NURSING CARE IS A GLOBAL CONCERN

Changes in professional roles and the movement of people across national and international boundaries make it important to understand healthcare and nursing issues in a global context. Communicating with patients from diverse cultural backgrounds is only one challenge facing nurses today. Nurses need to think and act in ways that are culturally sensitive as they provide care.

• **Study abroad** programs broaden students’ perspectives. As students learn about different cultures and the values that drive them, they begin to understand and accept cultural differences in patients and coworkers.

• While study abroad gives students an opportunity to understand nursing practice and education in different cultures, **international students** bring cultural diversity and experiences to our doorstep, challenging us to adopt a global perspective.

• **International collaboration** brings together nurses with similar research interests who share their talents and resources to address common areas of concern. Faculty at the School of Nursing are collaborating with international researchers in the areas of chronic disease, technology and genetics.

Our international programs and collaborations help advance nursing and healthcare knowledge, and enhance the quality of care given to all patients.
ANN MITCHELL HAS A VISION for University of Pittsburgh School of Nursing students. “I want to see Pitt nursing students practice around the world, and I want nursing students from around the world to come here to Pitt,” says Mitchell, PhD, RN, AHNC, assistant professor of psychiatric nursing in the Department of Health and Community Systems at the School of Nursing, and assistant professor of psychiatry in the Department of Psychiatry in the School of Medicine.

International travel is a priority in Mitchell’s life and an integral part of her desire to understand the perspectives of people from various cultures.

As Mitchell was in the process of finishing her doctoral course work, friends invited her to join them on a bicycle trip from Pittsburgh to Phoenix. It was an adventure she embraced, and one that changed her life. “Bicycling across the country was a slow-motion journey,” she says. “It changed my perspective of time, place, and people. There, along the back roads and small towns of America, people showed us such kindness and generosity.”

The experience inspired her to broaden her horizons even further. Soon afterwards, she called her travel agent to book a cheap ticket “to anywhere in Europe,” and ended up in Luxemburg. “I’ve always thought that if you have no where you need to be — you can’t really be lost. I got off the plane and began another part of my life’s journey.”

With a shoestring budget and an open-ended return ticket that was good for a year, Mitchell spent the next twelve months traveling through Scandinavia, England and Scotland, to Greece, and all
Ann was honored to be the first American woman to watch a Sumo wrestling practice and eat breakfast with the masters at the Nakadachi Beya School.

across Europe. She believes her background in mental health nursing sharpened her skills of observation, awareness of her surroundings, and ability to understand non-verbal communication as she traveled from country to country. “I was able to rely on instinctive non-verbal communication skills,” she says, “which allowed me to cross language barriers, understand, and be understood, without being fluent in another language.”

In no hurry to return home, Mitchell traveled throughout Europe until the very last day of her year-long open-ended ticket, returning again to Luxemburg just under the wire for her ticket’s expiration date. Once back in the States, she worked two full-time jobs over the next summer so she could continue the journey she began, traveling through Europe for another year and a half before settling back in Pittsburgh and completing her doctoral dissertation.

Not surprisingly, after completing her PhD, Mitchell spent the next two years working as a traveling psychiatric nurse. Taking 13-week assignments in San Francisco and Los Angeles, she had the opportunity to work in both the wealthiest and the poorest hospitals in California.

Mitchell returned to the University of Pittsburgh to accept a position as a research assistant professor and project director for a study with survivors of suicide and began to look for opportunities to be involved academically in international nursing. She was invited to design and teach the course “Contemporary Issues in Cross-Cultural Health Care” for the College of General Studies. Taught to groups of culturally and ethnically diverse, multidisciplinary students, the course objective is to increase awareness of how the delivery and acceptance of healthcare is influenced by social, cultural, and environmental factors.

Her international experiences, along with her background in psychiatric nursing, make Mitchell uniquely qualified to share a global perspective with her students on activities of daily living, food and nutrition, as well as birth and death rituals and other customs related to specific cultures. The course work is supported with web-based clinical case simulations to help Mitchell’s students develop cultural and interdisciplinary competencies.

She also incorporates lessons on the ethical considerations related to the research process with diverse populations. “In any culture and in any language, it is important for people to understand what they are consenting to participate in.” Her ultimate goal is to translate cultural competency practices into research projects and clinical practices that facilitate superior healthcare, enhanced well-being and improved quality of life for diverse populations in America and throughout the world.

Mitchell has learned from health professionals all over the world who are experts in their fields. Her international collaborations go beyond crossing borders; they are an integral part of her educational curriculum. “International, multidisciplinary collaborations are increasingly important to provide quality healthcare in the future,” says Mitchell. “International collaborations need to be integrated into the educational curriculum to give students a broader view.”

Students who travel to different countries benefit from the network of international, multidisciplinary relationships Mitchell has developed through meetings, clinical observations and ongoing discussions. She and her colleagues help students think creatively about ways to decrease health disparities home and abroad.

Mitchell participated as a faculty scholar in a Swedish nurse exchange program between American and Swedish nurses. She also assisted in developing and coordinating a summer healthcare exchange program for Japanese student nurses and faculty. Mitchell was then invited to serve as a visiting faculty scholar in Tokyo, Japan and in Bangkok, Thailand.

In Japan, a country faced with a rapidly aging population and a suicide rate much higher than the United States, Mitchell presented a number of lectures about mental health and aging. Her research with family members and friends who have lost a significant other by suicide enabled Mitchell to consult with Japanese colleagues about the rising suicide rate in that country.

Mitchell was invited to see two things in Japan that no other American woman had seen before. She was honored to be the first American woman invited to visit Sakuragaoka Psychiatric Hospital in Tokyo. “In Japan, psychiatric hospitals are divided according to the severity of the mental illness, which differs from the U.S., where most hospitals treat the entire range of mental illnesses,” Mitchell says.
She was also honored to be the first American woman to watch a Sumo wrestling practice and eat breakfast with the masters at the Nakadachi Beya School.

Mitchell has returned to Japan several times, including once as a delegate for the Pittsburgh-Omiya Sister City Program, dedicated to citizen-to-citizen cultural exchanges. Through this program, she lived with a host family which to this day she considers to be part of her extended family.

“While modern medicine has added years to the average lifespan, this is not always associated with an improved quality of life,” Mitchell says. Many consumers are seeking complementary and alternative medicine (CAM) techniques. In China, where she presented her research on survivors of suicide, Mitchell visited a Traditional Chinese Medical (TCM) hospital and found that hospitals are classified as specializing in Western medical systems, TCM, or both. “Some TCM practices, such as herbalogy, acupuncture and massage, are becoming more widely accepted in the international community,” says Mitchell. As a certified advanced practice holistic nurse, Mitchell offers her students practical solutions for integrating CAM with traditional medicine and technologies.

From the mainland, she went on to Hong Kong to visit another friend. “I was impressed by the large groups of elderly and non-elderly alike doing a variety of exercises and practicing martial arts in public parks,” says Mitchell. Her friend, a Tai Chi instructor, encouraged Mitchell to try her favorite form of Tai Chi called “fan form.” In this form, colorful fans are dramatically flung open and shut throughout the exercise as the practitioner moves through graceful martial art sequences. Mitchell was hooked when, much to her surprise, a group of 80 people turned around, watched her practice, then broke into a spontaneous applause, welcoming her to their practice.

“Wherever I’ve gone, it never ceases to amaze me how hospitable people are,” she comments. “It is a leap of faith to leave what is safe and comfortable, but every time I do, I find myself pleasantly surprised.”

Mitchell believes travel can give our students a global perspective and make them better nurses who are sensitive to the cultural needs of those for whom they provide care. PN

Special thanks to Susan Benn for her contributions to this article.
THE MEDITERRANEAN INSTITUTE for Transplantation and Specialized Therapies (Istituto Mediterraneo per i Trapianti e Terapie ad Alta Specializzazione, or IsMeTT) is an international center for specialized medicine serving the people of the Mediterranean region. Located in Palermo, the capital of the Italian island of Sicily, IsMeTT was founded in 1998 as a partnership between the University of Pittsburgh Medical Center (UPMC), the Cervello and Civico hospitals in Palermo, and the Sicilian regional government.

Considered among the most advanced in Europe, the new transplant center is a state-of-the-art facility dedicated to the transplantation of all solid organs and therapies for the treatment of end-stage organ failure. Before the new 70-bed center opened in 2004, transplant patients were treated in a temporary facility IsMeTT sub-let from an Italian hospital.

The move to the new facility allows IsMeTT to increase the number of patient evaluations and transplants.

However, IsMeTT is much more than a building. “The thing that strikes me the most about IsMeTT is the transformation of a culture,” says Gail Wolf, DNS, RN, FAAN associate dean for clinical affairs and director, administrative program at the School of Nursing, and chief nursing officer at UPMC. “The building is gorgeous, but that isn’t the ‘wow’ for me — the ‘wow’ for me is the incredible transformation of a nursing culture that has come about through IsMeTT, and the pioneer spirit of the nurses at IsMeTT who brought about that transformation. What they are doing is just phenomenal.”

When the first group of Italian nurses arrived in Pittsburgh to train as transplant nurses, it quickly became apparent the American
model of nursing is different from the Italian model. “The Italian nurses were more task-oriented,” says Wolf. “They were not expected to function as autonomous, critical-thinking, decision-making nurses.” Wolf and her staff redesigned the training program for the Italian nurses to integrate these skills, along with anatomy and physiology and the patient assessment approach to patient care. The nurses studied here for almost a year, working hand-in-hand with clinical nurse preceptors to model these new skills and behaviors at the bedside.

“Many of them spoke English, so I don’t think learning in English was as hard as transplanting the American nursing model to an Italian culture,” says Wolf. In Italy, physicians run everything and make all the decisions. These nurses spent a year observing nurses questioning physicians, planning patient care, being assertive and a patient advocate — all those things American nurses take for granted. The goal was for them to adopt this model when they returned to Palermo. “It’s not easy to do something so different when you’ve been trained one way for years and years and years — it’s scary because you aren’t sure what you’re doing and because it goes against all the cultural norms. It’s intimidating.”

Wolf considers these nurses true pioneers. “Not only were we asking them to inoculate their country with another philosophy of practice, we were asking them to take an incredible risk going to work for a facility that many people in Palermo did not believe would ever happen,” says Wolf. “They are used to projects being abandoned in Palermo - you see a lot of half-built and abandoned buildings there.” In addition, nurses in Italy have government contracts and are set for life.
“We didn’t offer any guarantees,” she says. “But these nurses believed there had to be a better way, so they took that risk.”

One of the educators at IsMeTT coordinated a conference, inviting people from all over Italy to showcase what had been done. Wolf gave a keynote address at the conference, and the pioneer Italian nurses presented what they had done in their roles as unit managers. “Nurses are never in charge in Italy, but here were all these nurses managing a unit and demonstrating great outcomes with excellent transplant volume and outcomes,” says Wolf. “We were demonstrating a different level of quality and getting better outcomes because the nurses were better educated.

It was an enormous transformation. As the nurses started talking about what they were doing, their peers saw it really could work. “I lived through the transformation of American nursing over 30 years, but to see it compressed down to three years was just phenomenal,” says Wolf.

IsMeTT floor nurses Sabrina Scarpinato, RN, and Maria Rosaria Tarantino, RN, agree. “The focus at IsMeTT is on total patient care and critical thinking. You see a big change in terms of the time spent with a patient,” says Scarpinato. “Nurses at IsMeTT are patient advocates.” Scarpinato, the 2004 Cameos of Caring Awardee from IsMeTT, accompanied Tarantino to Pittsburgh when she received her award in October.

Scarpinato and Tarantino see many other changes, including improved opportunities for professional growth. But the biggest change they see is in the doctors. “In Italy, doctors traditionally have the last word,” says Tarantino, “but at IsMeTT, nurses have more autonomy and the doctors consider them colleagues.” Scarpinato notes the collegial working relationship between the nurses and the physicians has had a secondary benefit. “It isn’t just a better way for the nurses to work, but a better atmosphere for patients as well,” she says.

This past summer six students from the University of Pittsburgh School of Nursing spent five-weeks rotating through various departments at IsMeTT as part of a new study abroad course, Health Care Delivery in Palermo, Sicily. Students worked under the super-vision of English speaking Italian nurses and American nurses, and spent time with Sicilian nursing students and faculty in the community.

For more information, go to sti.upmc.com/IsMeTT.htm or http://www.IsMeTT.edu.

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**IN THEIR OWN WORDS**

“When I traveled to Palermo, Sicily to study at IsMeTT for five weeks, I knew I would encounter different people and situations — but I never imagined how much the difference in everyday culture and the professional nursing environment would shape my thoughts, or the type of person and nurse I want to be.

... In Italy I learned how much more meaningful the profession becomes when nurses take the time to invest in the knowledge and well-being of their coworkers, as well as their patients. By assisting coworkers professionally and being personally friendly, nurses are better prepared to invest in the well-being of their patients, ultimately creating better outcomes.

**JOHANNA STUMP, ’05**

...I learned there’s more to life than just working, that it’s important to take in and enjoy life’s moments. I try to incorporate these values into my life now.

**KRISTEN MARQUEZ, ’05**
Janice S. Dorman, PhD, MS, is the new associate dean for Scientific and International Affairs at the School of Nursing. Dr. Dorman is a genetic epidemiologist who has spent her professional life collaborating with researchers abroad and traveling internationally to present her work. She has been invited to speak all over the world, including: Argentina, Brazil, Canada, Chile, China, Columbia, Costa Rica, Denmark, Egypt, England, Finland, France, Israel, Italy, Japan, Korea, Mexico, Santo Domingo, Saudi Arabia, Spain, and Sweden.

Dorman has also been the principal investigator of two NIH-funded international grants, one of which focused on the molecular epidemiology of type 1 diabetes worldwide. The other focused exclusively on China, where type 1 diabetes is extremely rare. For both studies, Dorman investigated whether the geographic differences in type 1 diabetes incidence were related to disease susceptibility genes in the population of the country. To ensure that uniform methods were applied for these investigations, Dorman served as course director for a NATO-supported advanced research workshop entitled “Standardized Methods for Epidemiologic Studies of Host Susceptibility.” Participants from more than 20 countries convened at the University of Pittsburgh for this collaborative project. These efforts ultimately led to the development of the World Health Organization (WHO) DiaMond (Diabetes and Mondale—the French word for “world”) Molecular Epidemiology Project, which Dorman directed from 1990-2000.

Because Dorman believes “research and teaching should be intertwined,” she has conducted molecular epidemiology training courses in China, Argentina and Mexico, tailoring each course to the respective country. In addition, she participated as a faculty of several international diabetes epidemiology courses, including those courses held in Colombia, Egypt, Japan, Korea, Saudi Arabia and the UK. In 1999, Dorman was honored by the president of the Beijing Hospital of the Ministry of Health of China for presenting her lectures and exchanging her experiences with the people of China.

Dorman currently serves as the Director of Molecular Epidemiology for the WHO Collaboration Center for Disease Monitoring, Telecommunication and the Molecular Epidemiology of Diabetes Mellitus. Her husband, Dr. Ronald LaPorte, a professor of epidemiology at the Graduate School of Public Health, directs the disease monitoring and telecommunication activities for the Collaborating Center, a center of excellence designated by the WHO Director-General to form part of an international collaborative network. Collaborating Centers carry out activities in support of WHO’s mandate for international health work and its program priorities. There are over 900 WHO Collaborating Centers around the world, each of which has a particular area of expertise. Those located in the Americas work with WHO through the Pan American Health Organization (PAHO).

Dorman is working with Dean Dunbar-Jacob, nursing faculty and contacts at WHO and PAHO to develop a strategic plan to have the School designated as a WHO Collaborating Center by 2010. Currently, there are only 36 WHO Collaborating Centers that focus on nursing, 12 of which are in the U.S.

According to a 2000 report from the WHO, nursing and midwifery personnel constitute the largest component of the health workforce and deliver, or supervise, most of the health services provided worldwide. Health conditions, economic circumstances and financial resources vary widely by region as does the state of nursing and midwifery education and practices. Dr. Maricel Manfredi, former Regional Adviser for Nursing, WHO Region of the Americas, introduced Dorman to members of the current PAHO staff responsible for the WHO Nursing Collaborating Centers in the Americas to discuss these reports, talk about the current nursing situation in the Americas, and elaborate on nursing as a priority for the WHO. Dorman then discussed ways for the School of Nursing to have an impact on an international scale with Dr. Sandra Land, current regional advisor for nursing services at PAHO and a Pitt alumna.

As part of the planning process to become a WHO Collaborating Center, School of Nursing faculty and students will develop collaborative research projects and training programs with colleagues in the Americas and abroad. One of the countries Dorman is currently focusing on is China.

Dorman, who has spent a number of years working with Chinese colleagues, is exploring new opportunities for collaboration between the School of Nursing faculty and counterparts in China. In November, she spent two weeks in China with her close friend and colleague, Dr. Yang Ze, the Director of Continued on page 16
An Eye-Opening Experience
Finding Rewards and Sacrifices in India

Mark Von Stein, MN, RN, CCRN, an instructor in the Department of Acute and Tertiary Care wanted to get his students out of Western Pennsylvania and out of their comfort zones to experience a broader world. Von Stein has lived all over the country, but as a native of Ligonier, PA, he knew how insulated one can become if not actively pursuing experiences outside the region.

“One of the great things about Pitt is that the School is so open to ideas,” says Von Stein. “We have the sharpest students.” His goal was to spark their interest and inspire them to take on bigger roles in national and international nursing. “I wanted to give our students an opportunity to broaden their views of a globalizing society and understand differing perspectives, traditions, religions, politics, cultures, and health maintenance behaviors.”

Von Stein went to the 2002 National Nursing Christian Fellowship Conference in search of a study abroad opportunity in a poor developing country and discovered an experience his students could weave into their nursing course work with the Emmanuel Hospital Association (EHA) in Northern India. EHA is a fellowship of Christian institutions and individuals with a mission to transform communities through caring, with primary emphasis on poor and marginalized populations. EHA provides communities with healthcare, health and development programs, spiritual ministries and leadership development. The association is comprised of 19 hospitals that treat more than 500,000 people annually, and four schools of nursing (www.eha-health.org).

Emmanuel Hospital offered Pitt nursing students an opportunity to study differences in healthcare priorities, delivery and economics in another country. Specifically, students could analyze how cultural beliefs and behaviors influence the health status of those living in the Indian culture in areas such as disease transmission, health policy, and health care economics. Students could also identify and compare differences in nursing practice, nursing education, nursing values, and health maintenance behaviors that result from organizational, cultural, and economic issues.

Three University of Pittsburgh School of Nursing students and one alum signed up to experience nursing care and nursing education with English-speaking student mentors and nurses in Northern India, each with their own expectations, goals and objectives.

Von Stein hoped the study abroad experience in India would give Pitt nursing students a deeper understanding of human diversity; how cultural, racial, socioeconomic, religious, and lifestyle variations are expressed; and the resulting effects on healthcare delivery. He also wanted students to have a
better understanding of the enormous rewards and sacrifices that come with a career providing nursing care to under-served or vulnerable populations.

“Technology is such a large component in healthcare today, students risk losing the compassionate piece of nursing,” Von Stein says. “I want our students to be aware of our advantages as Americans and instill in them a sense of global responsibility. I want to deepen their sense of compassion and help them realize that one of their goals can be to help others who are struggling in their professions.” The students each took a step towards that goal by making one small sacrifice before they even left Pittsburgh. When Von Stein learned how scarce educational books are at Emmanuel Hospital he gathered up all the extra books in his and other faculty’s offices — many, free samples they had received from publishers. Each of the students agreed to take items out of their suitcases to make room for three books.

Robyn Bullock, in charge of nursing services and education for EHA, had an agenda as well. She wanted to promote an enhanced understanding of nursing practice and education in India among the American nursing students. But even more, she hoped working and studying alongside the American nursing students would help raise the respect and value of nursing in India and increase the sense of professionalism among the Indian nurses.

“Nursing is not a valued profession in India. The majority of nurses come from the lower casts where nursing is seen as an opportunity for women who would not have had any other opportunities,” says Von Stein. “It was an eye-opening experience for our students.”

The students spent three weeks immersed in Indian culture, living the life of an Indian student. They experienced nursing care and nursing education with English-speaking nurse mentors and students and even stayed in the dorm with the nursing students, a “nurse’s hostel” off limits to all men. Faculty led discussions, observations, and interactions with Indian healthcare providers, giving students an enhanced understanding of nursing practice and education in India.

At the end of the visit, their hosts staged a talent show. The Indian students and faculty performed cultural dances from different areas of the country, highlighting the many sub-cultures within the Indian culture. Before the School of nursing students left, a formal ceremony was held to say good-bye and the Indian nurses, who have so little, presented the Pitt students with gifts.

“The students all agreed they would take even more clothes out of their suitcases and carry more books next time,” says Von Stein.
WHEN YOU TALK ABOUT international studies at the University of Pittsburgh School of Nursing, one name always comes up. Jacqueline M. Lamb, PhD, RN, is one of the pioneers of international study at the School.

Lamb has come a long way from the small West Virginia town where she was raised. Not so much in miles — but the cultural difference is enormous. Lamb grew up in a world where everyone looked and acted pretty much like her and her family. There was no real cultural or ethnic diversity.

That all changed when she fell in love with an Englishman and moved to England to be with him. Although the language seems very similar, there are distinct cultural differences. For example, Lamb learned that in England you say “thank you” five times in any transaction with a sales clerk. “You say ‘thank you’ when you hand your merchandise to the clerk, again when the clerk rings up your sale, when you hand the clerk your money, when the clerk hands you your change, and then one more time when you leave the shop,” Lamb explained.

That was just one small example of the cultural differences. “My mind opened and opened and opened,” says Lamb. “The experience propelled me to be a world citizen.” Since then, Lamb has worked in an English Pub, lived and practiced in Germany, studied Italian language and art history in Florence, Italy, and traveled extensively in Europe and North Africa.

Lamb believed it was an experience that would be equally beneficial for her students, so in 1990 she proposed a two-week study abroad program in England. “Knowledge of other cultures and experiences outside one’s own culture can open students’ minds and provide a broad education,” says Lamb. “Study abroad offers nursing students unique opportunities to grow professionally and personally.”

The first study abroad course took five students to Eastbourne, Sussex, on the southern coast of England in 1990. The course exposed students to English culture and gave them an opportunity to compare healthcare delivery systems in the United States and Great Britain. Students lived in the community with staff nurses, midwives,
district nurses and health visitors and used the facilities of Brighton University, which was then in the process of developing England’s first master’s degree program in nursing. They had clinical placements in hospital settings where they interacted with English nurses and nursing students. Students also accompanied district nurses and nurse midwives on their rounds to observe healthcare delivery in the community. During home visits, students were frequently invited to share a “cuppa” (tea) and had an opportunity to interact with a variety of English citizens.

The course was popular for the next twelve years. “Students learn to trust themselves and others,” says Lamb. “You have success, and then you build on those experiences. Study abroad enhances self-confidence and promotes maturity.”

Lamb, who taught nursing at the University of Pittsburgh School of Nursing for 25 years, was recognized with the “Chancellor’s Distinguished Teaching” award in 1995. When Lamb retired from full-time teaching in 2002, she was invited to remain a part-time faculty to conduct her study abroad course in England and to develop and conduct new programs. In 2004, Lamb implemented two exciting new courses: Health Care Delivery in Palermo, Italy, and Health Care Delivery in Basel, Switzerland.

The program in Palermo is a five-week course based with UPMC, Palermo. Six students rotate through various units in the Mediterranean Institute for Transplantation and Specialized Therapies (Istituto Mediterraneo per i Trapianti e Terapie ad Alta Specializzazione, or IsMeTT), the new transplant hospital in Palermo. Students work under the supervision of English-speaking Italian nurses and American nurses, and spend time with Sicilian nursing students and faculty in the community.

In Switzerland, the program is affiliated with the Institut für Pflegewissenschaft and the university hospital. Six students participated in 2004, the first year this program was offered. An exciting part of the Switzerland program is a guided tour to Geneva to visit the United Nations, World Health Organization, International Council of Nursing and the International Red Cross Museum.

In addition, Lamb developed a six-week nursing program for American students in Copenhagen. Lamb also plans to reopen the course of study in England. “Helping students open their minds and broaden their horizons continues to be very satisfying,” says Lamb. “It’s important to continue learning — life is exciting!”

IN THEIR OWN WORDS

In 1990, I was fortunate to be a member of Jackie Lamb’s maiden voyage for nursing study abroad in England. One of the most eye-opening experiences was witnessing the extent of care that was provided in home and community settings by nurses and how positively the patients responded. Nursing in the United States in the early 90’s was just beginning to move to the home setting.

... The study abroad experience opened my eyes to the multitude of career opportunities available in nursing...Because of my experiences from the course, I am less afraid to take risks and I always question the status quo — let’s think outside of the box, is there a better way to do this?

Jackie Lamb was a phenomenal guide on the journey and has become a wonderful mentor through the years. I aspire to be like her.

Kris Gosnell, BSN ’91

The “Healthcare in Great Britain” course was the highlight experience of my time at the University of Pittsburgh School of Nursing. Shadowing nurses in the hospitals of and near Eastborne was an incredible opportunity.

... Jacqueline Lamb was an exemplary role model and she was my inspiration for reaching beyond my limits.

Joan Godich, BSN ’97
Infection Control Nurse
Tripler Army Medical Center
Honolulu, HI
Studying abroad opened my eyes to the many possibilities that exist in international nursing. It also gave me a chance to interact with students, who were my age, and observe their nursing curriculum. The striking similarities and the many differences I observed gave me a great appreciation for the culture, the nursing program, and the many wonderful people involved with our stay. The level of respect and appreciation noted from both groups (Swiss and American students) was perhaps the most amazing part of the program. I will treasure this experience and the wonderful friends I have made for the rest of my life.

When my daughter/son asks me one day, “Mom, I have been thinking about studying abroad. What do you think?” I will be able to answer, “Let’s get your passport.”

SARAH CLARKE ’05

This past May, I went to Basel, Switzerland for ten days with Jackie Lamb ... I didn’t know it would change my perspective.

I was impressed by the very different view of time in Switzerland. It’s less fast-paced — more laid-back and down to earth. Nurses take time to get to know their patients and to get their patients to trust them ... they seem to understand that if we neglect our own needs, we can’t adequately care for our patients.

... On a trip to Geneva, we visited the United Nations, World Health Organization, International Red Cross Museum, and the International Council on Nursing.

This trip changed my perspective. I now see how important it is to take time to talk to my patients — to get to know them and get them to trust me.

ERIN LEECH ’05

Studying in Copenhagen was positively the best part of my college education. The six weeks breezed by as I learned about myself as a woman, a nurse, a traveler, and a friend.

BROOKE DAVIS ’05