

PCF 10

PANEL DISCUSSION (58)

SUB THEME: **PROMOTING EQUITY AND INCLUSION**

SPECIAL FOCUS AREA: **EDUCATION FOR GIRLS**

TITLE: **PROMOTING RESILIENCE IN NURSE EDUCATION**

PANELISTS AND THEIR PERSPECTIVES:

- Miriam Chickering BScN RN and Kathleen Capone PhD RN – [Nurses International](#), publisher of nursing OER used globally. Will discuss OER use in varied settings, student- and faculty-facing programming, technological issues, marketing and distribution, course updating, research.
- Alex Berland MSc, BScN – co-founder of [Bangladesh Health Project](#) and a nursing college start-up in Bangladesh. Will focus on knowledge translation and implementation issues including accreditation and holistic support for educators.
- Helen Ewing DHSc, MN, RN - Senior Director of Clinical Education at Seed Global Health. Helen has over 35 years of experience in various leadership, academic, and clinical roles in Canada and the United States; and working in resource-limited countries (Liberia, Rwanda, Cambodia, Kenya, Bangladesh, India). Will discuss facilitating and constraining factors affecting uptake of OER materials by nurse educators.
- Erica Frank MD MPH Professor, University of British Columbia; Founder/Inventor, NextGenU.org; Principal Investigator, Healthy Doc = Healthy Patient. Will discuss her research showing the resilience-improving efficacy of OER interventions.

BACKGROUND

The shortage of well-trained nurses is a global problem; this represents an opportunity, especially for young women. The pandemic has made the need for health workers even more apparent while exacerbating the challenges of educating them. In some countries, low status of women and of health care workers makes the situation worse, requiring a gender-sensitive approach. Unfortunately, nurse education in many low-resource settings is hampered by weak instructional capacity. Nurse educators are in short supply. Moreover, many are novices with limited education or experience, using insufficient, out-dated resources.

[Nurses International](#) is a US based NGO that aims to positively change lives by preparing young men and women for well-paying, technology-driven jobs that advance population health through the contribution of skilled nurses. Our approach is to support nurse educators with both high-tech OER and high-touch mentoring support. Our OER provides curriculum for an English-language, 4-year BSN, including lectures, teacher references and student resources, plus tools for evaluation and course administration and a manual for teaching with OER. All courses are based on international standard content, adapted for low-resource settings by addressing population health issues, socio-cultural factors and professional values. Our international community of volunteer mentors provides a mutual support system.

STRUCTURE OF THE DISCUSSION

In a panel setting, we anticipate contributing to discussion around the following topics. The panel will be highly interactive with opportunities for Q and A on these and related topics based on audience interest.

1. In developing curriculum for professional training, how does an OER producer help users to align with national/local employer and regulator expectations? (5 minutes)
2. What are the options and considerations for using an OER platform or course management software with appropriate controls for file management, accessibility, user security etc.? (5 minutes)
3. What is the appropriate level of support regarding user's abilities with technology and on-line resources? What about technology constraints in low-resource settings? (5 minutes)
4. Is there a role for OER related to administrative policies for educational institutions (i.e. ethical conduct, research approval, plagiarism)? (5 minutes)
5. How best might OER producers communicate the availability of curriculum resources to stakeholder groups and potential users? (5 minutes)
6. What mechanisms can be used for dynamic knowledge creation and translation to ensure that each course is based on current best practice? (5 minutes)

7. For nursing, a special concern with on-line learning is development of professional comportment ("high-touch" or compassionate care, values formation, accountability, professional identity, ethics etc.) Is there a role for communities of practice using social media to supplement OER tools? (5 minutes)
8. What social, cultural, or institutional factors influence uptake of OER materials by nurse educators? (5 minutes)
9. How does the use of OER in the professional education setting contribute to resilience in students, educators and national health systems? (5 minutes)

REFERENCES

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