

## PROJECT SUMMARY

### Collaborative Learning Across Borders: Partnering Students, Faculty, and Community

This project develops a multi-dimensional program for undergraduate nursing students to explore the role of the nurse within each country's health care system, to grow in multicultural awareness and recognition of specific health care beliefs and values held by people from each country, and to participate in a "cultural immersion experience."

Goal I Students become "culturally competent" with respect to role of the nurse within each respective country's health care system, and to specific health care beliefs and values held by people from each country.

Goal II Students redefine their role relationships with nurses and peers from the three partnering countries creating a collaborative, caring community of future nurses.

Goal III Students are knowledgeable regarding the health care systems of each of the three countries and the impact of each system on the role and scope of nursing practice.

#### Summary of Program and Project Activities

At least 30 students from each country will participate in one or more of three cultural development options: on-line, domestic and/or international exchanges over the three years.

#### Activities will include:

1. *N3006: Cultural Expeditions in Nursing* course will include face to face and Internet seminars and discussions; readings; guest speakers; and field trips. Content will focus on cultural awareness, role and scope of nursing practice, health care systems, and health care beliefs and values of peoples of each country;
2. Clinical experiences with patients and/or families from other cultures to examine health care system impact on patient and nurse roles;
3. Community assessment exercises examining the immediate environment of these cross-cultural domestic encounters;
4. Student exchange (3 weeks to 12 weeks) of classroom and clinical experiences which teach cultural awareness, role and scope of nursing practice, health care systems, and health care beliefs and values held by peoples from each country;
5. Participation in the creation of transcultural health promotion education materials and media, including a multi-lingual web page; and,
6. Sharing learning with current providers in the home country (nurses, physicians) to assist them in adapting services to meet culturally-unique needs.

Outcomes (Benchmarks for Success) are identified in Tables 1 and 3 in narrative.

#### Consortium Institutions:

U.S.	University of Missouri - Columbia; University of Iowa
Canada	Dalhousie University; University of Prince Edward Island
México	Universidad Autónoma de San Luís Potosí; Universidad Autónoma de Nuevo León

U.S., Canadian, and Mexican students targeted for study abroad: 14 per country

Length of study abroad time: Minimum 2-3 up to a maximum of 12 weeks

Trilateral consortium meetings: One face-to-face trilateral consortium meeting will be held at the Annual Meeting. An additional two virtual consortium meetings will be held each year in addition to the on-going web-based discussion housed on the U.S. lead institution web page [www.nursingfutures.org](http://www.nursingfutures.org).

**Consortium Identification No. MCU77**

## **PROJECT DESCRIPTION**

### **Background**

Professional nurses are challenged by the increasing complexity of their own health care delivery systems and by the growing inter-connectivity of these health care systems worldwide. The role and scope of nursing practice within each country are often unclear, resulting in underutilization of nurses or inappropriate role assumptions by nurses with differing levels of education and/or experience (Rafferty, 2002; O'Brien-Pallas & Baumann, 1992; Styles, 1986). Nurse roles are often unclear and ill defined. Consequently they are often misunderstood by nurses from other countries, despite the increasing calls for practice across boundaries in times of disaster, during international travel and due to immigration and relocation (Nájera, 1996). Nurse theorist Dorothea Orem (1995) noted that nurses must be accountable for examining the legitimacy of the role within the context of each practice situation and setting. This mandate is even more critical in relation to a nurse's assumption of roles within another country (Trossman, 2001).

The increasing diversification of patient populations demands a workforce prepared to deliver culturally competent health care. This impacts the nursing workload. Nurses need to be prepared to work with this changing diverse population in all three countries. Nurses in all three countries value the opportunity to learn about the cultural diversity, health care resources and health care technology and work opportunities in the neighboring countries of North America in order to better serve their patients.

Racial and ethnic disparities in health care access and utilization exist in our countries, due often to a lack of cultural awareness and competency on the part of "mainstream" nurse providers (Clinton, 1996). Studies have addressed a number of components of "culturally competent care" such as culture, race, gender, sexual orientation, and /or socioeconomic issues (Meleis, Eisenberg, Koerner and Stern, 1995). The nurse who is culturally competent is not only aware of differences (cultural awareness) but has developed the ability to intervene appropriately and effectively. Cultural competence therefore requires more than simply acquiring knowledge about another ethnic/cultural group, rather it is a combination of knowledge, attitudes and skills which enables the nurse to translate cultural awareness into the reality of culturally competent clinical practice, achieved by participation in three interacting components of a cross-cultural encounter: subjective, objective and contextual (Lipson & Steiger, 1996). This student-centered North American professional nursing project will focus specifically on how these issues relate to the role and scope of practice of the professional nurse within each country.

### **Benefits**

Students will be more aware of issues involved in delivering culturally competent health care. Their ability to secure employment opportunities in all three North American countries will increase. Participating institutions will benefit from the variety of valuable experiences that come out of international cooperation in higher education. This project will serve as a template for adding a unique North American perspective to institutions of higher education in nursing.

### **Strengths of each partner and country**

Each partner school is committed to facilitating student exchanges and making necessary arrangements for study abroad to fulfil course work requirements. Learning will be

enhanced by the use of distance communications technology. The University of Missouri and Iowa Schools of Nursing have considerable expertise and technical support for such endeavours. The partnering schools in México and Canada also utilize technology for communication and education, and can support distance communications projects. Students in each partner institution have access to supplemental travel funds through the universities, the Centers for International Studies, and/or the Schools of Nursing. In addition, advisory committees of local nurses and citizens are being established at each partner institution to assist project faculty and staff in recruiting students and designing appropriate student experiences (Appendix D).

*1. Canada: Dalhousie University & University of Prince Edward Island*

The role of the nurse within Canada's publicly funded health care system will be highlighted, focusing on Primary Health Care (health promotion/illness prevention, participation, accessibility, appropriate technology, intersectoral cooperation). Dalhousie University will facilitate cross-cultural learning experiences for visiting students with families in both provinces. Undergraduate students at Dalhousie have recently established the Student International Nursing Initiative (SINI), and share interests in international clinical placements as part of their academic work. The university is committed to international development activities, and promotes student mobility through the establishment of student exchange agreements. The University of Prince Edward Island has a strong language department and participates in exchange programs with the United States and Europe.

*2. México: Universidad Autónoma de Nuevo León, Universidad Autónoma de San Luís Potosí*

All universities have strong commitments to enhancing the diversity of their students, with international exchange programs available. The Universidad Autónoma de Nuevo León, for example, has an exchange program in social work with the University of Texas at Austin. The Universidad Autónoma de San Luís Potosí participates actively in the America Latina Formación Académica of the European community. Student involvement in international initiatives and programs is encouraged at both universities.

*3. United States of America: University of Missouri-Columbia and University of Iowa.*

The MU School of Nursing is dedicated to increasing student exchange opportunities and is supported by a MU Strategic Plan calling for additional student international experience. The MU International Center Study Abroad Report of 2000-2001 noted that students took part in 109 programs in 30 countries, including México. However, the School of Nursing did not participate in the Mexican program, and no exchange program exists with Canada. This project would greatly enrich the study abroad programs for nursing students. The University of Iowa has well-established international exchange programs. They desire to expand programs to Canada and México. Faculties of both programs are experienced in the study of nurse role, information technology, health care systems, and the impact of changing demographics in their states. Two MU faculties will participate in a cultural immersion course in Cuernavaca, México in June 2002 and Dr. Kuehn has visited Nova Scotia frequently over the past two years in preparation for this project.

### **Course Development**

The partner schools have developed the first draft of the core course. It will be offered to all nursing students in combination with unique local and/or international clinical opportunities.

The course template is *N3006: Cultural Expeditions in Nursing*, an open option at the University of Missouri (Appendix C). The partner schools have already addressed issues of language development, academic credit, and exchange opportunities and are working to create a learning environment that will accommodate all students who wish to participate.

### **Language Development**

The Spanish language departments of both the United States and Canadian partner schools recommend that students enroll in the beginning and intermediate Spanish courses. In addition it is strongly recommended that tutoring be made available, focusing on the Mexican health care system and medical terminology. Students in México have courses in beginning English. Their language development will be enhanced with participation in the N3006 course.

### **Sustainability and Evaluation**

The six partners are committed to the sustainability of the project. This will be achieved through ongoing institutional and faculty support for student exchanges and the establishment and ongoing delivery of the *N3006 Cultural Expeditions in Nursing* course/web site. Project evaluation strategies will begin at the first annual meeting of consortium partners. An independent evaluation will be conducted. Students who have completed part of the program will be required to develop a mentoring program for new students intending to participate in the international exchanges.

### **International Exchanges**

International exchanges for students from all three countries are planned for a minimum of three to a maximum of 12 weeks. These experiences will include classroom lectures and seminars, fieldtrips and clinical opportunities. The objectives and the content of the cultural exchanges will be the same for all students. However, the syllabus will be delivered in a flexible timeframe, depending on the length of each student's visit.

### **Goals, Objectives, Timelines, Activities, and Outcomes (Benchmarks for Success)**

These are outlined in Tables 1-3.

### **Qualifications of Project Personnel**

Their diverse strengths are identified in the resumes.

### **References**

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**University of Missouri-Columbia**  
**Sinclair School of Nursing**  
**N3006 Cultural Expeditions in Nursing**

**Course Number:** N3006  
**Course Title:** Cultural Expeditions in Nursing  
**Credit Hours:** 3

**Course Description:**

Directed field experiences in a variety of rural and/or international settings exploring local customs and cultural/ ethnic diversities influencing health care delivery. Prerequisite N162 or consent of instructor, graded on an S/U basis.

**Rationale: North American Mobility Expeditions (1<sup>st</sup> Offered Fall 2003 - Summer 2004)**

This course will originate at the web site at the University of Missouri-Columbia, and will be cross-listed with each of the North American partners: the University of Iowa in Iowa City, Dalhousie University in Halifax, Nova Scotia, Canada; University of Prince Edward Island in Charlottetown, Prince Edward Island, Canada; Universidad Autonoma de San Luís Potosí in San Luís Potosí, México, and Universidad Autonoma de Nuevo León in Monterrey, México. The course focuses on multi-cultural awareness and recognition of specific health care beliefs and values, exploring the role of the nurse within each country's health care system, and participating in a cultural immersion experience. Opportunities are provided to allow students to achieve a better understanding of cultural similarities and differences in a selected setting. Using previous theoretical knowledge and clinical experience as a foundation, students will investigate the host setting, and explore influences of cultural diversities on wellness, illness, patient care delivery, and health care systems. Students will study the roles that family, education, religion, economics, politics and community play in health care delivery and individual patient care. Comparisons will be made between the students' heritage and background and those of the host culture. Course will conclude with cultural exchanges for nursing students from the three countries to any of the three countries - Canada, México, or the United States. (Credit hours: 1 didactic and 2 clinical)

**Objectives:**

Upon completion of this course the student will be able to:

1. Identify and analyze the role and scope of practice of the nurse within each respective country's health care system.
2. Identify and analyze specific health care beliefs and values held by people from each country.
3. Compare and contrast cultural challenges across all three countries.
4. Create a "caring community of nurses" transcending borders of the three participating North American countries.
5. Identify and analyze the factors that encourage development of the student nurse as a positive force for change within his/her country in valuing diversity.
6. Compare and contrast the health care systems of the three countries.

7. Examine the impact of each of the health care systems upon the nurse role and scope of practice.
8. Identify and discuss issues of health care access in each country as they relate to diversity of the populations served and diversity of the providers.

**Methods of Instruction:**

Individual student objectives

Event log with reflective journal

Student led discussions (synchronous and asynchronous)

Guest lecturers

Cultural opportunities in a variety of local and international settings

Canada: Halifax and outreach sites in Cape Breton as well as rural sites in Prince Edward Island.

México: Universidad Internacional/Center for Bilingual Multicultural Studies in Cuernavaca, México.

United States: Jefferson City, St. Louis and Kansas City, MO; historic Midwest sites in Missouri and Iowa; Amish and Mennonite settlements in Iowa and Missouri.

Patient care experiences in a variety of local and international health care settings

Canada: Hospitals, public health agencies in Halifax, Acadian communities, and rural community agencies of Prince Edward Island.

México: Hospitals and public health clinics.

United States: El Centro Latino, Columbia, MO; Boone County Health Department; El Puente, Jefferson City.

**Modes of Evaluation:**

Performance evaluation by instructor

Examination of journals and log

Evaluation of web based discussions

Culminating presentation

Survey

**Required Text(s):** To Be Named

**References**

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#### **Academic Dishonesty Statement:**

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructor.

Academic Dishonesty includes but is not necessarily limited to the following:

- A. Cheating or knowingly assisting another student in committing an act of cheating or other academic dishonesty.
- B. Plagiarism which includes but is not necessarily limited to submitting examinations, themes, reports, drawings, laboratory notes, or other material as one's own work when such work has been prepared by another person or copied from another person.
- C. Unauthorized possession of examinations or reserve library materials, or laboratory materials or experiments, or any other similar actions.
- D. Unauthorized changing of grades or markings on an examination or in an instructor's grade book or such change of any grade report.

The University has specific academic dishonesty administrative procedures. Although policy states that cases of academic dishonesty must be reported to the Office of the Provost for possible action, the instructor may assign a failing grade for the assignment or a failing grade for the course, or may adjust the grade as deemed appropriate. The instructor also may require the student to repeat the assignment or to perform additional assignments.

Office of the Provost  
April 11, 1994

**Sinclair School of Nursing Nondiscrimination Statement:**

Faculty and staff at the Sinclair School of Nursing are committed to cultural diversity and nondiscrimination toward all people with regards to race, color, religion, national origin, ancestry, gender, age, all veterans, and sexual orientation.

Approved unanimously at the Dean's Forum on February 15, 1999

**TABLE 1: Goals/Benchmarks/Time Line**      **Preparatory Year – Y01**      September 1, 2002-August 31, 2003

**Goal 1: Establish policies and procedures to formalize student exchange program**

- **Benchmark for Success:** Policies and procedures for operationalizing student objectives are in place

Time Period	Activities	Responsible person					
		US		CAN		MEX	
		MU	UI	DU	UPEI	UANL/ BUAP	UASLP
<b>Sep–Nov ‘02</b>	Formalize institutional financial commitment to the project.	Alice Kuehn	Connie Delaney	Barbara Downe-Wamboldt	Rosemary Herbert	Silvia Espinoza/ Margarita C.-Vásquez	Lucila P. Acosta
<b>Sep–Nov ‘02</b>	Develop curriculum: <i>a. Plan and develop N3006: Cultural Expeditions in Nursing</i> <i>b. Institute/cultivate community contacts for student experience within their own country.</i> <i>c. Develop/cultivate international contacts for exchange program.</i> <i>d. Develop/implement web site and telecommunications links.</i>	<b>Faculty</b> A. Kuehn Sharon Kist Susan Devaney Myra Aud Chris Grider <b>web master</b> Jessica Mueller	<b>Faculty</b> C. Delaney Neil McNaughton	<b>Faculty</b> B. Downe-Wamboldt	<b>Faculty</b> R. Herbert	<b>Faculty</b> S. Espinoza M. Campos-Vásquez	<b>Faculty</b> L. Acosta
<b>Dec ‘02- Feb ‘03</b>	Establish policies for transfer credit, tuition wavers.	A. Kuehn R. Porter B. Lindeman	C. Delaney	B. Downe-Wamboldt	R. Herbert	S. Espinoza M. Campos-Vásquez	L. Acosta
<b>Mar- May ‘03</b>	Develop plan for student language preparation: cost, location, schedule	S. Devaney Judy Elliott	Continuing Education	Student Activities	Romance Language	Cultural Exchange	Cultural Exchange
<b>Mar- Aug ‘03</b>	Establish the plan for financial sustainability beyond the government funding period.	A. Kuehn R. Porter	C. Delaney	B. Downe-Wamboldt	R. Herbert	S. Espinoza M. Campos-Vásquez	L. Acosta
<b>Feb-Aug ‘03</b>	Recruit and select students.	<b>Advisors</b> Emily Foerst Jerry Griffith	C. Delaney	B. Downe-Wamboldt	R. Herbert	S. Espinoza M. Campos-Vásquez	L. Acosta

**Goal 2: Faculties evolve into a collaborative international team**

**TABLE 1: Goals/Benchmarks/Time Line**      **Preparatory Year – Y01**      September 1, 2002-August 31, 2003

- **Benchmark for Success:** Faculty from each partner institution contributes to activities and contributions are documented.

Time Period	Activities	Responsible person					
		US		CAN		MEX	
		MU	UI	DU	UPEI	UANL/ BUAP	UASLP
<b>Jan-May '03</b>	Faculty assume responsibility each month to lead discussion on line re: cultural/language/ health care updates to partners <b>January, April</b> -- United States <b>February, May</b> -- México <b>March</b> -- Canada	<b>Faculty</b> A. Kuehn S. Kist S. Devaney M. Aud C. Grider <b>web master</b> J. Mueller	<b>Faculty</b> C. Delaney N. McNaughton	<b>Faculty</b> B. Downe-Wamboldt	<b>Faculty</b> R. Herbert	<b>Faculty</b> S. Espinoza M. Campos-Vásquez	<b>Faculty</b> L. Acosta

**Goal 3: Faculties develop proficiency in the language of each other's country and increase their knowledge of the cultural distinctions of each partnering country.**

- **Benchmarks for Success:** Faculty complete language/cultural programs and actively share cultural events and learning with each other.

Time Period	Activities	Responsible person					
		US		CAN		MEX	
		MU	UI	DU	UPEI	UANL/ BUAP	UASLP
<b>Dec '02-Feb '03</b>	Outline faculty development plan: a) Plan and develop language training program b) Institute faculty preparation in cultural awareness/competence c) Provide multi-cultural clinical experiences for faculty in own country	<b>Faculty</b> A. Kuehn S. Devaney M. Aud C. Grider J. Elliot International Studies	<b>Faculty</b> C. Delaney N. McNaughton	<b>Faculty</b> B. Downe-Wamboldt	<b>Faculty</b> R. Herbert	<b>Faculty</b> S. Espinoza M. Campos-Vásquez	<b>Faculty</b> L. Acosta

**TABLE 2: Goals/ Time Line**      Year – Y02-04      September 1, 2003-August 31, 2006

**Student Mobility Goals, Activities and Time Lines**

**Goal 1: Students become “culturally competent” with respect to role of the nurse within each respective country’s health care system, and to specific health care beliefs and values held by people from each country.**

Time Period	Activities	Responsible person					
		US		CAN		MEX	
		MU	UI	DU	UPEI	BUAP/ UANL	UASLP
<b>Aug ‘03, ‘04, ‘05</b>	Baseline measure of students utilizing Multicultural Counseling Awareness Scale.	Faculty*	Faculty **	Faculty ***	Faculty #	Faculty ^#	Faculty ^^*
<b>Aug ‘03- May ‘06</b>	Students enroll/participate in N3006: Cultural Expeditions in Nursing (see Appendix C).	Faculty* Webmaster - J. Mueller	Faculty **	Faculty ***	Faculty #	Faculty ^#	Faculty ^^*
<b>Sept ‘03- July ‘06</b>	Students begin and continue study of language	J. Elliott- Continuing Education	Language Department Continuing Education	Student Activities	Romance Language	Language Dept	Language Dept
<b>Aug ‘03- ongoing</b>	Students begin utilization of web-based discussion site to dialogue with peers and faculty about culture and cultural challenges. Discussions continue after completion of course.	Faculty* J. Elliott- J. Mueller - Webmaster	Faculty **	Faculty ***	Faculty #	Faculty ^#	Faculty ^^*
<b>Oct ‘03- May ‘06</b>	Students begin interactions with local international patients at selected clinical sites.	Faculty* Clinical Site Staff	Faculty ** Clinical Site Staff	Faculty *** Clinical Site Staff	Faculty # Clinical Site Staff	Faculty ^# Clinical Site Staff	Faculty ^^* Clinical Site Staff
<b>Jan ‘04, ‘05, ‘06</b>	Formative evaluation for N3006: Cultural Expeditions in Nursing and revise as needed.	Faculty* J. Elliott	Faculty **	Faculty ***	Faculty #	Faculty ^#	Faculty ^^*

\*A. Kuehn, S. Devaney, M. Aud, C. Grider, S. Kist \*\* C. Delaney, N. McNaughton \*\*\* B. Downe-Wamboldt, D. Sheppard-LeMoine, A. Chircop, L. Wittstock # R. Herbert, K. Robertson, D.Murnaghan ^# M. Compos-Vasquez, M. Lavalle ^^\* L. Acosta, S. Espinoza, A. Luzeldy, C. Sofia, M. Segovia, A. Guadalupe, C. Acevedo, A. Barron, E. Padilla, M. Herrera, S. Enriquez, R. Rodriguez

**TABLE 2: Goals/ Time Line**      **Year – Y02-04**      September 1, 2003-August 31, 2006

Time Period	Activities	Responsible person					
		US		CAN		MEX	
		MU	UI	DU	UPEI	BUAP/ UANL	UASLP
<b>March '03-06</b>	Plan for international cultural immersion experience. <i>International Studies Center (ISC)</i>	Faculty* B. Lindeman ISC	Faculty ** ISC	Faculty** ISC	Faculty # ISC	Faculty ^# ISC	Faculty ^^* ISC
<b>July '04, '05, '06</b>	Second measure of students utilizing Multicultural Counseling Awareness Scale.	Faculty*	Faculty **	Faculty ***	Faculty #	Faculty ^#	Faculty ^^*
<b>July '04, '05, '06</b>	Summative evaluation of N3006: Cultural Expeditions in Nursing and revise as needed.	Faculty* J. Elliott	Faculty **	Faculty ***	Faculty #	Faculty ^#	Faculty ^^*

**Goal 2: Students redefine their role relationships with nurses and peers from the three partnering countries creating a collaborative, caring community of future nurses.**

<b>Aug '03 and ongoing</b>	Students begin/continue web-based discussion to foster development of the caring community of nurses and to discuss cultural diversity, change forces, and nurse role.	Faculty* J. Elliott J. Mueller - Webmaster	Faculty **	Faculty ***	Faculty #	Faculty ^#	Faculty ^^*
<b>Aug '03- May '06</b>	Students explore topics of cultural diversity, change forces and nurse role in N3006.	Faculty*	Faculty **	Faculty ***	Faculty #	Faculty ^#	Faculty ^^*
<b>July '04 and ongoing</b>	Students share with peers and professionals in home country. <i>Student Nurse, Professional Peer Groups (SN-PP)</i>	SN-PP	SN-PP	SN-PP	SN-PP	SN-PP	SN-PP
<b>July '04 and ongoing</b>	Students develop health promotion materials reflecting the valuing of diversity.	Faculty* Clinical Staff	Faculty ** Clinical Staff	Faculty *** Clinical Staff	Faculty # Clinical Staff	Faculty ^# Clinical Staff	Faculty ^^* Clinical Staff

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**TABLE 2: Goals/ Time Line**      Year – Y02-04      September 1, 2003-August 31, 2006

Time Period	Activities	Responsible person					
		US		CAN		MEX	
		MU	UI	DU	UPEI	BUAP/ UANL	UASLP
<b>Aug '03 ongoing</b>	Students begin/continue web-based discussion to foster development of the caring community of nurses and to discuss cultural diversity, change forces, and nurse role.	Faculty* J. Elliott J. Mueller - Webmaster	Faculty **	Faculty ***	Faculty #	Faculty ^#	Faculty ^^*
<b>Aug '03- May '06</b>	Students explore topics of cultural diversity, change forces and nurse role in N3006	Faculty*	Faculty **	Faculty ***	Faculty #	Faculty ^#	Faculty ^^*
<b>July '04 ongoing</b>	Students share with peers and professionals in home country. <i>Student Nurse Professional Peer Groups (SN-PP)</i>	SN-PP	SN-PP	SN-PP	SN-PP	SN-PP	SN-PP
<b>July '04 ongoing</b>	Students develop health promotion materials reflecting the valuing of diversity.	Faculty* Clin. Staff	Faculty ** Clin. Staff	Faculty *** Clin. Staff	Faculty # Clin. Staff	Faculty ^# Clin. Staff	Faculty ^^* Clin. Staff

**Goal 3: Students are knowledgeable regarding the health care systems of each of the three countries and the impact of each system on the role and scope of nursing practice.**

<b>Aug '03, '04, '05</b>	Students continue study in N302 to compare and contrast the health care systems, health care access and the impact of the health care system on nurse role in each country.	Faculty*	Faculty **	Faculty ***	Faculty #	Faculty ^#	Faculty ^^*
<b>Aug '03, '04, '05</b>	Students continue study in N302 to compare and contrast the health care systems, health care access and the impact of the health care system on nurse role in each country.	Faculty*	Faculty **	Faculty ***	Faculty #	Faculty ^#	Faculty ^^*
<b>Aug '03-ongoing</b>	Students begin/continue web-based discussions about cultural challenges	Faculty* J. Mueller	Faculty **	Faculty ***	Faculty #	Faculty ^#	Faculty ^^*

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