G.L.A.D Grant Application

A. General Information

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Bridging Gaps in Global Learning and Leadership</th>
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</thead>
<tbody>
<tr>
<td>Principal Investigator</td>
<td>Debra Penney, CNM, MPH, PhD</td>
</tr>
<tr>
<td>Department</td>
<td>College of Nursing (CON)</td>
</tr>
<tr>
<td>Rank</td>
<td>Associate Professor (Clinical)</td>
</tr>
<tr>
<td>Campus Address</td>
<td>10 South 2000 East, Salt Lake City, UT 84112</td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:debra.penney@nurs.utah.edu">debra.penney@nurs.utah.edu</a></td>
</tr>
<tr>
<td>Phone</td>
<td>801-581-7924</td>
</tr>
<tr>
<td>Chair</td>
<td>Patricia G. Morton, PhD, RN, FAAN</td>
</tr>
</tbody>
</table>

1. When would the grant activities be undertaken? 2017-2018

2. Has other funding been received for this project? No

   If yes, state sources and amounts. No. However, $20,000 grant from the Center for Latin American Studies (CLAS) to the College of Nursing (CON) to support the incorporation of LA languages and culture into the Health Sciences Interprofessional Education (IPE) curriculum will be leveraged to compliment the goals of this larger project.

3. Is other funding being sought for this project? No

   If yes, state sources and amounts. No

List other group members:

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susanna Cohen</td>
<td>Associate Professor (Clinical)</td>
<td>College of Nursing</td>
</tr>
<tr>
<td>Amy Cutting</td>
<td>Assistant Professor (Clinical)</td>
<td>College of Nursing</td>
</tr>
<tr>
<td>Catherine Hatch Schultz</td>
<td>Instructor (Clinical)</td>
<td>College of Nursing</td>
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</table>
B. Project Summary

The long-term goal of this project is to develop a mechanism for guiding University faculty and students in the process of moving from global citizens to global leaders. This funding will begin this process through a comprehensive needs assessment (curricular, stakeholders and partnerships), the development and piloting of a “Global Facilitation” training program. The assessment will identify strengths and areas for improvement in the CON curricula and determine the role the CON can play in bridging global learning gaps in global education. Findings will be presented to CON curriculum, IPE, and Global Health committees. The facilitator training will address an identified interdisciplinary learning gap for students who seek to implement global initiatives in various disciplines. It will equip global learners with knowledge, experiential learning and mentorship to collaborate effectively with individuals and teams in global settings, and will include both preparation for- and debriefing after- global learning experiences.

<table>
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<tr>
<th>Date submitted:</th>
<th>11/11/2016</th>
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<tr>
<td>If this grant is funded may we place your proposal on the committee’s web page?</td>
<td>Yes</td>
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C. Narrative Bridging Gaps in Global Learning and Leadership,
Dr. Debra Penney, Associate Professor, College of Nursing

Need and rationale:

The Need: Students and faculty of the University of Utah, as global citizens, engage in global learning activities in diverse ways. Faculty collaborate in global research projects, engage in international teaching and engage with international students locally. Students study, intern, and work globally and learn locally with peers from diverse language and cultural backgrounds. Health Sciences students who engage in study abroad programs often find themselves asked to educate others, participate in quality improvement (QI) projects, or conduct needs assessments and interviews. How do we prepare our students and faculty to successfully and ethically do this work? The long-term goal of this project is to develop a mechanism for guiding University faculty and students in the process of moving from global citizens to global leaders. This funding supports the first crucial steps towards this goal. Ongoing discussions with global health stakeholders at the University of Utah have focused on this as a current gap and worthy of a comprehensive and innovative solution.

Why Nursing? The mission and vision of the University of Utah College of Nursing (CON) includes developing leaders in nursing and health care whose actions, discoveries and voices strengthen and transform the health of individuals and communities while respecting the individual, fostering diversity and promoting community. Nursing faculty are uniquely situated to guide interprofessional collaboration and support global learning through facilitation and innovation.

Goal: Support the University of Utah in growing future global leaders by providing a platform for introducing students and faculty to the skills that they need to succeed in their global work. The goal of the larger project will be to provide participants with the tools to navigate the numerous historical, cultural, language, and other differences in various local and global settings, to facilitate change, and effectively integrate into new educational or occupational situations.

Objectives: This project includes the initial steps towards achieving this goal through 4 stages that include the following activities:

1. **Comprehensive needs assessment and gap analysis**
   a. Assess global learning in the nursing curriculum
      i. Mapping course objectives with key concepts in the Global Learning VALUE rubric, the International Knowledge and Competence Rubric, and consensus guidelines for Global Health Competencies
      ii. Questionnaire distribution to assess faculty and student knowledge of global learning and need for global learning
      iii. Targeted interviews with faculty and students to assess gaps and strengths in student preparation
   b. Global Health-Health Sciences Interviews (Curricular leads and leadership)
      i. Gap analysis and needs assessment
   c. Learning Abroad Program at the University of Utah (OGE) (Pre-departure and Re-entry Preparation)
i. Gap analysis and needs assessment
d. Main Campus Global Learning Programs (MIAGE Program, MBA, CLAS, Asia Center, etc.)
   i. Gap analysis and needs assessment

2. Expand faculty conceptualization of global learning and its importance

   a. Report assessment findings to the CON Curriculum, IPE and Global Health committees under the Global Health-Health Sciences. Present gaps and strengths identified in global learning
   b. Define practical examples of objective expansion to enhance global learning

Details: As the University attempts to increase global learning and interprofessional education, it is important to assess learning gaps so that students engaging in global initiatives can be sufficiently prepared to get the most out of these experiences and engage ethically with local projects and populations.

3. Conceptualize and Map a Comprehensive Program for Student and Faculty Global Leadership Training

   a. Identify thought leaders and establish an interprofessional working group
   b. Establish mission and vision of group
   c. Outline innovative learning components of program for both faculty and students
   d. Draft white paper outlining goals and objectives

4. Develop, pilot and evaluate Global Facilitation Trainings (Faculty and Student versions)
   a. Curriculum designs for students and for faculty
   b. Identify and up-train training co-lead interdisciplinary faculty
   c. Identify participants (15 Faculty and 15 students)
   d. Pilot trainings (Faculty training, Student training)
   e. Evaluate
      i. Pre-post test analysis
      ii. Student stipends and follow-up papers

Details: An assessment of global health initiatives and the didactic preparation for these activities is expected to confirm a previously identified gap in preparing students as facilitators in health projects, community education, meeting facilitation, and needs assessment and interviewing. Training students in the skills of facilitation, communication and cultural humility can fill this need for pre-project preparation and success in the field. In addition, faculty trained in these methods can conduct debriefing of student experiences. An interactive training that uses principles of adult learning (i.e. didactic sessions, online-modules, simulation and mentorship) can equip students to collaborate effectively as leaders both locally and internationally. Facilitator training is not limited to health sciences, but can be adapted to business endeavors, and other studies locally and abroad. Students who participate in this training in anticipation of global learning projects will be offered a stipend in exchange for a written critical reflection of the skills learned in the training and
their applicability to their experiences. This will be submitted at their post project debriefing and analyzed for themes.

Plan and time-line:

2017

**January-March:** Project Planning, Needs Assessment Formation (mapping and interview format) and Gap Analysis Planning, Objective Mapping Commencement

**April-May:** CON Faculty and Student Interviews, Health Science and Main Campus faculty/student Assessment

**May-August:** Faculty Development (ongoing) and Pilot Planning

**Sept:** Data Analysis and Dissemination

**Oct:** Pilot Trainings and Evaluations

**Nov/Dec:** Data Analysis and Dissemination

**Dec:** Report to OGE

**Expected outcomes, long-term educational impact for students, and describe how the project will be sustained:**

Expected outcomes include an increased awareness of global learning initiatives among the faculty and students, especially but not exclusively at the CON. Discussions with curriculum committee members about global learning in light of the assessment findings will provide impetus to expand global learning objectives. The thought is that with global learning at the forefront, optional domestic and learning abroad opportunities will be embraced as fundamental to the formation of nurse leaders and global health care professionals. This grant will begin the process of developing an integrated program that includes a diverse series of trainings for global learners. In the future it is expected that these can be self-sustaining, even income generating, leading to its sustainability. Students and faculty equipped with the skills of a facilitator and global learner will carry those skills and philosophy on into their work with other students and in future work.
### D. Budget

#### Materials

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<th>Item</th>
<th>Source</th>
<th>Cost (US$)</th>
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<tbody>
<tr>
<td>Lunch and refreshments for trainees (20) x 4 days (2 student training days, 2 faculty training days)</td>
<td>GLAD grant</td>
<td>700</td>
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<tr>
<td>Student Training Materials (15-20 students booklets, quizzes, simulation materials, recording, filming for debriefing, activity materials)</td>
<td>GLAD grant</td>
<td>2,000</td>
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<tr>
<td>Faculty Training Materials (10-15 faculty booklets, quizzes, simulation materials, recording, filming for debriefing, activity materials)</td>
<td>GLAD grant</td>
<td>1,500</td>
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<tr>
<td>Transcription and analysis of interviews</td>
<td>GLAD grant</td>
<td>1,200</td>
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<tr>
<td>Copies (Questionnaires, report)</td>
<td>GLAD grant</td>
<td>100</td>
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Total materials: $5,500

#### Student Support

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<tr>
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<th>Source</th>
<th>Cost</th>
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<tr>
<td>Research Assistant 5% FTE x 1 year</td>
<td>GLAD grant</td>
<td>3,000</td>
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<tr>
<td>Student Stipends and Follow-up incentives ($100 x 15)</td>
<td>GLAD grant</td>
<td>1,500</td>
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Total support: $4,500
Travel

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Total travel: $0

Total request: $10,000
November 10, 2016

GLAD Grant Committee  
Office of Global Engagement  
University of Utah  
201 Presidents Circle  
Room 306  
Salt Lake City, Utah 84112

Dear Committee Members,

Please accept this letter in support of the Global Learning Across the Disciplines (GLAD) grant proposal titled “Bridging Gaps in Global Learning and Leadership.” This proposal has been submitted by a team of faculty from the College of Nursing, who have both a breadth and depth of experience in global health and global learning. This grant application represents an innovative project that will support the global learning goals of students and faculty not only at the College of Nursing, but also across the University.

I welcome the opportunity for the College of Nursing to take a leadership role in global learning at our University with the development of a “Global Facilitation” training for students and faculty that can bridge a gap in learning and promote leadership among our graduates. This proposal plans to apply lessons learned from a gap analysis and needs assessment to create a sustainable program that will support the University’s global learning objectives both locally and abroad.

Thank you for your consideration of this grant proposal.

Sincerely,

Patricia Gonce Morton, PhD, RN, FAAN  
Dean and Professor  
Louis H. Peery Presidential Endowed Chair  
Robert Wood Johnson Executive Nurse Fellow Alumna