

**Faculty Development Grant
Progress Report
Exploration and Development of Opportunities for Faculty and Student
Experiences in Nursing and Health Care in Norway**

Submitted by Margot Nelson, Professor and Chair of Nursing
and Mary Brendtro, Professor, Nursing

Purpose of the Project:

The intent of this project was to cultivate relationships and explore opportunities for collaboration with the regional university colleges in Norway. Opportunities were explored for course exchange, faculty exchange, and possible development of new courses both at Augustana and in Norway (including UMAIE possibilities).

Thanks to the generous support provided by the Faculty Development Grant, the following activities and outcomes have been accomplished as of January 2005:

- Drs. Margot Nelson and Mary Brendtro traveled to Norway for meetings with members of the faculty and administration at Høgskolen Stord/Haugesund, University College of Oslo, Bodø Regional University, and University College of Tromsø during June of 2004. In each institution, possibilities were explored regarding courses currently offered at the Norwegian institutions that would be available to Augustana students and transferable to the college; Augustana College courses that could be taken by Norwegian students and transferred into their programs of study in nursing; courses and internships that might be created for Augustana (and other US) students in Norway; and courses or internships that could be created for Norwegian students at Augustana under the umbrella of an International Nursing Institute. There was openness to additional possibilities that might evolve from the dialogue. Letters drafted to contacts in each of the institutions are attached to document the initial outcomes of our meetings.
- In November of 2004, Wenche Bjarnedotter Sørfonden, Assistant Professor, Faculty of Nursing and Health Care at Bodø Regional University, came to Augustana to engage in further dialogue about possibilities for collaboration between the two institutions. It was an extremely fruitful exchange in which Donn Grinager also participated as well as Muriel Larson, Assistant Professor of Nursing at Augustana. The letter to Wenche, documenting the outcomes of that meeting, is also attached to this report.

Evaluation of the Expected Outcomes of the Project:

- 1) Establishment of relationships with nursing departments through face-to-face meetings completed by September 2004. Beginning relationships have been established with several members of the Norwegian University Colleges, probably the strongest of those with Bodø Regional University and University College of Tromsø. Enthusiasm and interest in continuing the dialogue is very high.
- 2) Identification of existing course and internship opportunities for Augustana students in the Norwegian University Colleges by December 2004. As evidenced by the letters to summarize our discussions at each of the Norwegian institutions and the follow-up with Wenche Sørfonden at Augustana in November, our discussions have led to very specific identification of parallel courses in our curricula and clear recommendations for exchange. The primary barrier is that didactic courses are just beginning to be taught in English, and very few Augustana students are fluent in Norwegian.

- 3) Identification of existing course and internship possibilities for Norwegian students at Augustana by December 2004. These opportunities have also crystallized. The strong encouragement for Norwegian students to study abroad for a semester provides a great deal of support for students to actually participate in these learning opportunities. As evident in the recent letter to Wenche Sørfonden at Bodø Regional University, following her November visit to Augustana, a concrete proposal has been created for students at that institution.
- 4) Creation of a UMAIE course proposal or other new international experience for U.S. students in Norway by February 2005. An international course proposal has not yet been drafted, although several possibilities are being considered. Potential courses for Norwegian students are also being considered, including an introduction to nursing and health care in the United States and a survey of health issues and systems of care for Native American populations in the Midwestern United States.
- 5) Participation of a total of 6 students in #2-4 above by July 2005. Achievement of this goal now looks more realistic by July 2006. It is hoped that a few Norwegian nursing students would come to Augustana for the fall semester of 2005 and that a few Augustana nursing students would go to Norway either during the January interim or the summer and early fall of 2006.
- 6) Evidence of the influence of the above experiences on the expansion of students' global understandings and perspectives about the diversity of approaches to nursing and health care (presentations, journals, and papers) by May 2005. This remains to be accomplished when students actually participate in the exchange opportunities that are being created, making July 2006 a more realistic timeline.

Budget and Rationale:

Item	Amount	Rationale
International airfare	\$2000	\$1000 round trip airfare per person X 2 = \$2000
Intranational travel	800	\$400 per person for travel within Norway X 2 = \$800
Housing & meals	2000	\$1000 per person for housing and meals X 2 = \$2000
TOTAL	\$4800	

There is currently no other source of funding for this project. This project was actually funded at \$4000, and that amount was fully expended.

Relationship to Faculty Development Grant Goals:

This project relates both to overall goal #2 and #4, as below:

2. In what ways have we further explored our identity as a college? In what ways have we enriched the dialogue on vocation and the implications for learning?

International experiences as well as interactions with international students facilitate expansion of Augustana's role from that of a private, regional institution to that of membership in the broader global society. This kind of experiential teaching-learning is intended to enrich students' perspectives about nursing and health care, in particular,

and add reflection and diversity of experience to the learning opportunities students currently have.

4. In what ways have we enhanced assessment of student learning? How can we apply that to the curriculum?

Presentations, journals, and papers will be used to assess the depth of students' learning in the areas of globalism and diversity. These dialogical avenues will further enhance the infusion of international/global understandings through the curriculum. Presentations will be arranged to include all nursing majors and other interested students and faculty.

Evaluation Activities, related to Expected Outcomes:

Outcomes	Completion Date	Evidence
1) Establishment of relationships with nursing departments through face-to-face meetings.	Accomplished with respect to relationships; formal agreements pending	Formal and informal agreements between faculty and administrators.
2) Identification of existing course and internship opportunities for Augustana students in the Norwegian University Colleges.	Some completed, some pending	A list of courses in the three Norwegian institutions that are approved for Augustana students.
3) Identification of existing course and internship possibilities for Norwegian students at Augustana.	Some completed, some pending	A list of courses at Augustana, approved for Norwegian students in the three university colleges.
4) Creation of a UMAIE course proposal or other new international experience for U.S. students in Norway.	pending	A formal course or internship proposal, to be conducted in Norway.
5) Participation of a total of 6 students in #2-4 above.	Anticipated by July 2006	A record of students who participate in the planned experiences.
6) Evidence of the influence of the above experiences on the expansion of students' global understandings and perspectives about the diversity of approaches to nursing and health care (presentations, journals, and papers).	Pending engagement of students; anticipated July 2006	A compendium of student presentations and papers. Faculty and student evaluations that support learning related to global understandings of nursing and health care.

July 7, 2004

Svanhild Melkevik
Høgskolen Stord/Haugesund
Bjørnsonsgt. 45
NO-5528 Haugesund
Norway

Dear Svanhild:

First of all, our deepest thanks for the wonderful visit to the Høgskolen Stord/Haugesund. The dialogue and hospitality at both sites were exceptional—as were your attempts to teach us a bit of Norwegian. We returned home in early June with much excitement about the possibilities to create study abroad opportunities for students in cooperation with your faculty and perhaps also faculty exchange possibilities.

Secondly, our sincere apologies for our delayed follow-up. We would like very much to pursue some of the ideas that surfaced during our meetings. We want to be sure that we understood the potential study opportunities for Augustana students at both campuses and for your students at Augustana College. Please clarify if we misunderstood anything.

- *For Augustana students:* We identified two primary possibilities for students preceding their last year of study at Augustana or during their last year: a) students could have an assigned preceptor to supervise them in a clinical practicum experience during June and July (in conjunction with an orientation to Norwegian language and culture) and continue until mid-September for a month of your 5th semester clinical experiences—perhaps in community health--or b) students could begin in your 6th semester (beginning in January) and continue until the end of February or beginning of March.
- *For students in the HSH Bachelor of Nursing program:* We came home with the impression that students in your 5th semester could come to Augustana for our fall semester, taking any or all of the senior-level courses from September to mid-December: Nursing 420- Behavioral Health (psychiatric) Nursing, Nursing 430-Community Health Nursing, Nursing 441-Adult Health Nursing II, and Nursing 450: Professional Perspectives I (research and writing emphasis).
- *For Stord/Haugesund faculty or graduate students:* We also discussed possibilities for nurses to take courses in our Master's Degree program: *Advanced Nursing Practice in Emerging Health Systems*. What we have

been able to determine from our Board of Nursing is that there would be a two-step process for Norwegian nurses to become licensed to practice in South Dakota. First they would need to obtain certification from the Commission on Graduates of Foreign Nursing Schools (CGFNS; www.cgfns.org/cgfns/home.html). The South Dakota Board of Nursing would then allow them to take the NCLEX licensing exam (National Council of State Boards of Nursing Licensure Examination) to become licensed to practice in South Dakota.

We will enclose copies of the following materials, Svanhild:

- ▶ Augustana College Nursing Department Mission, Values, and Objectives
- ▶ Course descriptions for Nursing 420, 430, 441, and 450
- ▶ Master's program brochures
- ▶ An example of a grading rubric used in the junior level nursing courses

In August we will send you copies of the new college catalog, graduate program catalog, and course syllabi.

We will hope to hear from you about your impressions of collaborative possibilities. Again, thank you for your gifts of time, creative thinking, and hospitality.

Warm regards,

Margot L. Nelson, PhD, RN
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July 7, 2004

Mimi Gry Sandal
Senior Adviser
Senior Administrative Officer
Falbesgate 5, Post:Pilestredet 52
N-0167 Oslo
Norway

Dear Mimi:

First of all, our deepest thanks for your part in our wonderful visit to the Høgskolen i oslo. The dialogue and hospitality were most enjoyable. We returned home in early June with much excitement about the possibilities to create study abroad opportunities for students in cooperation with your faculty, and perhaps faculty exchange opportunities as well.

Secondly, please accept our sincere apologies for the delay in our follow-up correspondence with you. We would like very much to pursue some of the ideas that surfaced during our meetings. We want to be sure that we understood the potential study opportunities for Augustana students at your university and for your students at Augustana College. Please clarify if we misunderstood anything.

- *For Augustana students:* We identified three primary possibilities for students preceding their last year of study at Augustana or during their last year: a) students could have an assigned preceptor to supervise them in a clinical practicum experience during June and July (in conjunction with an orientation to Norwegian language and culture) and continue until mid-September for a month of your 5th semester clinical experiences—perhaps in community health--or b) students could begin in your 6th semester (beginning in January) and continue until the end of February or beginning of March or c) students could possibly come for your international module (ageing and people with chronic illness) from the beginning of March to early June. Although the last option sounds like a wonderful opportunity, we would have to do some very creative strategizing to make that fit into our curriculum. Nevertheless, it may be worth pursuing.
- *For students in the Oslo Bachelor of Nursing program:* We came home with the impression that students in your 5th semester could come to Augustana for our fall semester, taking any or all of the senior-level courses from September to mid-December. Nursing 420: Behavioral Health (psychiatric) Nursing, Nursing 430: Community Health Nursing,

Nursing 441: Adult Health Nursing II, and Nursing 450: Professional Perspectives I (Research and writing emphasis).

- *For Oslo faculty and Master's Degree students:* We also discussed possibilities for nurses to take courses in our Master's Degree program: *Advanced Nursing Practice in Emerging Health Systems*. What we have been able to determine from our Board of Nursing is that there would be a two-step process for Norwegian nurses to become licensed to practice in South Dakota. First they would need to obtain certification from the Commission on Graduates of Foreign Nursing Schools (CGFNS; www.cgfns.org/cgfns/home.html). The South Dakota Board of Nursing would then allow them to take the NCLEX licensing exam (National Council Licensing Examination) to become licensed to practice in South Dakota.

We will enclose copies of the following materials:

- ▶ Augustana College Nursing Department Mission, Values, and Objectives
- ▶ Course descriptions for Nursing 420, 430, 441, and 450
- ▶ Master's program brochures

In August we will send you copies of the new college catalog, graduate program catalog, and course syllabi. Please share all of this with other faculty as you see fit.

We will hope to hear from you about your impressions of collaborative possibilities. Again, thank you for your gifts of time, creative thinking, and hospitality.

Warm regards,

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July 12, 2004

Wenche Bjarnedotter Sørfonden, Assistant Professor
Faculty of Nursing and Health Care
Bodø Regional University
N-8049 Bodø
Norway

Dear Wenche:

First of all, our deepest thanks to you and the other faculty and staff for the wonderful visit to Bodø Regional University. We appreciated the dialogue and hospitality! We returned home in early June with much excitement about the possibilities to create study abroad opportunities for students in cooperation with your faculty and perhaps also faculty exchange possibilities.

Secondly, our sincere apologies for our delayed follow-up. We would like very much to pursue some of the ideas that surfaced during our meetings. We want to be sure that we understood the potential study opportunities for Augustana students at your university and for your students at Augustana College. Please clarify if we misunderstood anything.

- *For Augustana students:* We identified two primary possibilities for students preceding their last year of study at Augustana or during their last year: a) students could attend your Managing Diversity summer experience and stay for an internship clinical experience with an assigned preceptor to supervise them (in conjunction with an orientation to Norwegian language and culture) until October for a portion of your 5th semester clinical experiences—perhaps in community health or medical-surgical nursing—or b) students could begin in your 6th semester (beginning in January) and continue until the end of February or beginning of March.
- *For students in the Bodø Bachelor of Nursing program:* We came home with the impression that students in your 5th semester could come to Augustana for our fall semester, taking any or all of the senior-level courses from September to mid-December: Nursing 420- Behavioral Health (psychiatric) Nursing, Nursing 430-Community Health Nursing, Nursing 441-Adult Health Nursing II, and Nursing 450: Professional Perspectives I (research and writing emphasis).
- *For your faculty or graduate students:* There may also be possibilities for nurses to take courses in our Master's Degree program: *Advanced Nursing Practice in Emerging Health Systems*. What we have been able to determine from our Board of Nursing is that there would be a two-step process for Norwegian nurses to become licensed to practice in South

Dakota. First they would need to obtain certification from the Commission on Graduates of Foreign Nursing Schools (CGFNS; www.cgfns.org/cgfns/home.html). The South Dakota Board of Nursing would then allow them to take the NCLEX licensing exam (Nursing Council of State Boards of Nursing Licensure Examination) to become licensed to practice in South Dakota.

We will enclose copies of the following materials, *Wenche*:

- ▶ Augustana College Nursing Department Mission, Values, and Objectives
- ▶ Course descriptions for Nursing 420, 430, 441, and 450
- ▶ Master's program brochures

In August we will send you copies of the new college catalog, graduate program catalog, and course syllabi.

We will hope to hear from you further about your impressions of collaborative possibilities. Again, thank you for your gifts of time, creative thinking, and hospitality.

Warm regards,

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July 12, 2004

Mari Wolff Skaalvik
Head of Studies in Nursing
Tromso College Faculty of Health Sciences
MH-bygget, Breivika
N-9005 Tromsø
Norway

Dear Mari:

First of all, our deepest thanks to you and the other faculty and staff for the wonderful visit to Tromso College. The dialogue and hospitality were exceptional—as were your attempts to expose us to a bit of Norwegian culture. We returned home in early June with much excitement about the possibilities to create study abroad opportunities for students in cooperation with your faculty and perhaps also faculty exchange possibilities.

Secondly, our sincere apologies for our delayed follow-up. We would like very much to pursue some of the ideas that surfaced during our meetings. We want to be sure that we understood the potential study opportunities for Augustana students at your college and for your students at Augustana College. Please clarify if we misunderstood anything.

- *For Augustana students:* We identified two primary possibilities for students preceding their last year of study at Augustana or during their last year: a) students could have an assigned preceptor to supervise them in a clinical practicum experience during June and July (in conjunction with an orientation to Norwegian language and culture) and continue until mid-September for a month of your 5th semester clinical experiences—perhaps in community health or medical-surgical nursing-- or b) students could begin in your 6th semester (beginning in January) and continue until the end of February or beginning of March.
- *For students in the Tromso Bachelor of Nursing program:* We came home with the impression that students in your 5th semester could come to Augustana for our fall semester, taking any or all of the senior-level courses from September to mid-December: Nursing 420- Behavioral Health (psychiatric) Nursing, Nursing 430-Community Health Nursing, Nursing 441-Adult Health Nursing II, and Nursing 450: Professional Perspectives I (research and writing emphasis).
- *For your faculty or graduate students:* We also discussed possibilities for nurses to take courses in our Master's Degree program: *Advanced Nursing Practice in Emerging Health Systems*. What we have been able to determine from our Board of Nursing is that there would be a two-step

process for Norwegian nurses to become licensed to practice in South Dakota. First they would need to obtain certification from the Commission on Graduates of Foreign Nursing Schools (CGFNS; www.cgfns.org/cgfns/home.html). The South Dakota Board of Nursing would then allow them to take the NCLEX licensing exam (Nursing Council of State Boards of Nursing Licensure Examination) to become licensed to practice in South Dakota.

We will enclose copies of the following materials, Mari:

- ▶ Augustana College Nursing Department Mission, Values, and Objectives
- ▶ Course descriptions for Nursing 420, 430, 441, and 450
- ▶ Master's program brochures

In August we will send you copies of the new college catalog, graduate program catalog, and course syllabi.

We will hope to hear from you further about your impressions of collaborative possibilities. Again, thank you for your gifts of time, creative thinking, and hospitality.

Warm regards,

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January 19, 2005
Wenche Bjarnedotter Sørfonden, Assistant Professor
Faculty of Nursing and Health Care
Bodø Regional University
N-8049 Bodø
Norway

Dear Wenche,

I apologize that it has taken this long for me to follow up on your visit to Augustana in November. I do hope you received my response to your email in December. It sounds like your trip was a full one, complete with the opportunity for you to connect with family members you had not been able to meet before. That must have been very interesting—both for you and for them.

I enjoyed your visit very much, and my impression is that we identified realistic possibilities for Augustana students to come to Bodø University and for Bodø students to come to Augustana. The initial possibilities for Augustana students look like 1) a January internship (4-5 weeks) or 2) a summer clinical practicum/internship combined with the interdisciplinary Managing Diversity program. In either case, we would hope for them to have an initial orientation to Norway's health care system and culture, work with a nurse preceptor for a 120-hour clinical practicum (termed an internship in our program), and have some opportunity to interface with your students at Bodø University.

We also engaged in a lengthy discussion of possibilities for your students to come to Augustana for our fall semester (early September to mid-December). I believe we were talking about your 5th semester students. Below is my proposal for their experience:

- 1) If they were to arrive the middle of August, we would plan for them to have an initial orientation to the US health care system and culture and begin a clinical practicum (in psychiatric nursing or medical-surgical nursing) with a professional preceptor. For the fall semester, my suggestion would be that they register for 11 or 13 credits, 4 credits of which would be the clinical practicum/internship.

11-Credit Option

Nursing 420 – Behavioral Health Nursing, 3
credits (psychiatric nursing)
= 108 clinical hours

Nursing 441 – Adult Health Nursing,
4 credits (medical-surgical nursing)
= 72 clinical hours

Nursing 495 – Nursing Internship, 4 credits
(clinical practicum) = 160 clinical hours

13-Credit Option

Nursing 420 – Behavioral Health Nursing, 3
credits (psychiatric nursing)
= 108 clinical hours

Nursing 441 – Adult Health Nursing,
4 credits (medical-surgical nursing)
= 72 clinical hours

Nursing 495 – Nursing Internship, 4 credits
(clinical practicum) = 160 clinical hours

Nursing 450 – Professional Perspectives I, 2
credits (nonclinical course) [In italics on the

calendar]

As you can see, in either case, students would accrue 340 clinical hours.

- 2) An additional option (in italics), which could be included, would be the five-week interdisciplinary end-of-life seminar which meets on five consecutive Tuesday afternoons during the fall semester. This one-credit course includes students in medicine, nursing, chaplaincy, pharmacy, and social work. Students receive both didactic content and clinical experiences related to palliative care and the interdisciplinary health team approach to the care of people who are nearing the end of their lives.

- 3) Another possibility (in italics) would be for students to take the other 3-credit nursing major course offered at the senior level in Augustana's program: Nursing 430 - Community Health Nursing I, 3 credits.

Here is the way the weekly calendar would probably look:

	Monday	Tuesday	Wednesday	Thursday	Friday
0700 – 1100	Nursing 420 Clinical – Behavioral Health	Nursing 420 Clinical – Behavioral Health	<i>[Nursing 430 Clinical – Community Health]</i>	Nursing 441 Clinical – Adult Health	Nursing 495 – Nursing Internship
1300 - 1500	Nursing 420 Class	<i>[5-week interdisciplinary End-of-Life (EOL) Seminar]</i>	<i>[Nursing 430 Class]</i>		
1500 - 1700	Nursing 441 Class		[Nursing 450 – Professional Perspectives]		

Please let me know how this looks to you, Wenche, and we can certainly pursue further discussion of it by email. I look forward to hearing from you and continuing our conversation. I will include course descriptions for all of the courses above in this mailing (Nursing 420, Nursing 441, Nursing 450, Nursing 430, and the EOL seminar) and the basic format for Nursing 497; and I will also see if Donn Grinager has other materials he would like to send.

Warm regards,

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 Email: margot_nelson@augie.edu