

**Bringing the Classroom into the World
and the
World into the Classroom**
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Session Objectives

- 1. Develop a vision for nursing education that encourages international collaboration and partnership**
- 2. Describe goals and strategies for integrating video conferencing technology into the nursing curriculum to foster public health collaboration and partnership**
- 3. Summarize student nurse perceptions of international experiences with video conferencing**

Student to Student (informal interactions) :

See: Greenwood, D., Honey, M., Clancy, A. (2016) Gaining a global perspective on public health through an International student nurse collaboration. Journal of Nursing Education and Practice, 6(8) <http://www.sciedupress.com/journal/index.php/jnep/article/view/8906>

Nurse to Students (formal presentation in class)

Video Clip#1 Teresa Obwaya (Kenya)

This clip of Teresa Obwaya from Kenya and Nigeria shows the use of video conferencing to introduce students to health care issues and the role of the nurse in Africa. I included the segment for two reasons:

1. It contains an example of an interaction between a student nurse and the presenter (Teresa). *The student was in the back of the room and her voice did not carry to the microphone so I restated the question for her. Ordinarily, students ask their own questions and engage in dialog.*
2. This session required some advanced planning. Teresa does not have access to internet every day. Although the video conferencing system our college uses allows participants to display anything on their computer desktop to other participants; we knew that Teresa would have limited bandwidth. Teresa emailed me her slides before the class so that I could display them hence reducing the bandwidth necessary for Teresa to successfully transmit. When we started the class, it was raining in Kenya, the internet was unstable. Our instructional technologist Ryan Hazen suggested, that Teresa turn off her video camera. These simple steps made it possible to have a live video conference and conversation with a guest from a developing country half way around the world.

Video Clip #2 Dr. Harriet Fields (Rwanda Nursing Project)

This clip is a good example of nursing students learning the importance of health policy and program development. Dr. Fields focused on the importance for nurses to develop these skills rather than focusing exclusively on direct care services. She discusses The Reconciliation Model as a successful strategy to bring peace and stability to the region.

Also in this clip you will see another adaptation of technology. Dr. Fields did not have a microphone on her computer so she called into the video conference with her phone. Therefore you see her holding her phone and the phone icon displayed on the screen. Although she could have shown her own slides from her desktop, she had emailed them to me before the call and I displayed them for her.

Nurse to Students (Informal Conversation)

Video Clip #3. Patrik Rytterstrom (Sweden) Bobbi Soper and Jordan Sheppard. (Carroll College)

This clip is a good example of how video conferencing can be used informally for nurses to have conversations. This conversation started just between Dr. Rytterstrom and me. During our meeting, I saw two of my senior students walking down the hall so I invited them to join us. Dr Rytterstrom, Bobbi, Jordan and I discussed a variety of issues during this informal conversation including human trafficking and the global refugee crises. In this clip you will see Bobbi and Jordan learning about how nurses can use video conferencing to discuss problems that are not just regional but global.

Student Nurse Evaluation of Experiences

Video Clip #4 Bobbi Soper and Ryan Hazen (Carroll College)

Following the completion of the Public Health Nursing Course in May, 2016 graduate Bobbi Soper was interviewed by Ryan Hazen, our Instructional Technology Specialist about the impact that video conferencing experiences had on her socialization as a professional nurse. In this clip, Bobbi discusses what she learned from Teresa Obwaya and Patrik Rytterstrom and how this broadened her perspective of nursing as a profession and of the many nursing career opportunities outside of the hospital setting. Bobbi's comments were typical of the feedback given by other students in the class.

Practical Strategies for integrating Video Conferencing into Nursing Education Lessons I have learned the easy way AND the hard way!

How do I find Contacts and Partners?

3. I first started by networking at conferences. Find participants from countries or participants with similar interests and get to know them. My first contacts and partners were nurses I met at IPHNC 2011 in St. Paul MN USA.
4. Ask colleagues at the institutions where you work if they have connections. My colleagues have been very helpful in giving me names of family, friends, or colleagues in other parts of the world.
5. If you belong to professional, spiritual, or social organizations, read the blog postings on their internet sites or check membership lists. Once you start looking, you will be surprised how quickly your network grows.
6. Ask your local or country leaders. They tend to travel and have connections with people who are interested in building networks.

What video conferencing system is best?

7. There is no one right answer for everyone. Sometimes it comes down to what resources are available to you. Some video conferencing services are free and others require a paid contract. Depending on what type of video conferencing activities you will engage in, the free services may be a good way to start. This is especially true if you begin with informal student to student conversations. Students can arrange their conversation for their out of class time and use their own iPhones, computers and internet connections. Example of free services: Skype or Facetime
8. For more formal and structured communications such as a guest lecture in class, you may want to use a service that has advanced capabilities. For example, the service our college uses allows up to fifteen sites on the video conference. Further, each participant can display his/her computer desktop to the other participants. This is great if participants want to show pictures, or tables and graphs. This may not work well if you have several sites with low internet connectivity.
9. If technical support specialists at your institution are available, use them for your first time contacts. This can be very beneficial if the video conferencing system is new to you and you do not have time to learn it on your own. Because this support is available to me, I always include our Instructional Technology Specialist in the video conferencing invitation for each new video conference meeting. Most of the time the video conference works perfectly, occasionally a very simple adjustment like unmuting a microphone is all that is needed and our specialist is there to coach our new video conference contact.

How do I plan for a session?

10. Depending on where your contacts live and both the frequency of their access to internet and the stability of their internet connectivity (bandwidth) , you may need to contact them months before you would like to have a live video conference.
11. When possible, plan a practice video conference with your guest to ensure technology works as it should. (Examples: video cameras, microphones)This will decrease your guest's anxiety AND yours if they are guest lecturing to your class!!

12. Prepare students for the experience. Although some students are eager to ask questions, others are reluctant to engage in conversation with a person they have never met. If there are language barriers or cultural differences this further inhibits students. To encourage dialog between the students and the video guests I like to have each student prepare a question ahead of time that they would like to ask the video conference guest. I remind students that the purpose of this class is not to passively listen but to engage in conversation to create networks and build relationships.
13. If possible, check out the room you will be using for the video conference ahead of time to ensure lighting is optimal (sometimes adjustments with overhead lights and curtains are necessary) and the sound system is connected appropriately.
14. Although we all “know” that there are 24 time zones in the world, it is easy to forget this when scheduling a meeting. When scheduling the session check the world clock <http://www.timeanddate.com/worldclock/> so that you are inviting your guests at a time of day that is reasonable for their participation. Some video conferencing systems automatically adjust the time but others do not. Ask your video conferencing partners about seasonal time changes (daylight savings time). Many of these logistical matters can be communicated via email before the video conference. Do not assume that the rest of the world changes time at the same time as your country. Also consider that academic calendars, seasons of the year and holidays vary from country to country and hemisphere to hemisphere.
15. Have a Plan B!!! I have been successful in making the video conferencing connection about 75-80% of the time which I think is a very good percentage but I always have a “Plan B” for the class just in case the video conference does not happen. Illness, weather related internet connectivity, or failures in technology do still happen occasionally. You will sleep better the night before your video conference if you have a back-up plan. If you have received permission to record previous sessions with your guests a good alternative can be to use a recorded session from a previous visit. You obviously cannot have the interaction with your guest but students can still learn about global health issues and also see how this type of technology can aid them in their careers as nurses.

Conducting the Session

16. Arrive early to make sure the room and technology systems are all in order.
17. If possible plan for an alternative method to communicate with your video guest so if there are problems with the video conference connection you can still communicate. I have used email on a separate device for international contacts and the cell phone when appropriate. This has been helpful on many occasions and usually results in being able to make the video conference a success.
18. Invite other faculty, nurses or administration to join your conversations and classes. The amount of financial support and encouragement I have received from the college is due in large part to their presence in my classroom or office to participate in a video conference.
19. Get permission to record session if you plan to record.
20. ***Most Importantly:*** Remember Confidentiality and Privacy. As nurses serving vulnerable populations, we must consider the laws and professional practice standards that relate to use of social media. I require all my students to read the National Council of State Boards of Nursing White Paper on use of social media https://www.ncsbn.org/Social_Media.pdf before they communicate about nursing and health care using any form of social media.

Evaluation of Experiences

21. Include evaluation of experience on course and instructor evaluations. I think you will be pleased to see that students love these opportunities but they also provide helpful feedback for how to make the experiences even better.
22. Consider asking for peer evaluations. If you have technology support from your institution periodically meet with them to discuss what is working well and what needs to be improved.