


Nursing and Spanish Immersion in Costa Rica

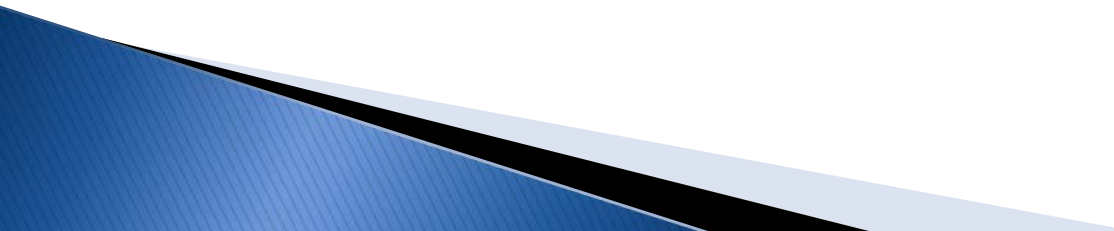


Maria Seidel, Professor Nursing
Veronica Tempone, Associate Professor Language
Indian River State College


Learning Goals for this Presentation

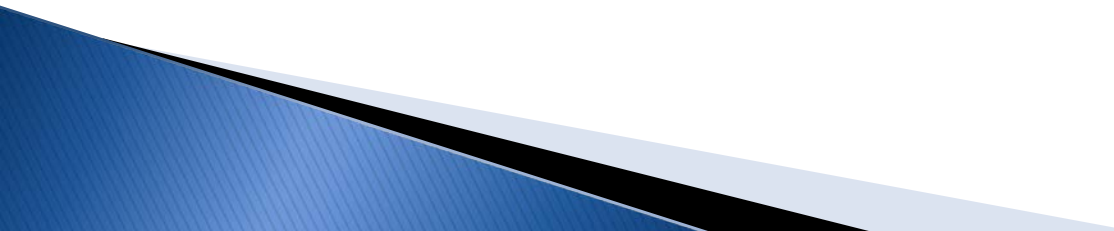
- ▶ Utilize a methodology involving civic engagement.
 - ▶ Develop awareness of cultural influences, including health promotion, with global cohorts.
 - ▶ Consider learning concepts through language and service.
- 

The Development–5 phases

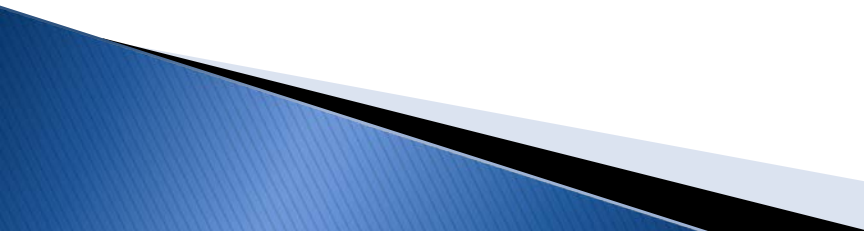
- ▶ Create the *Vision*
 - ▶ Collaborate with Partners
 - ▶ Construct the Course
 - ▶ Complete the Experience
 - ▶ Critique the Outcomes
- 

Start Here– Our Vision

- ▶ Interdisciplinary approach to teaching.
 - ▶ Participants integrated holistic pedagogy into language and nursing courses.
 - ▶ Instruction included practical application of the classroom and experiential learning.
- 

- ▶ Mission/Philosophy Parent Institution
 - ▶ Conditions Host Country
 - ▶ Search & Select a Country
 - ▶ Initiate Contact
 - ▶ Consider Fees
 - ▶ Meet with Dean International Affairs;
Global Initiatives
- 

Collaborate with Partners

- ▶ Partner with Organization's Learning Based Program
 - ▶ Share Ideas
 - ▶ Create Forums for Communication
 - ▶ Set up Service Activities
 - ▶ Collaborate with Travel Reps
- 

Construct the Course– Linking Educational Concepts

- ▶ Service Learning
- ▶ Holistic Education
- ▶ Transcultural Nursing

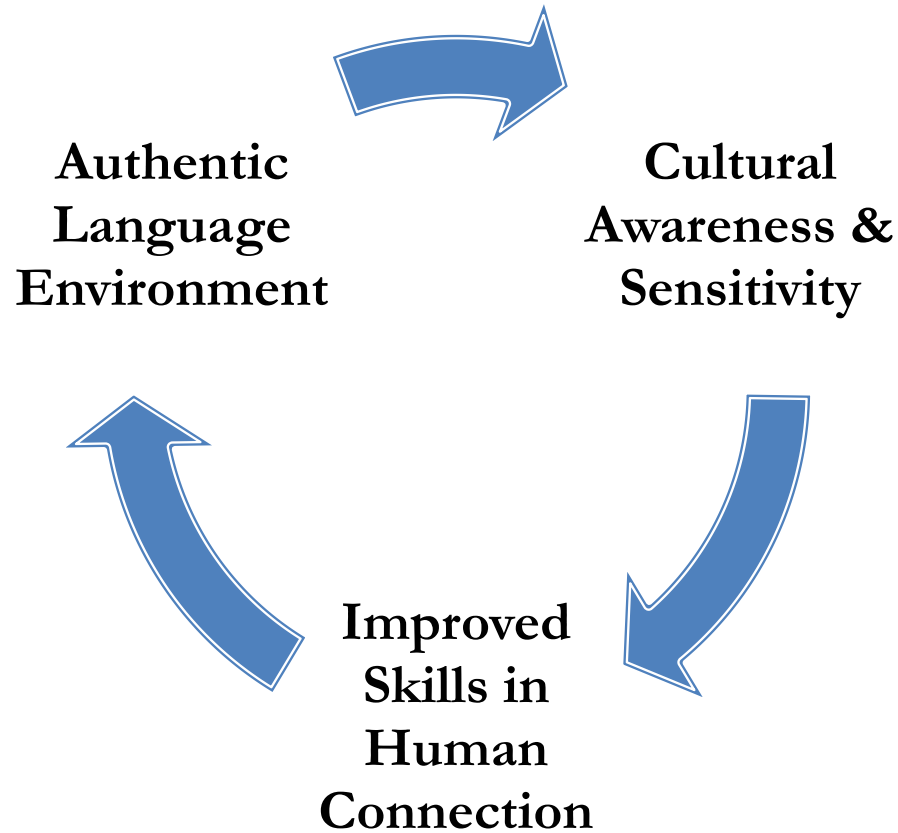


Holistic Education

- ▶ Learn about relationships through..
 - Emotional literacy
 - Physical interactions
 - Intellectual exchange
- ▶ Promotes a sense of resiliency

Whole verses fragmentation

Linking the Needs of the Learners



Activity #1

Partner A: (express this line to Partner B)

No me siento bien. ¿me puede ayudar?

Debrief activity:

Partner A: Did you know what you just asked?

Partner B: How did you feel?



Complete the Experience

Roles and responsibilities of
students in service projects and
activities

Activity #2

Associate one or more of the following elements

Emotional

Physical

Intellectual

with the subsequent pictures

Positive Affirmations



Emotional Link

Assessing an Infant



Intellectual

Relaxation Techniques



Physical

La Carpio–Area of Service Learning



Emotional

Walk About in Streets



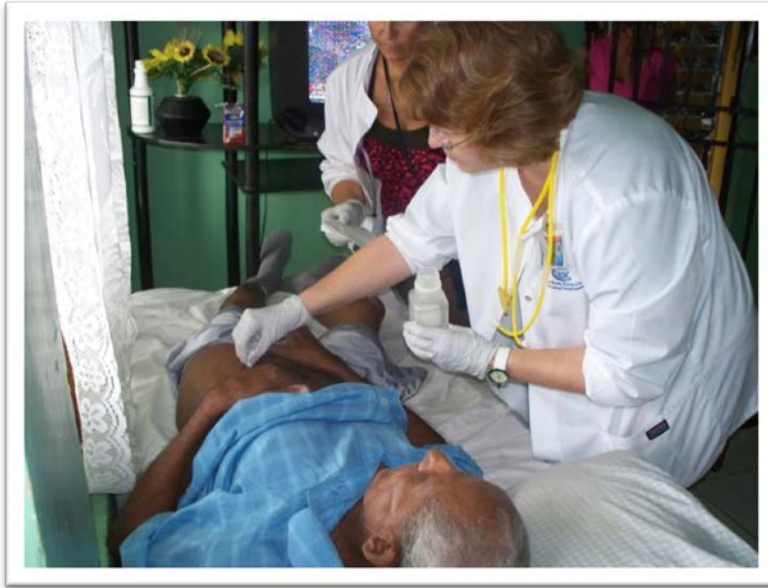
Physical,
Emotional &
Intellectual

Taking Blood Pressures



Intellectual

Completing Wound Care



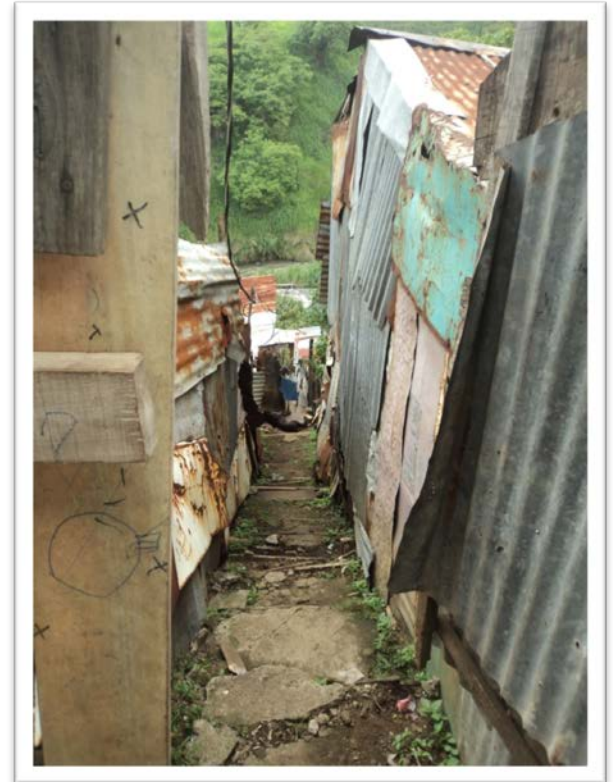
Intellectual

Clinic Visits



Intellectual

Home Visits



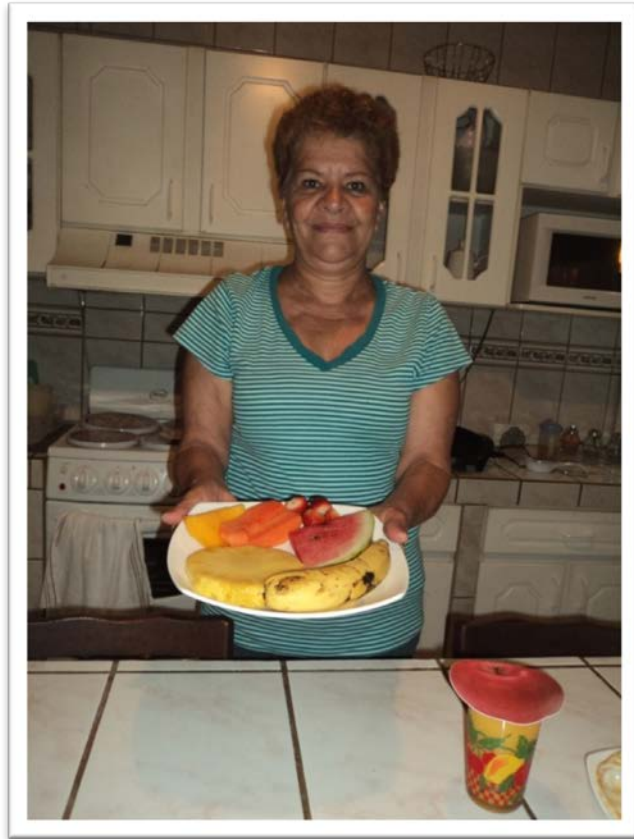
Emotional &
Intellectual

A Typical Home in La Carpio



Emotional

Living with Host Families



Emotional &
Intellectual

Zip Lining



Physical & Emotional

Celebrating Host Families



Emotional &
Intellectual

Hiking in the Rain Forest



Physical

Conversing with Teachers



Intellectual

Meeting New Friends



Emotional

Activity #3

Express words
that represent what you
experienced


Gratitude, Caring, Humbleness, Joy, Trust, Fear,
Culture, Beauty, Resourcefulness, Confidence

Critique the Outcomes– Evaluating Learning

Reflective Journals
Presentations
Project
Interviews
Dialogue
Debriefing
Surveys and Questionnaires



The Evidence

- ▶ Practical Experience vs. Classroom
 - ▶ Sustainable & Replicable Program
 - ▶ Student Confidence Increased
 - ▶ Empowered Students to Engage in their Learning- Organized 2 Health Fairs
 - ▶ Community Health Project
 - ▶ Leadership Skills, Innovation, Creativity, Acquisition of Language & Cultural Sensitivity Demonstrated
- 

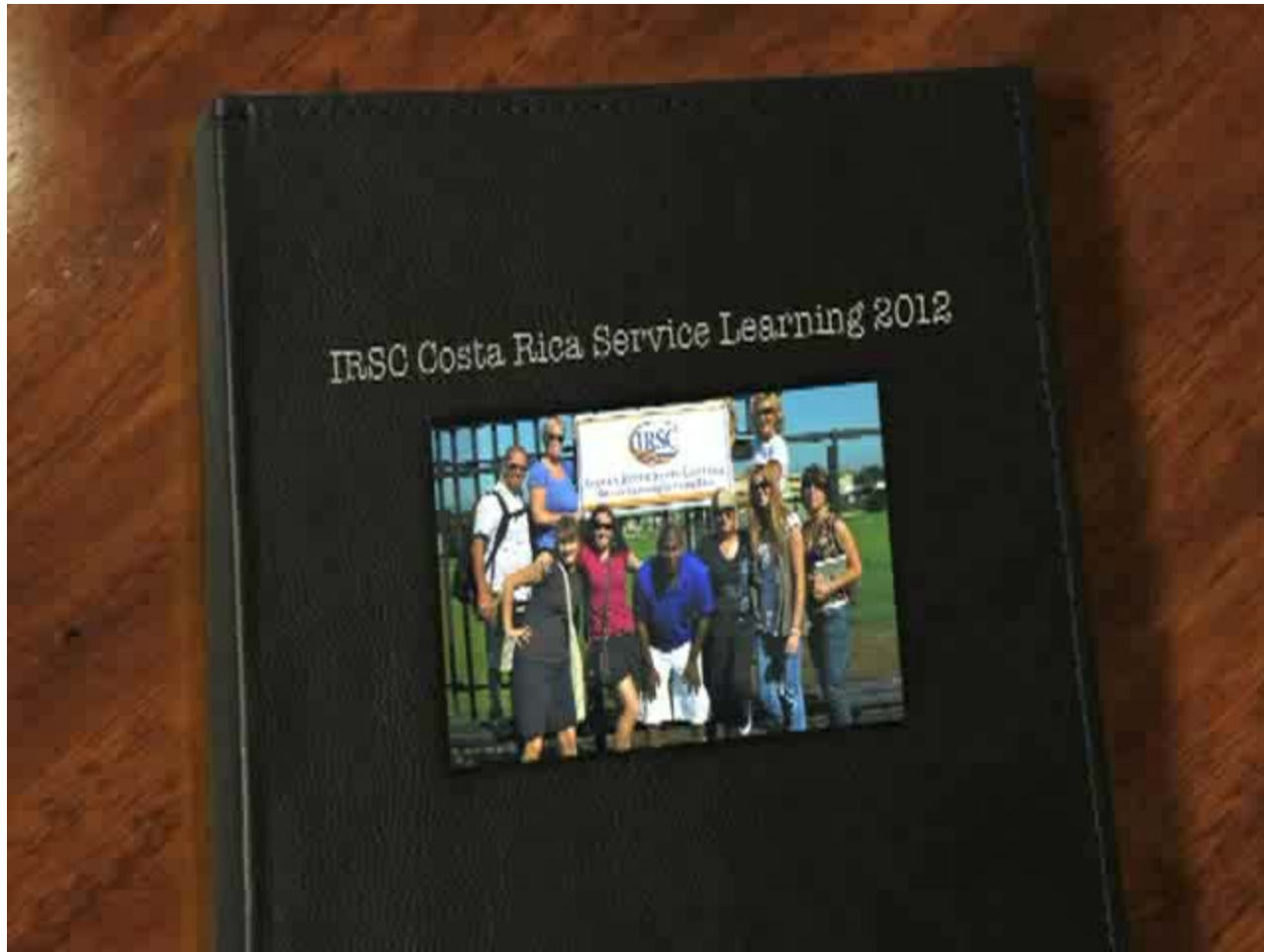
Student's Reflective Links

“Costa Rica has stolen my heart. I have fallen in love with the country and with the people.”

“The living conditions of the people (of La Carpio) are terrible and I felt very sad for them.”

“We only spoke Spanish in and out of school so you had to practice your language skills at all times.”

Digital Journal



Questions & Comments

mseidel@irsc.edu

vtempone@irsc.edu



References

- ▶ Baratian, M., Duffy, D. K., Franco, R., Hendricks, A., & Renner, T. (2007). *Service-learning course design for community colleges*. Providence, RI: Brown University.
- ▶ Dewey, J. (1938, 1998). *Experience and education the 60th anniversary edition*. Library of Congress Cataloging in Publication Data, USA.
- ▶ Education Commission of the States: Issue paper. (2001). *Service-learning and character education: One plus one is more than two*. Retrieved from <http://www.ecs.org/clearinghouse/24/81/2481.htm>
- ▶ Gottlieb, K., Robinson, G. (2006). *Integrating civic responsibility into the curriculum*. Community College Press, Washington, DC.
- ▶ Hale, A. (1999). Service-learning and Spanish: A missing link. In Hellebrandt & L.T. Varona (Eds.). *Construyendo puentes (building bridges): concepts and models for service-learning in the disciplines* (pp. 9-32). Washington: American Association for Higher Education..

References

- ▶ Leininger, M. (1997). Transcultural nursing research to transform nursing education and practice: 40 years. *Image: Journal of Nursing Scholarship*, 29(4): 341-347
- ▶ Miller, R. (2005). Holistic education: A response to the Crisis of our time. Retrieved from http://www.pathsoflearning.net/articles_Holistic_Ed_Response.pdf
- ▶ Reising, D., Shea, R., Allen, P., Laux, M., & Watts, P. (2008). Using service learning to develop promotion and research skills in nursing students. *International Journal of Nursing Education Scholarship*, 5(1), 1-15.
- ▶ Weldon, A., & Trautmann, G. (2003). Spanish and service-learning: pedagogy and praxis. *Hispania*, 86 (3), 574-585.