



***‘Visiting and Teaching internationally,
the pleasures, pitfalls and
sustainability.’***

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Introduction

- The overall aim of this presentation is
- to stimulate critical reflection on the benefits and pitfalls of international teaching
- to question if it is cross culturally appropriate and to ask
- what is its sustainability in the current financial and political climate?



Outcomes

- an exploration of both the benefits and potential pitfalls of teaching internationally
- identification of the need for cultural safety to ensure any teaching is culturally appropriate
- to discuss how international education can be sustainable



Benefits and potential pitfalls of teaching internationally



- **Benefits:**

- Personal
- Professional
- Institutional
- Societal

- **Pitfalls**

- Culture shock
- Paternalism
- Entrenched views
- Hindrance not a help to hosts



'We were unable to deliver any educational sessions because the staff had gone home, so we presented the theatre staff with educational materials, which the head nurse promptly locked away for safe keeping, holding onto the only key.'

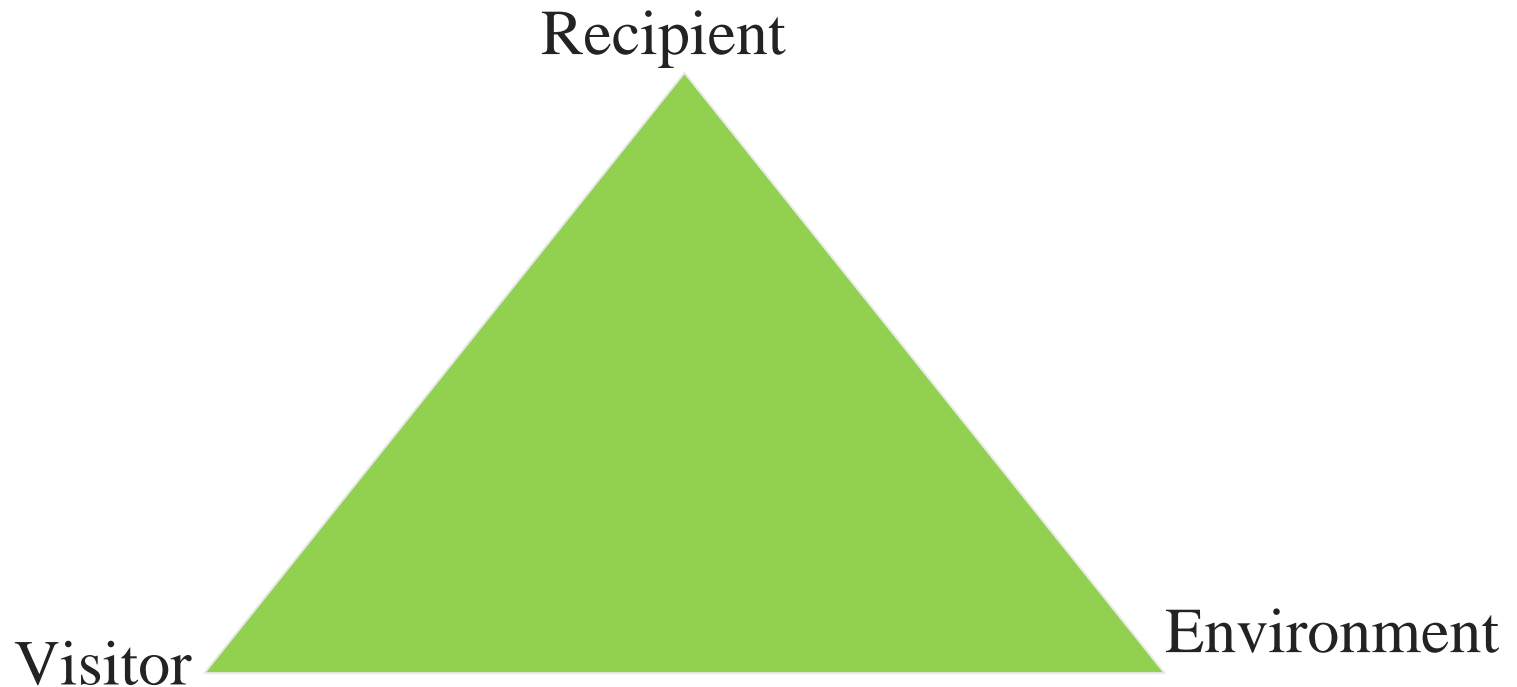
' When I started my travels, I believed that UK nurses could show others the way the job should be done. By the time I returned I had learned just how global nursing is and how much other countries can teach us.'

' Although we were in Ethiopia for just one week, the experience was unforgettable.'

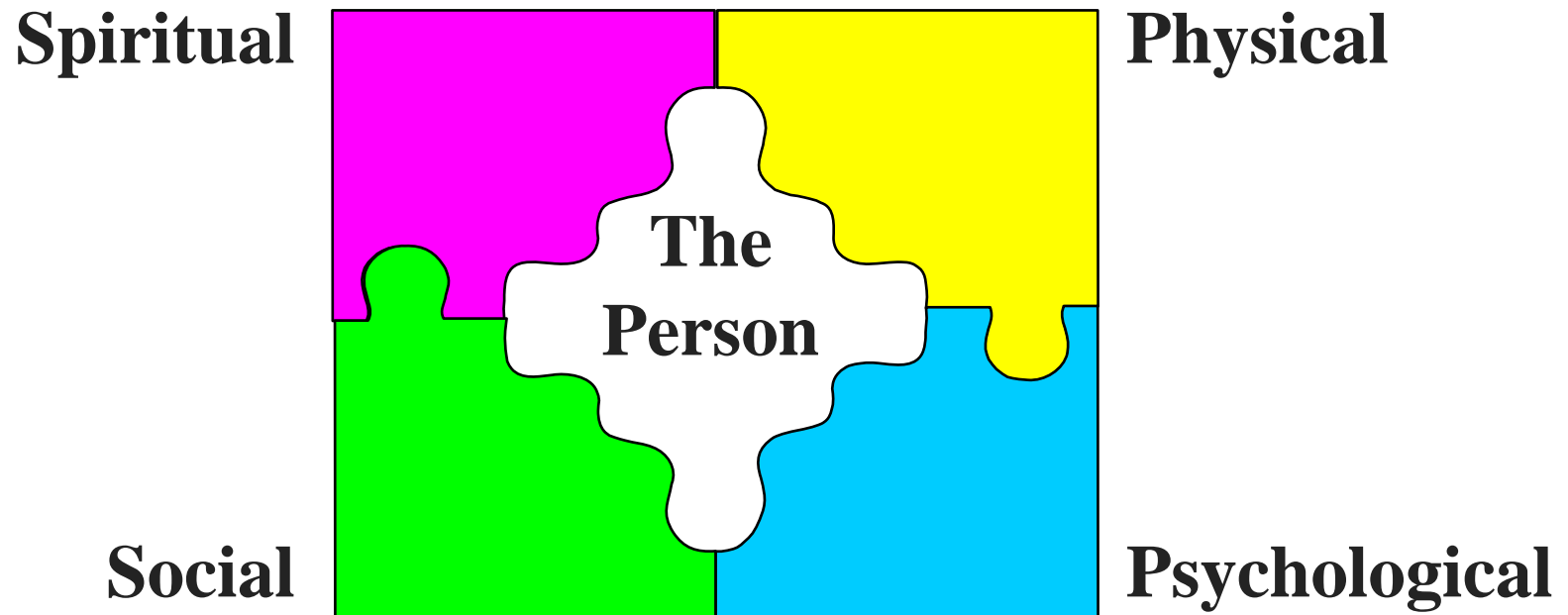
'She was good at making us think about why we deliver the care but at times she was too academic'

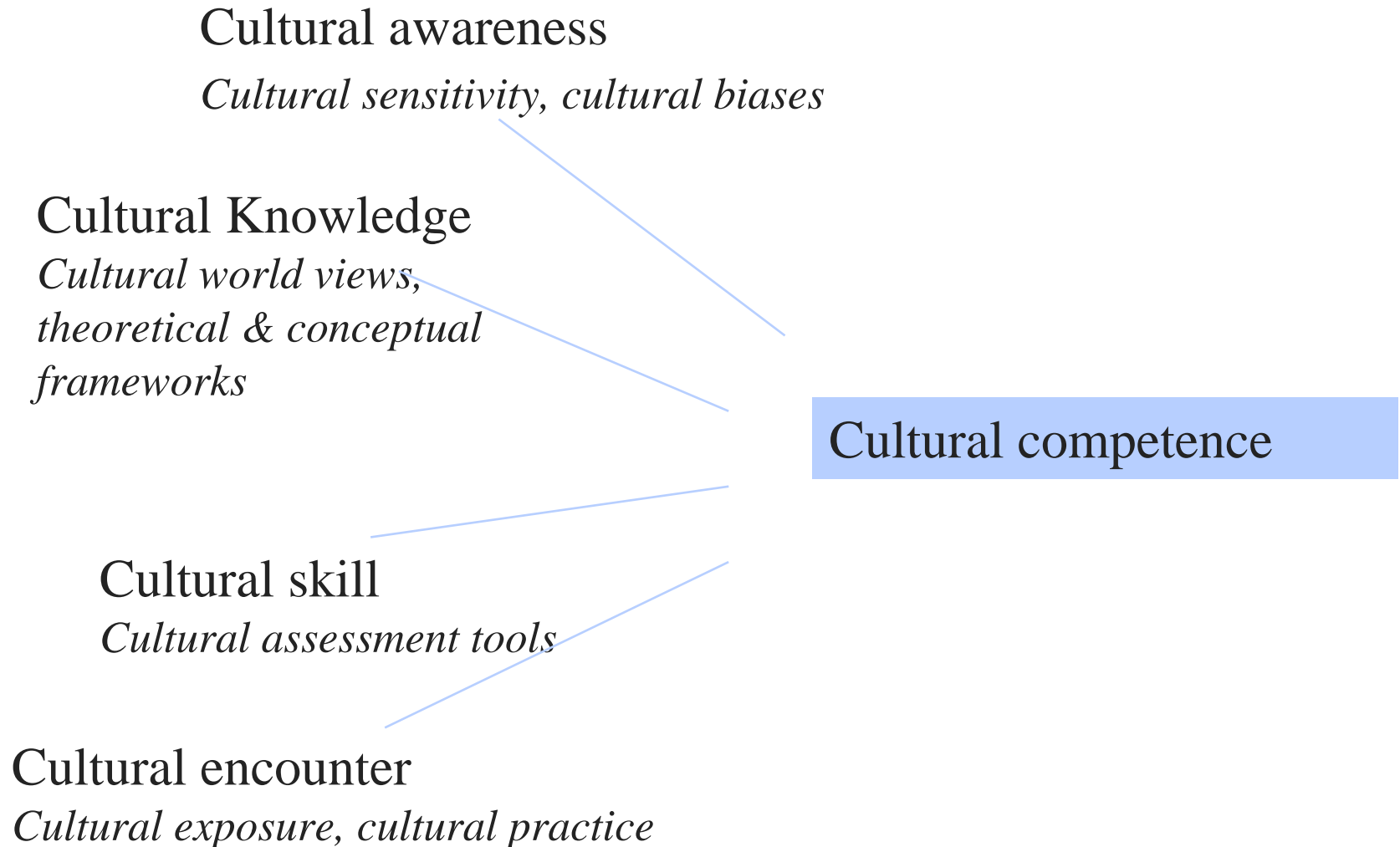
Gaining the nursing staff's attention and encouraging interaction during lectures was difficult. Nurses seemed to accept information at face value without questioning it. They deferred to the surgeons and the sister rather than taking the initiative and demonstrating leadership skills.

Interaction of cultures

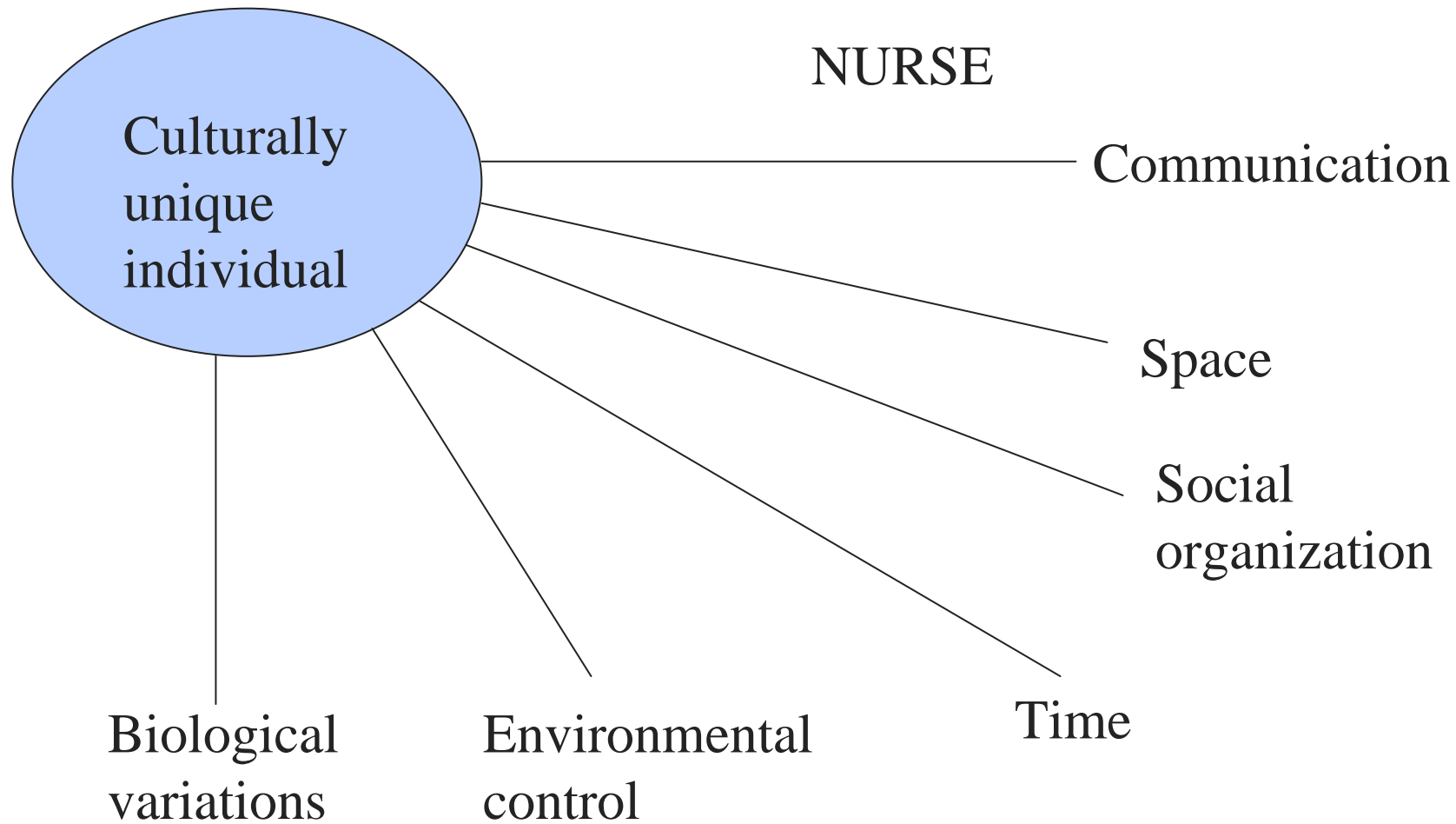


Cross cultural preparation for practice



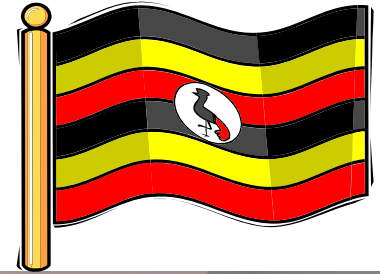


**The Culturally Competent Model of Policy Development
(Campinha-Bacote 1997)**



Giger & Davidhizar's Transcultural Assessment Model from 'Transcultural Nursing. Assessment & Intervention' (1999)

Uganda visit 2004



St Helena





Nepal



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India



Ramsden 2005

- The nurse delivering the nursing service will have undertaken a process of reflection on his or her own cultural identity and will recognise the impact that his or her personal culture has on his or her professional practice. Unsafe cultural practice comprises any action which diminishes, demeans or disempowers the cultural identity and wellbeing of an individual.



Sustainability

- Short and long term secondments
- Partnership programmes between countries
- Value for money? Do the benefits outweigh the cost?
- Exchange programme, loss of work force?
- E learning, video conferencing, e journals, CD Roms etc variable in availability but does make knowledge globally available
- Cultural preparation as well as professional skills preparation should be mandatory for success



Conclusion



- A well prepared and trained volunteer is a valuable asset in the humanitarian sector – whereas well-meaning but poorly prepared volunteers can be a liability to both themselves and those they are trying to help (RCN 2007:4)

- ‘I do not want to teach her but merely give her some helpful hints’
(Nightingale 1890)



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