recently undergone course blueprint revisions with a new matrix to guide course curricula and delivery. Course blueprints, syllabi and learning activities would be reviewed and adapted as needed using a world-mindedness lens.

Projected Completion Date: June 30, 2011

Faculty Development: Many faculty members have existing working and research relationships with colleagues outside Canada. Others have expressed interest in developing these kinds of networks. However, it can be challenging to keep up to date with what each other is doing in this regard. As well, many requests for faculty visitations (both incoming and outreach) to learn about our curriculum content, philosophical underpinnings and teaching strategies are received by the School. It is proposed that workshops be developed to address the following:

- Encourage openness to those different than oneself and to increase the capacity to practice with cultural safety and world-mindedness (facilitated session; guest speakers).
- Share and create resources and tools for teaching internationalizing content in ways that contribute to global citizenship and reveal relevancy for nursing practice.
- Discuss and inventory existing faculty writing and research partnerships with nurses and other health professionals around the globe.
- Learn how to partner with on-campus resources, such as the Office of International Affairs, to take up available opportunities.

Projected Completion Date: August 31, 2011

Budget: \$7240

1. Course Development – 50 hours (\$2000)
2. Course Review, Learning Activity Development, Leveling Framework and CAEN BSN Collaboration – 90 hours (\$3600)
3. Faculty Workshops – 16 hours for preparation, honoraria for facilitator and guests, lunch and materials (\$1640)

Appendix B

School of Nursing
Course Internationalization/World-mindedness Workshop
Year 4 Instructors
Preparatory Assessment

1. Participant's name
2. Course(s) that you teach
3. List some fundamental values and beliefs in which you ground your teaching strategies to promote effective student learning.
4. List some instructional techniques and practices that you use to facilitate effective student learning.
5. What do you understand by "internationalization of a course/the curriculum"?
6. What do you understand by "teaching for world-mindedness"?
7. Describe any concerns you have related to teaching, and/or teaching with an internationalization/world-mindedness lens.
8. If you are already using teaching strategies in your course that fit your understanding of internationalization/world-mindedness, what are these strategies?
9. Are you aware of the CAEN meta-concepts and sub-concepts guiding the overall nursing curriculum?

Yes No (Please circle - If "no", please move to Question 10)

In your opinion, do these meta and sub-concepts reflect internationalization/world-mindedness?

Yes No (Please circle)

If "yes", how?

10. What do you expect to learn from the School of Nursing's internationalization/world-mindedness workshop for Year 4 instructors?

Appendix C

CAEN BSN CURRICULUM CORE CONCEPTS AND SUB-CONCEPTS

emphasized in third and fourth year at UVic

Term 6 (purple), Term 7 (blue) & Consolidation Experiences/Final Practicum (brown)

Relational Practice	Client	Context	Health and Healing	Nurse	Inquiry
Caring Relationship Mutuality Capacities Collaboration Cultural Safety Power/power relations Relational competence Perception Awareness Relational lenses	Individual Family Community Society Population Transformation Emancipation Constitutedness Situatedness Social Justice Social Equity Personal meaning Hardiness Resilience Pathophysiology	Family Community Society Global village Environment Transitions and Change Politics Health care system Legalities Worldviews Culture Philosophy Morals, values, beliefs Spirituality Ethics Growth and development Diversity	Primary Health Care Healing Modalities Capacity building Epidemiology Empowerment Health Illness Suffering Healing Comfort Health promotion Healing Initiatives	Nursing Professional Identity [Community] Roles Responsibility Accountability Leadership Socialization Moral agency Decision making [Community] Assessment Nursing knowledge [translation] Nursing theories	Praxis Teaching and learning Scholarship Knowledge Ways of knowing Evidence informed practice Personal meaning Diagnostics Information technology

The curriculum is organized using **four streams of courses** which contribute to the development of a body of **nursing knowledge essential for nursing practice courses**. **Praxis seminars** associated with all nursing practice courses provide an opportunity for students to reflect upon their practice and further develop an understanding of their nursing practice. The four streams of knowledge development that are brought together in nursing practice courses are: Health and Healing Practice, Relational Practice, Professional Practice and Health Sciences. Courses are organized using the core concepts of **health and healing, relational practice, nurse, client, context and inquiry** and guide the focus of each course and the sub-concepts/topics explored.

Term 6 sub-concepts (purple) are built upon from earlier terms and emphasized in Nursing Inquiry, Promoting Community & Societal Health (theory and practice), and Global Health Issues courses. **Term 7 sub-concepts (blue)** are emphasized in Leadership in Nursing courses (theory and practice), Nursing Research and a nursing elective of the student's choice. Students come to UVic having studied **sub-concepts (brown)** that are further reinforced in greater depth and sophistication in third and fourth year **consolidation experiences (CPE II, IV, V)** and the **final practicum (NP VIII)**.

Courses from other disciplines such as Biology, English and student-selected electives help students develop their own interests, expand their education, and ultimately influence their nursing practice.

Collaboration for Academic Education in Nursing: BSN CURRICULUM OVERVIEW

Semester One Health Across the Lifespan	Semester Two Health Assessment Across the Lifespan	Consolidated Practice Experience				
<ul style="list-style-type: none"> • Professional Practice I: Introduction to the Profession of Nursing (3) • Health and Healing I: Living Health (3-3) • Relational Practice I: Self & Others (3) • Health Sciences I: Biology (3-3) • Nursing Practice I: Introduction to Nursing Practice • English (3) 	<ul style="list-style-type: none"> • Professional Practice II: Introduction to the Discipline of Nursing (3) • Health and Healing II: Health Indicators (3-3) • Health Sciences II: Biology (3-3) • Nursing Practice II: Coming to Know the Client • Elective (or English) (3) 	<ul style="list-style-type: none"> • Consolidated Practice Experience I Minimum Hours for Semesters One, Two & CPE I: <table style="margin-left: 40px; border: none;"> <tr> <td style="padding-right: 20px;">Practice Hours</td> <td style="text-align: right;">224</td> </tr> <tr> <td>Seminar Hours</td> <td style="text-align: right;">26</td> </tr> </table> long term or extended care; rehabilitation; assisted living; (some in field school overseas for CPE I) 	Practice Hours	224	Seminar Hours	26
Practice Hours	224					
Seminar Hours	26					
Semester Three Chronic and Episodic Health Challenges	Semester Four Chronic and Episodic Health Challenges	Consolidated Practice Experience				
<ul style="list-style-type: none"> • Health & Healing III: Health Challenges/Healing Initiatives (3-3) • Relational Practice II: Creating Health-promoting Relationships (3) • Health Sciences III: Pathophysiology (3) • Nursing Practice III: Promoting Health & Healing 	<ul style="list-style-type: none"> • Health & Healing IV: Health Challenges/Healing Initiatives (3-3) • Professional Practice III: Nursing Ethics (3) • Health Sciences IV: Pathophysiology (3) • Nursing Practice IV: Promoting Health & Healing 	<ul style="list-style-type: none"> • Consolidated Practice Experience II Minimum Hours for Semesters Three, Four & CPE II: <table style="margin-left: 40px; border: none;"> <tr> <td style="padding-right: 20px;">Practice Hours</td> <td style="text-align: right;">456</td> </tr> <tr> <td>Seminar Hours</td> <td style="text-align: right;">78</td> </tr> </table> medical, surgical, mental health, pediatrics, maternity; (some in field school overseas for CPE II) 	Practice Hours	456	Seminar Hours	78
Practice Hours	456					
Seminar Hours	78					
Semester Five Complex Chronic and Episodic Health Challenges	Semester Six Community and Societal Health	Consolidated Practice Experience				
<ul style="list-style-type: none"> • Health & Healing V: Complex Health Challenges/Healing Initiatives (3-3) • Relational Practice III: Connecting across Difference (3) • Nursing Practice V: Promoting Health & Healing • Elective (3) 	<ul style="list-style-type: none"> • Health and Healing VI: Global Health Issues (3) – 78 hours (UVic) • Health and Healing VII: Promoting Community & Societal Health (3) • Professional Practice IV: Nursing Inquiry (3) • Nursing Practice VI: Promoting Health of Communities & Society • Elective (3) 	<ul style="list-style-type: none"> • Consolidated Practice Experience III Minimum Hours for Semesters Five, Six & CPE III – 190-240 hours CPE III (UVic): <table style="margin-left: 40px; border: none;"> <tr> <td style="padding-right: 20px;">Practice Hours</td> <td style="text-align: right;">501.0</td> </tr> <tr> <td>Seminar Hours</td> <td style="text-align: right;">58.5</td> </tr> </table> medical, surgical, mental health, pediatrics, maternity, community 	Practice Hours	501.0	Seminar Hours	58.5
Practice Hours	501.0					
Seminar Hours	58.5					
Semester Seven Nursing Leadership	Semester Eight Transitioning to BSN Graduate	Consolidated Practice Experiences				
<ul style="list-style-type: none"> • Professional Practice V: Leadership in Nursing (3) • Professional Practice VI: Nursing Research (3) • Nursing Practice VII: Engaging in Leadership (3) – 78 hours (UVic) • Elective (3) 	<ul style="list-style-type: none"> • Nursing Practice VIII – 190-240 hours (UVic) 	<ul style="list-style-type: none"> • Consolidated Practice Experiences IV & V – 380-480 hours CPE IV & V (UVic) Minimum Hours for Semesters Seven, Eight & CPE VI and V: <table style="margin-left: 40px; border: none;"> <tr> <td style="padding-right: 20px;">Practice Hours (minimum)</td> <td style="text-align: right;">650</td> </tr> <tr> <td>Seminar Hours (minimum)</td> <td style="text-align: right;">33</td> </tr> </table> medical, surgical, mental health, pediatrics, maternity, community. (Some in OR, ER, or elsewhere in Canada for final practice course) 	Practice Hours (minimum)	650	Seminar Hours (minimum)	33
Practice Hours (minimum)	650					
Seminar Hours (minimum)	33					

Appendix D

MN CURRICULUM FRAMEWORK

(from first core course NURA 506)

Note: This framework was established for the first core course in the Master of Nursing program. All remaining courses in the MN program build on this basic set of questions, whereby more directed questions, as appropriate to the course content and the level of student in the program, are crafted for each course.

	philosophical	theoretical	methodological
ontology	What is philosophy? What is nursing? How does philosophy inform Advanced Practice Nursing?	What is theory? How does theory inform Advanced Practice Nursing?	What is methodology? What are the various conceptualizations of Advanced Practice Nursing?
epistemology	What are world views? What is knowledge? What is the relationship between knowers and knowledge?	What knowledge is needed for nursing? What influences nursing knowledge? What is discourse and ideology?	What is science? What is inquiry? What is research? What is practice?
ethics	What is ethical (good) nursing practice? What are the various conceptualizations of nursing ethics?	What theories of ethics are congruent with nursing? How are ethics embedded in nursing theories?	How does ethical knowledge relate to nursing practice and nursing research?

Appendix E

School of Nursing
Course Internationalization/World-mindedness Workshop
Graduate Course Instructors
Preparatory Assessment

Please return to Sabine Lehr at sabine@uvic.ca by Tuesday, May 24, 2011

1. Participant's name
2. Course(s) that you teach
3. List some fundamental values and beliefs in which you ground your teaching strategies to promote effective student learning.
4. List some instructional techniques and practices that you use to facilitate effective student learning.
5. What do you understand by "internationalization of a course/the curriculum"?
6. What do you understand by "teaching/learning for world-mindedness"?
7. Describe any concerns you have related to teaching, and/or teaching with an internationalization/world-mindedness lens.
8. If you are already using teaching strategies in your course that fit your understanding of internationalization/world-mindedness, what are these strategies?
9. The MN curricula are utilizing a shared framework for course development and implementation within the 4 MN options available. In your opinion, does this framework reflect an internationalization/world-mindedness approach?

Yes No (Please circle)

Briefly explain your response.

10. What do you expect to learn from the School of Nursing's internationalization/world-mindedness workshop for Graduate-level instructors?

Appendix F

Graduate Workshop

Small Group Discussion Notes

Group One Discussion Notes:

World-mindedness: vis-à-vis education and curriculum are linked to notions of interconnectedness, interdependence, multiple perspectives, and ways of thinking.

Open-mindedness: (and of course a problematization of this term) was also viewed as an important aspect of our educator roles in the graduate program. Graduate courses aim to open up worlds of understanding, standpoints, languages/discourses, cultures and conceptual/theoretical diversity.

- The MN framework provides one tool to assist in the process of questioning and hence opening;
- The framework is also situated and is one (among many) tools and perhaps this can be made more apparent for students. The questions we ask within the framework can also be asked of the framework (what assumptions are embedded in the framework itself; where does it come from, etc?);
- The framework is a heuristic model with potential to open students to difference, historical inequities, hegemonic forces, feminism, critical realism, etc., if used with this intent by an instructor.

Internationalized" experiences in the MN program?

- Through practica, Nurse Practitioner (NP) students are often exposed to populations and communities in which inequities are apparent;
- Nurse Educator (NUED) & Advanced Practice Leadership (APL) students (with one living in Saudi Arabia) are increasingly requesting international experiences;
- Can we do more? Should we do more?

Strategies

- The SON needs a champion to keep the intent of world-mindedness alive. Having instructors take particular concepts (e.g., pharmaceuticals) to examine broad and widespread linkages from the local (prescriptions and purchase) to the global (neo-liberalism, transnational companies).

Group Two Discussion Notes:

How can world-mindedness be understood?

- We have to look at philosophy questions for the graduate program
- How to enact this in teaching practice within the existing structures

- The idea should be implemented institutionally-activated throughout the university
- Opens up what is going on here?
- Does USA count
- World-mindedness - do borders matter?
- Destabilizing thinking, fears, emotions
- Shift to care of human beings
- Stirring things up
- View of human is the same view
- Look at interconnectedness, complexity

Curriculum piece: critical thinking, philosophical perspective, ethics;
 "Internationalization" is a way to accomplish this

- Health inequities are more visible in other contexts
- Integrate these ideas into courses: we can only bring what we ourselves know: Open mindedness
- How to create a space for these conversations. Is it enough? Is it the point!!
- Imposing critique-we do take a stand when we critique
- Is there the right and the wrong way to speak about world issues?
- Whiteness of nursing-racism in nursing
- Trying to open things up
- Structures that prevent marginalized people to enter nursing

Open-mindedness + mindfulness = mind open to what comes in

- How do we bring non-dominant ways of thinking into the curriculum?
- E.g., Picture we get how nursing in the world is filtered through particular lenses?
- Is there ever an authentic view? If so, how do we access it?
- Exoticization of the international, aboriginal (?)
- How do we develop open minds?
- Understanding difference

Summary:

- Open mindfulness
- What is at play here? Not content
- Stories are ways to begin conversations
- Structural issues: Policies that prevent marginalized students to enter nursing; Institutional support of departments to send students abroad