

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION INTERNATIONAL CONSORTIA PROGRAM

Project Title Form

* Program:

Consortium Members - - U.S. Partners:

* Lead:

* Partner:

Partner:

Consortium Members - - Foreign Partners:

* Lead:

* Partner:

Partner:

Consortium Members - - Foreign Partners:

Lead:

Partner:

* Project Title:

*** Abstract of Proposal: (1000 Character Limit)**

The purpose of this student-centered North American nursing education project is to prepare undergraduate and graduate nursing students for public health nursing practice able to address the challenges of chronic illness in a culturally sensitive way in our three North American countries. Coursework, online dialogue, cultural exchange experiences, and service learning projects are designed to assist them to begin making a positive impact on the health of their community and a community in a partner country. Upon completion of the course, the student exchange, and participation in the service-learning project in their host country, students will receive a Certificate of International Public Health Nursing. The two partners experienced in development of a previous North American mobility program will guide new partner faculty, facilitating success of the project and providing a model for successful development of future mobility programs in international nursing education.

<p>* Select project format:</p> <p><input checked="" type="radio"/> Four-year consortia project</p> <p><input type="radio"/> Two-year consortia project</p>	<p>Federal Funds Requested (\$):</p> <p>* Year 1: <input type="text" value="30,000.00"/></p> <p>* Year 2: <input type="text" value="50,000.00"/></p> <p>* Year 3: <input type="text" value="50,000.00"/></p> <p>* Year 4: <input type="text" value="50,000.00"/></p> <p>* Total: <input type="text" value="180,000.00"/></p>
--	---

U.S. Department of Education Budget Summary

* 1. Program

North American Program

* 2. Select One: Lead (fiscal agent) Partner

* 3. Name of the Institution/Organization:

Regents of the University of Minnesota

Project Costs Requested from FIPSE:

Budget Categories:	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
4. Personnel (salary & wages)	8,054.00	5,872.00	3,652.00	8,697.00	26,275.00
5. Fringe Benefits (employee benefits)	2,448.00	1,785.00	1,110.00	2,644.00	7,987.00
8. Travel	10,200.00	11,200.00	9,300.00	11,500.00	42,200.00
7. Equipment (purchase)					
8. Supplies (and materials)					
9. Contractual (enter partner totals here)	3,000.00	3,000.00	3,000.00	3,000.00	12,000.00
10. Other (equipment rental, printing, etc.)	4,076.00	1,291.00	8,086.00	1,937.00	13,390.00
11. Total Direct Costs (lines 4-10)	27,778.00	23,148.00	23,148.00	27,778.00	101,852.00
12. Indirect Costs* (8% of line 11)	2,222.00	1,852.00	1,852.00	2,222.00	8,148.00
13. Mobility Stipends		25,000.00	25,000.00	20,000.00	70,000.00
14. Language Stipends					
15. Subtotal of Stipends (lines 13 + 14)		25,000.00	25,000.00	20,000.00	70,000.00
16. Total Requested from FIPSE (lines 11 + 12 + 15) (These figures should appear on the Tillis Form)	30,000.00	50,000.00	50,000.00	50,000.00	180,000.00

Project Costs Not Requested from FIPSE:

17. Lead Partner Non-Federal Funds					
18. Subcontractor(s) Partner Non-Federal Funds					

Funds Requested by Foreign Partners:

19a. Total Requested from Canada	0.00	0.00	0.00	0.00	0.00
19b. Total Requested from Mexico	0.00	0.00	0.00	0.00	0.00
19c. Total Requested from Brazil					
19d. Total Requested from Europe					

* Indirect Cost Information (To be completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 12, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal Government? Yes No

(2) If Yes, please provide the following information:

* Period covered by the Indirect Cost Rate Agreement: From: 07/01/2007 To: 06/30/2011

* Approving Federal Agency: OED Other (please specify): DHHS Rebecca L. Cantu 214-767-3454

(3) For Restricted Rate Programs (select one) - - Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)?

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

* Name:

Kathleen

E

Krichbaum

PhD

* Address:

5-140 Weaver-Densford Hall

308 Harvard Street SE

Hennepin

County

Minneapolis

MN: Minnesota

55455

USA: UNITED STATES

* Phone Number:

612-624-7111

Fax Number:

612-624-3174

Email:

krich001@umn.edu

2. Applicant Experience:

Yes No Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Tracking Number: GRANT00451662

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission: <input type="radio"/> Preapplication <input checked="" type="radio"/> Application <input type="radio"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="radio"/> New <input type="radio"/> Continuation <input type="radio"/> Revision	* If Revision, select appropriate letter(s): _____ * Other (Specify) _____
---	---	---

* 3. Date Received: 04/10/2008	4. Applicant Identifier: _____
-----------------------------------	-----------------------------------

5a. Federal Entity Identifier: _____	* 5b. Federal Award Identifier: _____
---	--

State Use Only:

6. Date Received by State: _____	7. State Application Identifier: _____
-------------------------------------	---

8. APPLICANT INFORMATION:

* a. Legal Name: Regents of the University of Minnesota

* b. Employer/Taxpayer Identification Number (EIN/TIN): 41-6007513	* c. Organizational DUNS: 555917996
---	--

d. Address:

* Street1:	200 Oak St SE
Street2:	McNamara Alumni Center, Suite 450
* City:	Minneapolis
County:	Hennepin
* State:	MN: Minnesota
Province:	_____
* Country:	USA: UNITED STATES
* Zip / Postal Code:	55455-2070

e. Organizational Unit:

Department Name: Sponsored Projects Admin	Division Name: _____
--	-------------------------

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	_____	* First Name:	Danielle
Middle Name:	_____		
* Last Name:	Billington		
Suffix:	_____		
Title:	Grant/Contract Administrator		
Organizational Affiliation:	Sponsored Projects Administration		
* Telephone Number:	612-624-5599	Fax Number:	612-624-4843
* Email:	awards@umn.edu		

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

*** Other (specify):**

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.116

CFDA Title:

Fund for the Improvement of Postsecondary Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-020808-001

*** Title:**

Special Focus Competition: Program for North American Mobility in Higher Education

13. Competition Identification Number:

84-116N2008-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

City of Minneapolis, Minnesota City of St. Louis, Missouri

*** 15. Descriptive Title of Applicant's Project:**

Cultural Immersion Service Learning in Public Health Nursing

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="180,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="180,000.00"/>

* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)

- Yes
- No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

Authorized for Local Reproduction

Standard Form 424 (Revised 10/2005)
Prescribed by OMB Circular A-102

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

Attachments

AdditionalCongressionalDistricts

File Name

6775-Addcongdist.pdf

Mime Type

application/pdf

AdditionalProjectTitle

File Name

Mime Type

Additional Congressional Districts

MO-009

ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 4040-0007
Expiration Date 04/30/2008

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

Previous Edition Usable

Authorized for Local Reproduction

Standard Form 424B (Rev. 7-97)
Prescribed by OMB Circular A-102

Tracking Number: GRANT00451662

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327- 333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93- 205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Kevin McKoskey	* TITLE Senior Grants Manager
* APPLICANT ORGANIZATION Regents of the University of Minnesota	* DATE SUBMITTED 04-10-2008

Standard Form 424B (Rev. 7-97) Back

	Telephone No.: NA Date: 04-10-2008
Federal Use Only	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

Public Burden Disclosure Statement

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0007. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4246.

Attachment Information

File Name

9275-GEPA.pdf

Mime Type

application/pdf

Section 427 General Education Provisions Act

The targeted population of the project is baccalaureate nursing students enrolled at Universities in three countries. These students have been admitted to their respective institutions per guidelines of each institution that allow access regardless of gender, race, national origin, color, disability or age. Students must, however, meet academic and physical skill requirements established by the universities in order to provide the best possible patient care. Program partners are committed to involving and supporting students from diverse backgrounds and experience in this program.

One possible barrier to participation might be lack of funds to participate in the international exchange program. The grant has addressed this barrier by providing stipends for participating students.

Another barrier might be language. As discussed in the proposal narrative, language instruction is an important part of this program. All materials will be available in both Spanish and English and translation services are included in the grant and will be available to all students.

Other barriers that may arise as the project unfolds will be addressed at that time.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Regents of the University of Minnesota	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: * First Name: Kevin Middle Name: J. * Last Name: McKoskey Suffix: * Title: Senior Grants Manager	
* SIGNATURE: Kevin McKoskey	* DATE: 04/10/2008

CONSORTIUM PARTNERS IDENTIFICATION FORM

* Program:

* Country:

Lead Partner:

* Name:

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

* Name of Institution/Organization: (60 Character Limit)

Department: (60 Character Limit)

* Complete Address:

* Street1:

Street2:

* City:

County:

* State:

State/Province:

* Country:

* Zip / Postal Code:

Phone Number: Fax Number:

Email:

CONSORTIUM PARTNERS IDENTIFICATION FORM

Partner Two:

* Name:
Prefix:
* First Name:
Middle Name:
* Last Name:
Suffix:

* Name of Institution/Organization: (60 Character Limit)

Department: (60 Character Limit)

* Complete Address:
* Street1:
Street2:
* City:
County:
* State:
State/Province:
* Country:
* Zip/Postal Code:

Phone Number: Fax Number:
Email:

CONSORTIUM PARTNERS IDENTIFICATION FORM

Partner Three:

* Name:

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

* Name of Institution/Organization: (60 Character Limit)

Department: (60 Character Limit)

* Complete Address:

* Street1:

Street2:

* City:

County:

* State:

State/Province:

* Country:

* Zip / Postal Code:

Phone Number: Fax Number:

Email:

CONSORTIUM PARTNERS IDENTIFICATION FORM

Important: Please attach your Consortium Partners Identification Form Attachment file(s). Please remember that any files you attach must be a Pure Edge document.

1) Please attach Attachment 1

Canada partners.xfd

2) Please attach Attachment 2

Mexican partners.xfd

CONSORTIUM PARTNERS IDENTIFICATION FORM

* Program:

* Country:

Lead Partner:

* Name:

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

* Name of Institution/Organization: (60 Character Limit)

Department: (60 Character Limit)

* Complete Address:

* Street1:

Street2:

* City:

County:

* State:

State/Province:

* Country:

* Zip / Postal Code:

Phone Number: Fax Number:

Email:

CONSORTIUM PARTNERS IDENTIFICATION FORM

Partner Two:

* Name:

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

* Name of Institution/Organization: (60 Character Limit)

Department: (60 Character Limit)

* Complete Address:

* Street1:

Street2:

* City:

County:

* State:

State/Province:

* Country:

* Zip/Postal Code:

Phone Number: Fax Number:

Email:

CONSORTIUM PARTNERS IDENTIFICATION FORM

Partner Three:

* Name:

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

* Name of Institution/Organization: (60 Character Limit)

Department: (60 Character Limit)

* Complete Address:

* Street1:

Street2:

* City:

County:

* State:

State/Province:

* Country:

* Zip/Postal Code:

Phone Number: Fax Number:

Email:

CONSORTIUM PARTNERS IDENTIFICATION FORM

* Program:

* Country:

Lead Partner:

* Name:

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

* Name of Institution/Organization: (60 Character Limit)

Department: (60 Character Limit)

* Complete Address:

* Street1:

Street2:

* City:

County:

* State:

State/Province:

* Country:

* Zip / Postal Code:

Phone Number:

Fax Number:

Email:

CONSORTIUM PARTNERS IDENTIFICATION FORM

Partner Two:

* Name:

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

* Name of Institution/Organization: (60 Character Limit)

Department: (60 Character Limit)

* Complete Address:

* Street1:

Street2:

* City:

County:

* State:

State/Province:

* Country:

* Zip/Postal Code:

Phone Number: Fax Number:

Email:

CONSORTIUM PARTNERS IDENTIFICATION FORM

Partner Three:

* Name:

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

* Name of Institution/Organization: (60 Character Limit)

Department: (60 Character Limit)

* Complete Address:

* Street1:

Street2:

* City:

County:

* State:

State/Province:

* Country:

* Zip/Postal Code:

Phone Number: Fax Number:

Email:

FileName

MimeType

Tracking Number: GRANT00451662

PR/Award # P116N080007

e28

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: 1489-Abstract.pdf

Abstract

Cultural Immersion Service Learning in Public Health Nursing

The purpose of this student-centered North American nursing education project is to prepare nursing students to be able to address the challenges of chronic illness in a culturally sensitive way. Online, collaborative coursework and inter-country dialogue will prepare them for culturally sensitive nursing practice and service learning projects designed to assist them through an educational practicum, intended to have a positive impact on the health of the North American community.

This collaborative program will develop nursing students' understanding of the public health systems and population health approaches of the participating countries. Through participation in this project, undergraduate and graduate nursing students will be a) prepared for international public health nursing practice, learning how to make a positive impact on the health of their communities, especially those populations at risk for diabetes mellitus in our three countries; b) better able to address the challenges of chronic illness in a culturally sensitive way ; c) introduced to the policy-making process in both their home country and country of exchange as it relates to health care, especially health promotion activities; d) provided the opportunity to put into practice what they have learned regarding culturally competent care and intervention strategies while participating in a service-learning project in the community/region they visit on exchange; and e) receive a Certificate of International Public Health Nursing upon completion of the program. The shared course will include both didactic and field work (service learning project) and will be a fully credited course at each of the six participating universities.

Participating institutions, students and faculty will benefit from the variety of valuable experiences that come out of international cooperation in higher education; and the six partners will produce an online, modular international public health nurse course for North America which will serve as a positive addition to public health nursing curricula in higher education in our countries because of its emphasis on policy development and service learning.

Consortium Members:

U.S.	University of Minnesota; St. Louis University
Canada	Dalhousie University; University of Prince Edward Island
Mexico	Benemerita Universidad Autónoma de Puebla; Universidad Autónoma del Estado de Morelos

U.S., Canadian, and Mexican students targeted for study abroad: 14 per country, for a total of 42 participants.

Length of study abroad time: Semester or semester-equivalent (4-6 weeks).

Trilateral consortium meetings: One face-to-face trilateral consortium meeting will be held at the Annual Meeting. An additional two virtual consortium meetings will be held each year in addition to the on-going web-based discussion housed on the project web page www.nursingfutures.org to be hosted by University of Minnesota.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: 4638-Mandatory_Finalnarrative.pdf

Cultural Immersion Service Learning in Public Health Nursing (MCU44)

PROJECT DESCRIPTION

Purpose

The purpose of this student-centered North American nursing education project is to prepare nursing students able to address the challenges of chronic illness care in a culturally sensitive way. On-line, collaborative course work and inter-country dialogue will prepare them for culturally sensitive nursing practice; service learning projects are designed to facilitate students having a positive impact on the health of the North American community served.

Background

The challenge. The World Health Organization (WHO) identifies an increasing incidence of chronic illness throughout the industrialized countries as a major health burden on society. The 17th annual edition of America's Health Care Ranking (APHA, 2006, December 5) reported increasing levels of chronic illness in the United States and Canada. The Federacion Mexicana de Diabetes (2006) also reported alarm concerning the rising incidence of chronic illness in Mexico. One of the more prevalent chronic illnesses worldwide is diabetes mellitus (DM), a chronic disease in which there is too little or no insulin produced by the pancreas, resulting in a lack of ability to properly utilize the carbohydrates consumed. WHO estimated at least 170 million people had this disease in 2000 and more a more recent report estimates it is likely to be the fifth leading cause of death (Roglic et al, 2005). Current public health priorities identified by all three North American countries identify diabetes mellitus as a major health care

and economic burden. It is the 7th leading cause of death in Canada and the United States, and the 3rd cause of death in Mexico, exceeded in that country only by heart disease and cancer (Federacion Mexicana de Diabetes, 2006; Canadian Diabetes Association 2004 www.diabetes.ca; U.S. Food and Drug Administration, 2002).

There are two major types of diabetes, Type 1 and Type 2. Type 1 DM is the result of pancreatic islet cell destruction and a total deficit of circulating insulin; type 2 DM results from insulin resistance with a defect in compensatory insulin secretion. Of the two types, type 2 is the most prevalent, representing about 90% of cases in Canada, Mexico and the United States (Federacion Mexicana de Diabetes, 2006; Canadian Diabetes Association, 2004; U.S. Food and Drug Administration, 2002). Although Type 2 is one which is potentially preventable, it continues to increase rapidly in all three countries, relating to a simultaneous increase in the rates of overweight, obesity and physical inactivity reported by all three North American countries. A recent article in the FDA consumer magazine noted that "Type 2 diabetes is nearing epidemic proportions in the United States...due to an increased number of older Americans and a greater prevalence of obesity and sedentary lifestyles" (Lewis, C., 2002, p. 5) . In a recent Canadian report diabetes was acknowledged as a serious public health concern (Stewart, P and Douglas Consulting, 2005, p. ii). Additionally, a 2006 report noted that "as the number of Type 2 diabetes cases will likely continue to outweigh the number of Type 1 diabetes cases, Type 2 diabetes is clearly the driver of the public health burden for diabetes [in Canada]" (Johnson,, J., Pohar, S. & Majumdar, S., p. 2403). A Mexican report noted that more than 30% of children are overweight and 1 out of every 3 might have Type 2 diabetes as obesity is a major risk factor for the disease. Additionally, the report noted that 2 out of 3 people in Mexico over the age of 20 are overweight,

and that Mexico has the 2nd highest incidence of obesity in the world, exceeded only by the United States (Federacion Mexicana de Diabetes, 2006).

In Canada, incidence of diabetes in both Nova Scotia and Prince Edward Island is higher than the national rate and in the United States the incidence in Missouri is higher than the national figures. Missouri reports diabetes mellitus as the 8th leading cause of death; for peoples of Hispanic origin in Missouri it ranks 4th as cause of death (Bureau of Health Informatics, 2005). Diabetes is the 7th leading cause of death in Minnesota (MN) and costs MN \$2 billion annually. It is higher in diverse populations in MN, being 4.9 times higher in American Indians, 2.9 times higher in African-Americans, and 1.7 times higher in Hispanic Americans. Truly, diabetes mellitus is a major health care challenge for our three countries.

Because of its growing prevalence in the United States, diabetes mellitus is listed as #5 of the 28 focus areas in Healthy People (HP) 2010. Improper nutrition, obesity and inactivity are significant risk factors for the development of Type 2 diabetes, and are expanded upon in two additional focus areas – Nutrition and Overweight (#19) and Physical Activity and Fitness (#22). The goals required to address these focal areas, as well as the goals in #7 - to “Increase the quality, availability and effectiveness of educational and community-based programs designed to prevent disease and improve health and quality of life” (HP2010, 7-11) are challenging public health nurses to create programs which are both “culturally appropriate and linguistically competent” (HP2010, 7-23). Since 1988, the prevalence of diabetes has increased by 49% overall; Missouri, however, has generally not met the HP 2010 goals for preventative diabetes care, falling short of these goals by an average of seven percentage points” (Bureau of Health Informatics, 2005, p.120).

Role of public health. Public health is an organized effort of society which emphasizes: 1) collective responsibility; 2) a focus on whole populations; 3) prevention with a concern for the underlying socio-economic determinants of health and disease; 4) a multi-disciplinary approach; 5) partnerships with the populations served; and, 6) the role of the state in policy setting, and in providing social, and economic support. (Onyebuchi et al, 2005). Population-focused preventive programs have led to many changes in health behaviors such as changes in use of tobacco, use of automobile seat belts, blood pressure control and some changes in dietary habits, such as increased use of healthy foods and snacks in school cafeterias and vending machines in the US and Canada. However, the slow rates of improvement in the population's health status since 2000 reported for the United States in the 2006 report is echoed by Canada and Mexico despite strong commitments by health leaders in all three to improve the health status of their people (APHA, 2006; Canada Diabetes Association, 2004; Federacion Mexicana de Diabetes, 2006).

Role of public health nursing. Public health nursing is a population-focused and community-oriented practice. The goal of public health nursing is to prevent disease and disability by working to create healthier conditions for populations. The core functions of public health nursing include: 1) participating in and providing leadership for assessing community needs; 2) discerning the health status of populations by determining the environmental and behavioural risks and examining trends affecting community health; 3) identifying the priority health needs; and, 4) assessing adequacy of existing community resources. Nursing also has a responsibility to be well-prepared for public policy advocacy in relation to population health. It has been said that there is a 'public health nursing mandate that includes strategies that challenge and modify the social, economic and political factors that determine health' (Reutter & Williamson, 2000, p.4).

The need. Public health nurses are in a position to make a positive and significant contribution toward efforts addressing the improvement of health status of our North American populations. The question is: Are they prepared adequately to address the needs of an increasingly diverse population which requires cultural competence, additional language proficiency, and preparation for health promotion and policy advocacy? The increasing challenge of the growing populations with chronic diseases in our three countries demands a nursing workforce bilingually prepared to deliver culturally competent public health, preventive health care activities, education, and policy advocacy. In the United States where Hispanics will represent approximately 24% of the population by 2050, nurses need to acquire the language skills that will assist them in minimizing cross-cultural and language barriers and facilitate their ability to impact positively the health of those populations they serve (Poss & Gamez, 2003). A study of Latinos in Missouri noted that "from the preventative perspective, language limitations inhibit clients from seeking health care services...like preventative health services...or educational services" (Cambio de Colores, 2002). The Canadian Diabetes Association (CDA, 2004) noted that 77% of new Canadians are coming from population at higher risk for diabetes, such as Hispanics, and that aboriginal people are up to five times more likely to develop the disease. These data reflect their increasing awareness of the need for culturally competent approaches to care including broadening linguistic skills. Racial and ethnic disparities in health care access and utilization exist in our countries are due often to a lack of cultural awareness and competency on the part of "mainstream" nurse providers (Clinton, 1996). Studies have addressed a number of components of "culturally competent care" such as culture, race, gender, sexual orientation, and /or socioeconomic issues (Meleis, Eisenberg, Koerner and Stern, 1995). The nurse who is culturally competent is not only aware of differences (cultural awareness) but

has developed the ability to intervene appropriately and effectively. Cultural competence therefore requires more than simply acquiring knowledge about another ethnic/ cultural group; rather it is a combination of knowledge, attitudes and skills which enables the nurse to translate cultural awareness into the reality of culturally competent clinical practice coupled with a growing language proficiency in relation to populations served. Cagle (2006) stresses that "it is incumbent on nursing education programs to develop strategies to improve the cultural competence of future nurses to help them care for and intervene effectively with populations other than their own" (p. 308). Recommendations for nursing baccalaureate education by Reutter and Williamson (2000) include development of policy advocacy knowledge and skills. The authors suggest assignments such as analysis of a population health issue, conducting an environmental scan, and/or observations of the policy-making process as a practicum activity to introduce students to the policy-making process and strategies. Public health nurses in all three countries are challenged to become culturally-competent, language proficient, and well-prepared to address the growing epidemic of diabetes using a population-based, health promotion approach.

Addressing the challenge.

A "Call for Proposals" by USAID (2006) identified partnerships in higher education as a critical part of strengthening the workforce in Mexico and responding more directly to NAFTA opportunities. One of the five focal areas addressed by the call was health, specifically noting a need to address health issues such as reducing obesity and diabetes through developing training and certification focused on diabetes and obesity awareness and prevention, seeking projects that include attention to contributing life style factors through research and/or community activities such as improved awareness , detection, control and referral (Training, Internships, Exchanges

and Scholarship [TIES] Initiative, 2006). People with Type 2 Diabetes Mellitus represent a global public health problem and a challenge in each of our three countries.

Nurse educators are challenged to prepare nurses to face this growing pandemic. Their main challenge is to “change the curricular focus from intervention strategies for the individual with diabetes to population-based community-interventions programmes” (Hjelm, Mufunda, Nambozi, & Kemp, 2003, p. 424). This recommendation is reinforced by Zahner and Gredig (2005) who call for more clinical public health experiences with population-focused content, stressing a need to expand experiences with local health agencies and emphasizing the value of academic partners for education and research. The purpose of this six partner project is to focus on preparing students for a public health nursing practice able to address the challenges of chronic illness in a culturally sensitive way in our three North American countries through service learning projects, working with nurses in their host community to make a positive impact on the health of that community.

Service learning is an educational approach in which meaningful community service is combined with instruction and integrated into the learning experience through personal reflection. Its purpose is to “enrich the learning experience, teach civic responsibility and strengthen communities” (Lashley, 2007). Service learning provides a creative strategy for facilitating student learning which can include academic courses, service in a community locally or abroad, immersion in another culture and hands on experiential learning. A sense of civic and social responsibility is the theme that guides the planning of service. This project will utilize the theoretical framework for reflection described and developed by David Kolb. The experiential model of Kolb describes a four-step instructional approach which moves from concrete experiences such as observations, readings and exploratory field work, to reflective observation

requiring logs, journals and discussion. This leads to abstract conceptualization in which students design their projects or models, and then an active experimentation period during which the projects are field-tested (Connors & Seifer, 2005; Svinicki & Dixon, 1987). This model provides a solid framework for design and implementation of service learning and will assist students in developing skills and concepts required for the population-based, health promotion public health nursing practice of our North American future. The *International Best Practices in Type 2 Diabetes Prevention Guide* (Hanning & Manske, 2004) is an example of the many resources which will be used to assist students in designing their educational projects.

Benefits

Through participation in this project:

1. Nursing students will be: a) prepared for international public health nursing practice, learning how to make a positive impact on the health of those populations at risk for diabetes mellitus in our three countries; b) better able to address the challenges of chronic illness in a culturally sensitive way ; c) introduced to the policy-making process in both their home country and country of exchange as it relates to health care, especially health promotion activities; d) provided the opportunity to put into practice what they have learned regarding culturally competent care and intervention strategies while participating in a service-learning project in the community/region they visit on exchange; and e) receive a Certificate of International Public Health Nursing upon completion of the program.
2. The six partners will produce an online, modular public health nurse course for North America which will serve as a positive addition to public health nursing curricula in higher education in our countries because of its emphasis on policy development and service learning.

3. Participating institutions and faculty will benefit from the variety of experiences that result from international cooperation in higher education and the sharing of outcomes through presentations and publications.

Strengths of the project and each partner

The project: The two partners in Canada who participated in a previous North American Mobility Program bring a wealth of experience in international education, the exchange process and collaboration. They have a track record of success in collaboration as they continue to offer a course on the role of nursing in North America developed during a previously funded FIPSE project and have published a detailed and informative account of their experiences in working together in the July/August 2005 edition of the *Journal of Continuing Education in Nursing* (Kuehn et al, 2005). They will guide their partners through the process of formalizing their Memorandum of Understanding (MOU), assisted by the external evaluator/consultant who has served as lead USA partner of a previous mobility grant. All six partners are in full agreement with project plans and initiatives and each school is committed to facilitating student exchanges utilizing the service learning approach and making necessary arrangements for study abroad. They are exploring various options for students in each partner institution to access supplemental funds for additional language preparation and/or travel funds. Partners in the U.S. and Canada have considerable expertise and technical support for on-line courses, and partnering schools in Mexico have acknowledged that they will be able to support distance communications projects. The U.S. partners have extensive experience with service learning and will host a faculty workshop on this subject (Wunsch, 1994; Bierema & Merriam, 2002). Advisory committees of

nurses and health and/or diabetic educators from public health agencies and clinics are being established at each institution to help recruit students and design appropriate student experiences.

The Partners:

Dalhousie University: The role of the public health nurse within Canada's publicly funded health care system will be highlighted, focusing on health promotion/illness prevention, participation, accessibility, appropriate technology, intersectoral cooperation. Dalhousie University will facilitate service-learning experiences for visiting students with families in both provinces and will provide technological leadership in hosting the website for the on-line course. Undergraduate students at Dalhousie have an established Student International Nursing Initiative (SINI), and share interests in international clinical placements as part of their academic work. The university is committed to international development activities, and promotes student mobility through the establishment of student exchange agreements.

The *University of Prince Edward Island* has a strong language department and is very supportive of international education. The School of Nursing has a strong history of international nursing education outreach and the school collaborates with many very active public health agencies, assuring clinical sites for exchange students. Their active participation in previous exchange programs with the United States and Europe reflects an ongoing commitment to international development in nursing education.

The School of Nursing of *Benemérita Universidad Autónoma de Puebla* has a strong program in Public Health Nursing, taught by professors with experience in Public Health. It has links with Departments of Public Health of the Health Institutions. The BUAP has strong commitments to the growth of the diversity of its student body, and their participation in international initiatives and programs is strongly supported by the University and the Nursing

Program. The School of Nursing of the Benemérita Universidad Autónoma de Puebla, has the necessary infrastructure for the academic exchange of students and faculty both national and international. One of the Nursing Intervention Programs which is implemented by the CECACVI-BUAP on the population is that of Diabetes Mellitus Type 2, in which one hundred forty two people are registered. These same people are in control, responding to one of the Policies of the Mexican National Health Programs which includes attention to chronic-degenerative illnesses. The actions implemented by the students, graduates and faculty of the different educative programs are: the detection of chronic-degenerative illnesses such as diabetes, the promotion of health, education for caring, educational interventions moving towards the prevention of the illness and its complications.

The *Universidad Autónoma del Estado de Morelos* represents a new partner that comes with a solid background in public health nursing education, as well as in diabetes care and education. Faculty serve in clinics and have given presentations and taught courses on self-care of patients with diabetes mellitus type 2, and the analysis of cost benefits in diabetic and hypertensive patients, diverse diagnostics of health in rural and urban communities in Morelos. They have strong links with the public health departments of Morelos and have established a strong working relationship with the *Instituto Nacional de Salud Pública* in Cuernavaca, Morelos, to facilitate service-learning opportunities for students in this project. Student involvement in international initiatives and programs is greatly encouraged by the university and nursing program.

University of Minnesota. The school has a specific focus and expertise in integrative, global and public health with faculty who are internationally known and who provide established international learning opportunities for students in Iceland, Peru, India, and

Denmark. Virtually all of the MS and DNP courses are taught in a web-based format and the university will host the project website. Their Learning Abroad Center is a comprehensive resource for study, service-learning, work, intern, volunteer, and travel experiences worldwide, offering a full range of advising and support services to students on such issues as program selection, academic planning, financial planning, registration, credit, cultural adjustment, travel planning, travel products, and re-entry. A new emphasis on interprofessional educational experiences and the Minnesota Department of Health provides excellent learning opportunities for all professional nursing students.

St. Louis University. Saint Louis University was established in 1818 and was the first institution of higher learning west of the Mississippi. The Gourman Report, which ranks educational institutions, consistently ranks Saint Louis University School of Nursing in the top 3 percent of nursing schools in the United States. The School of Nursing 's mission is education within a multi-cultural and technological society and seeks to fulfill its mission of education in ways consistent with the overall University mission of teaching, research and service within Catholic Jesuit values. St. Louis University School of Nursing has an active cultural diversity committee and international committee. The later supports outreach work in Haiti and works with the University International Center with outreach programs to San Salvador. The University has a full campus in Madrid, Spain, and many nursing students have taken Spanish to enable study abroad at this campus. The University has a Cultural Center that has many good resources for faculty and students and provides opportunities to interact with persons from different cultures.

Course Development

The partner schools have developed the first draft of the online course. It will be offered to all nursing students as a three-credit course which will include both a didactic and field work component (the service learning project). This collaborative, online course will be recognized by all six partner universities as a fully accredited course and the partner schools will work to incorporate the course into their curricula. The course, entitled *Public Health Nursing Across North America – Meeting a Public Health Challenge*, will be housed on the project website and consist of five modules addressing 1) The meaning of public health and public health nursing; 2) An introduction to public policy and the determinants of population health; 3) Public health issues and gaps in the three countries; 4) Evidence-based nursing practice, and 5) Concepts of service learning with application to a global public health problem – people with Type 2 Diabetes Mellitus. Nurse educators are challenged to prepare nurse^s to face this growing pandemic and their challenge is to “change the curricular focus from intervention strategies for the individual with diabetes to population-based community-intervention programmes” (Hjelm, Mufunda, Nambozi, & Kemp, 2003, p. 424). This recommendation is reinforced by Zahner and Gredig (2005) who call for more clinical public health experiences with population-focused content, expanding experiences with local health agencies and emphasizing the value of academic partners for education and research.

Recruitment

Recruitment activities will take place in each of the partner institutions and will consist of: (a) informing students of the project, (b) providing an in-depth description of the project, and (c) developing an application and selection process. Students will be informed about the project through in-class presentations, posting messages on internet message boards, sending email

messages to students through class distribution lists, posting a project description on each school of nursing website, and distributing promotional materials such as posters and brochures. Special interest stories on international opportunities for nursing students will be submitted to student newspapers. In-depth information will be provided through meetings for interested students held at each university offering an in-depth description of the project components, criteria for selection, and application process. Promotional information will be distributed and pictures from prior exchanges circulated. A student who has previously participated in the program will speak about the experience on-site or through videoconferencing. Each university will develop selection criteria and an application process which meets guidelines for individual institutions; these criteria will be as uniform as possible across all partner universities, as finalized in the MOU development during Year 1. Final selection of participants will be the responsibility of each student's home university.

Language Development and Mobility Plans.

Language development is an essential component in preparing students for international exchange experiences. Upon the recommendations of Spanish language departments of both the United States and Canadian partner schools, students not fluent in Spanish will be required to successfully complete both beginning and intermediate Spanish courses prior to participating in travel to Mexico. Mexican nursing students not fluent in English will be required to complete courses in beginning English as well. Language development will be enhanced for all students through participation in the shared course through on-line chats and email dialogue. Orientation classes focused on the culture and public health care systems of the three countries will be required for all students participating in the exchange program, and a detailed handbook (already

under development) will facilitate the preparation process. After completing Spanish and orientation classes at their home universities and prior to beginning their exchange experiences at the host universities, students on exchange to Mexico will also participate in a two-week immersion experience at the Universidad Internacional (The Center for Linguistic Multicultural Studies) in Cuernavaca, Morelos. In addition to studying Spanish in small groups, these students will live with host families arranged by Universidad Internacional and participate in cultural excursions. They will also participate in an introductory field experience in local public health agencies and the *Instituto Nacional de Salud Publica*.

Students in Mexico complete courses in beginning English. The Mexican students travelling to the United States and Canada, having completed their English course requirements and orientation classes, will also participate in a planned orientation program at each host university, living with host families or on campus, and will be provided with a selection of language development, cultural immersion activities, and an introductory experience in public health. They will also participate in some public health nursing field experiences as preparation for the service learning projects.

International Experience

International experiences for students from all three countries are planned for a semester or semester-equivalent period of weeks. These experiences, framed within the service learning process, will include assignments and dialogue within the on-line course, as well as classroom lectures and seminars, fieldtrips and clinical opportunities on site through which students develop and deliver their educational projects, work with public health nursing initiatives, and/or work with researchers in the host country relating to the major North American public health

concern of diabetes. The objectives and the content of the international exchanges will be the same for all students. The syllabus will be delivered in a flexible timeframe, depending on the length and focus of each student's visit.

Sustainability and Evaluation

The six partners are committed to the sustainability of the project. The two core partners have a record of success in sustaining the work of a previous grant through an on-line course which has continued post-funding. These core partners will mentor their new partners as they work together to design and implement an international public health nursing service learning course and exchange program which can serve as a model for nursing programs in all three countries.

Project evaluation strategies will begin at the first annual meeting of consortium partners and an independent evaluation will be conducted annually by the project evaluator. Students who have completed the program will be required to 1) present educational products or research/program development activities to classes and community agencies following their return from the exchange, and 2) participate in a program for new students intending to enroll in the next international exchange. Details of project, course and exchange evaluations may be found in the Evaluation Plan (Table 1).

Table 1: A. Evaluation Plan for Preparatory Year 1		
Objective 1: Faculties evolve into a collaborative international team		
Benchmarks	Strategies	Positive Outcome Indicators
Faculty from each partner complete all documents on time.	All documents are collated and reviewed by lead faculty and project evaluator.	MOU and first year annual report are successfully completed/ submitted on time

All partners participate in service learning workshops.	Workshops; conference calls / email re course, language development, grant management.	Collegial relationship established. Focus groups o evaluate success of mentoring program annually.
Faculty collaboratively develop course	Course content analysis to assure accuracy and diversity of perspective	All modules fully reflect each country's perspective.
Objective 2: Faculty formalize courses, service-learning component, exchange program.		
Benchmarks	Strategies	Positive Outcome Indicators
Develop website and online course.	Examine website and telecommunications links.	Website and online course links are in place and operational.
Service-learning is a component of course and field experience.	Grant evaluator and grant faculty review course and learning sites for service-learning criteria.	Service-learning content is in course and service learning sites established.
Policies, procedures created for student exchange program.	Grant evaluator reviews policies and procedures for consistency and appropriateness.	Policies and procedures for student objectives are in place at each partner site.
Objective 3: Faculty become knowledgeable in language and culture of each country.		
Benchmark	Strategies	Positive Outcome Indicators
Faculty achieve skills in new language and deeper cultural awareness.	Language studies; cultural events, and cultural sharing with each other.	Faculty complete language courses; Discussions reflect deeper cultural awareness.

B. Student Mobility Objectives Years 2 – 4		
Objective 1: Students are knowledgeable regarding the public health care systems of each of the three countries and the impact of each system on prevention and treatment of chronic disease, including diabetes mellitus Type 2.		
Benchmarks	Strategies/Tools	Positive Outcome Indicators
Students participate in online course	QuestionBuilder, a web based course evaluation including survey questions, analysis and evaluation; student logs	Students successfully complete online course. Positive course and faculty evaluations. Adequate participation in chats.
Understand concepts of public health nursing.	Written assignments/on-line discussion regarding concepts.	Students articulate meaning of population and public health.
Students understand distinctions among three public health systems	Written assignments regarding the differences learned from text and on-line discussion.	Students can articulate the distinctions among the three public health systems.
Objective 2: Students develop and integrate public health nursing knowledge and expertise on an intra-continental level within the framework of cultural diversity.		
Benchmarks	Strategies/Tools	Positive Outcome Indicators
Student interactions reflect culturally competent practice.	<u>Pre and Post Multicultural Attitude Assessment (MAA).</u> (Validity/reliability acceptable; internal consistency of co-efficient Alpha .86) Analyze postings for cultural competency concepts	Post-MAA results reflect growing positive cultural sensitivity. Student postings demonstrate growing cultural sensitivity. Satisfactory levels of participation in web-based chats.

Students achieve language skills in host language.	Pre-tests and posts tests in Spanish or English language classes.	Students pass language classes; articulate with hosts, colleagues and peers in host language.
--	---	---

Objective 3: Students assist public health nurses make a positive impact on the health of their North American host community served.

Benchmarks	Strategies/Tools	Positive Outcome Indicators
Students understand the distinctions among the public health nurse role within each of the three countries.	Analyze postings re web-based discussion of public health nurse role.	Students articulate the distinctions among the countries re public health nurse role and policy issues.
Students participate in exchange experience.	Use HRDC-required forms for Pre- and Post-Exchange evaluation.	Projected number of exchange students is met or exceeded; student satisfaction.
Students complete service-learning projects.	Service-learning criteria applied to final projects.	Projects are presented; <u>Certificates</u> awarded.

Objective 4: Students understand how health care beliefs and values impact public health educational and research initiatives

Benchmarks	Strategies/Tools	Positive Outcome Indicators
Students understand relationship between beliefs, values and public health initiative success.	Examine project reports and student journals for relationships found.	Relationships identified in reports and journals.

Qualifications of Project Personnel

Key strengths each brings to the project are summarized in Attachment 1. Additional assets are also identified in their biosketches and in the budget justification

Objectives, Benchmarks, Activities, and Timelines

These are outlined in Attachments 2a (Year 1) and 2b (Years 2-4), indicating faculty or staff with prime responsibility.

Bibliography (not included in page limit)

APHA (2006, December 5) *17th Annual Edition of American's Health Care Rankings: A Call to Action for People and Their Communities*. (United APHA, New Room, 12/5/06).

Bierema, L., & Merriam, JS. (2002). E-Mentoring: Using computer mediated communication to enhance the mentoring process. *Innovative Higher Education*, 26 (3), 211-229.

Bureau of Health Informatics (2005). *Missouri Vital Statistics*. Jefferson City: Missouri Department of Health & Senior Services.

Cagle, C. (2006, November/December). Student understanding of culturally and ethically responsive care: Implications for nursing curricula. *Nursing Education Perspectives*, 27 (6), 308-313.

Canadian Diabetes Association (2004). The prevalence and costs of diabetes. www.diabetes.ca

Clinton, J.F. (1996). Cultural diversity and health care in America: Knowledge fundamental to cultural competence in baccalaureate nursing students. *Journal of Cultural Diversity*, 3(1), 4-8.

Connors, K. & Seifer, S. (2005, September). Reflection in Higher Education Service-Learning. *Community –Campus Partnerships for Health*. National Service-Learning Clearinghouse.

<http://servicelearning.org>

Federacion Mexicana de Diabetes. (2006). *The Numbers of Diabetes in Mexico*.

<http://www.fmdiabetes.com>

Hanning, R. & Manske, S. (2004, May). International best practices in Type 2 diabetes prevention. *Ontario Public Health Association*. Waterloo, Ontario: Ontario Heart Health Resource Centre.

Hjelm, K., Mufunda, J., Nambozi, E. & Kemp, J. (2003). Preparing nurses to face the pandemic of diabetes mellitus: A literature review. *Journal of Advanced Nursing*, 41 (5), 424-434.

Johnson, J., Pohar, S. & Majumdar, S. (2006, November). Health care use and costs in the decade after identification of Type 1 and Type 2 diabetes. *Diabetes Care*, 29 (11), 2403-2408.

Kuehn, A., Chircop, A., Downe-Wamboldt, B., Sheppard-LeMoine, D., Murnaghan, D. Elliott, J., Critchley, K., MacNaughton, N., Mendez, L., Wittstock, L., Ramirez, G., Arteaga, S., Espinoza, S., Herbert, R., Judge-Ellis, T. and Cardenas, V. (July/August, 2005). Exploring Nursing Roles Across North American Borders. *The Journal of Continuing Education in Nursing*, 36(4), 153-162.

Lashley, M. (2007, January-February). A professional service learning experience with the inner-city homeless. *Nursing Education Perspectives*, 28 (1), 24-26.

Lewis, Carol (2002, January-February). Diabetes: A growing public health concern. *FDA Consumer Magazine*. U.S. Food and Drug Adm.

http://www.fda.gov/fdac/features/2002/102_diab.html

Meleis, A., Isenberg, M., Koerner, J., & Stern, P. (1995). *Diversity, marginalization, and culturally competent health care: Issues in knowledge development*. Washington

DC: American Academy of Nursing.

Onyebuchi, A., Westert, G., Delnoij & Klazinga, N. (2005, August 2). *Health system outcomes and determinants amenable to public health in industrialized countries: a pooled, cross-sectional time series analysis*. <http://dwww.biomedcentral.com>

Poss, J. & Gamez, M. (2003, November/December). Requiring Spanish for NP students: Outcomes and Evaluation. *The American Journal for Nurse Practitioners*, 7 (11), 38-42.

Reutter, L. & Williamson, D. (2000). Advocating health public policy: Implications for baccalaureate nursing education. *Journal of Nursing Education*, 39 (1), 21-26.

Roglic, G.; Unwin, N., Bennett, P., Mathers, C., Tuomilehto, J., Nag, S., Connolly, V. & King, H. (2005, September) *The Burden of Mortality Attributable to Diabetes*. *Diabetes Care* 28 (9), 2130-2135).

Stewart, P and Douglas Consulting, 2005, p. ii) *Building a national diabetes strategy: A strategic framework*, Volume 2. Ottawa: CCNDS.

Svinicki, M. & Dixon, N. (1987, Fall). The Kolb model modified for classroom activities. *College Teaching*, 35 (4), 141-146.

U.S. Department of Health and Human Services.(2002, November) *Healthy People 2010 2nd ed.* With Understanding and Improving Health and Objectives for Improving Health. 2 vols. Washington, DC: U.S. Government Printing Office

U.S. Food and Drug Administration. (2002). www.fda.gov

Vargas, S. & Jeanetta, S. (2002) *Cambio de Colores: Immigration of Latinos to Missouri*. Columbia, MO: University of Missouri Extension.

Wunsch, M. (1994). E-Mentoring: Using computer mediated communication to enhance the mentoring process. *Innovative Higher Education*, 26 (3), 211-229.

Zahner, S. & Gredig, , Q. (2005). Improving public health nursing education: Recommendations of local public health nurses. *Public Health Nursing* 22 (5), 445-450.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: 7827-Mandatory_Mandattach.pdf

Attachment 2:

Title: Pages: Uploaded File: 6867-Bios.pdf

Attachment 1

Personnel Information

I. Partner Institution: University of Minnesota (United States)

I.a. Personnel: Kathie Krichbaum, Ph.D., R.N. is an Associate Professor and Interim Associate Dean for Academic Programs in the School of Nursing at the University of Minnesota. Dr. Krichbaum will assume major responsibility as director of the project to coordinate the planning, implementing and evaluating of the project. She will lead the project team in its annual meetings to develop the overall plan for the grant that occurs in year 1 and will arrange the agenda and lead the annual meetings in each subsequent year.

Dr. Kathleen Krichbaum has an MS in nursing and a PhD in education from the University of Minnesota. She is an Associate Professor in the School of Nursing and in the graduate minor in Gerontology. She has served the school of Nursing as Division head from 2003-2006, as Chair of the Leadership, Systems, Informatics, and Policy co-operative unit from 2006-2007. She is currently serving as Interim Associate Dean for Academic Programs. In this role, she is responsible for the quality implementation of all programs offered at the University of Minnesota School of Nursing which includes a BSN, MN, MS, DNP and PhD. In 1999, she was recognized as Outstanding Nurse Educator by the Minnesota Association of Colleges of Nursing. She has been awarded a summer fellowship from the National Institute on Aging and a fellowship in the Minnesota Area Geriatric Education Center. Her research focuses on quality care for elders, particularly on issues related to continuity of care in the post acute period. She has received funding from the National Institute for Nursing Research for a recent project testing a model of care to improve outcomes for elders following hip fracture; the model uses a

gerontological advanced practice nurse as care coordinator across care settings. She has been a co-investigator on other projects examining the quality of care in nursing homes, subacute care, home care and rehabilitation. Her research in education has encompassed designing a program evaluation model for the school that provides a framework for course and teacher evaluation and for evaluation of clinical performance using criterion-referenced standards. She led the curriculum committee for several years during the revision of the baccalaureate and graduate MS programs. She has chaired and served on many interprofessional committees in both the Academic Health Center and at the University of Minnesota graduate school that have focused on issues related to the improvement of the quality of education and to the enhancement of student experience for diverse populations.

1.b. Personnel: Linda L. Halcón, Ph.D., M.P.H., RN is an Associate Professor, Chair of the Integrative, Global and Public Health Co-operative, and Interim Director of International Programs in the School of Nursing, University of Minnesota. Dr. Halcón completed her M.P.H. in Public Health Nursing and Ph.D. in Epidemiology at the University of Minnesota. She has worked in public health planning and administration here in Minnesota and has also been a leader in health and disaster relief projects in Madagascar, Kenya, Uganda, Sudan and Iraq. Building on her international experience, Dr. Halcón extended her research to East African refugee trauma survivors. She was co-investigator for a population-based study of torture, trauma and associated factors among Somali and Oromo refugees in the Twin Cities area, and she subsequently conducted pilot studies testing the feasibility and acceptability of Health Realization as an educational intervention to decrease stress and increase coping skills of Somali and Oromo refugee women. Dr. Halcón's current program of research examines the use of botanicals as sustainable adjunct anti-infective agents to enhance population health.

I.c. Personnel: Elaine Darst, Ph.D., R.N. is a Clinical Associate Professor and Co-Director of the BSN Program in the School of Nursing at the University of Minnesota. Dr. Darst has clinical experience in community mental health, teaching experience in community health, chronic illness, and psychiatric nursing, including development of community liaisons for student community experiences. Her knowledge of psychological theories (motivational, family, systems, developmental), the cultural bases for health beliefs, and understanding of mental health and chronic disease contribute a strong basis for program development in cultural immersion and chronic illness management in public health nursing. She has previously participated in Service Learning program planning and implementation, and currently is involved in facilitating Learning Abroad opportunities for students in the School of Nursing. She has traveled internationally, grasps the significant influence of cultural immersion on students' development, and understands the need for addressing international health concerns in our global community.

I.d. Personnel: Dr. Alice Kuehn, Ph.D., R.N. will serve as consultant and external evaluator, assisting with the design of the shared on-line course and evaluation of the curriculum, exchange process, and mentoring program. She will also work with project faculty to educate site personnel about the project; and assist with submission of manuscripts and conference presentations. She has developed extensive experience in international education and is well-prepared to both mentor the new partners and utilize this experience to assist the team to develop guidelines for other nursing programs that may be embarking on international initiatives. Dr. Kuehn has extensive experience in grants management, curriculum design and differentiated practice, has taught at the diploma, AD, baccalaureate, and graduate level, and has both worked in and taught extensively in continuing education. She provided leadership in design, direction, and implementation of educational programs as coordinator of the University of Missouri

Sinclair School of Nursing nurse practitioner graduate program for six years. Dr. Kuehn has served as project director for a HRSA (Health Services and Resources Administration) career mobility training grant; a U.S. Department of Education Congressional Priorities FIPSE grant preparing students from three levels of nurse education (associate degree, baccalaureate degree and master's degree) to work as a team; project director for a Health Resource Services Administration (HRSA) grant focused on strengthening Missouri public health agencies through furthering the education of Missouri public health nurses; and as project director (2002-2006) of a FIPSE North America (Fund for the Improvement of Post-Secondary Education) grant between Mexico, Canada and the USA working with nursing students to explore the role of the nurse within each country's health care system and to grow in multicultural awareness. Her considerable experience with international grants and previous work as evaluator in grant projects provides a solid basis for her role as evaluator of and consultant to this project.

I.f. Personnel: Judy Elliott, M.A., Foreign Language Specialist/Program Coordinator, received an M.A. in Spanish literature from the University of Missouri and has done post graduate work in France, Italy, Mexico, and Panama. She teaches the North America Explorations in Nursing Course, where she shares a passion for introducing students to the Hispanic world. She has traveled to Mexico with more than 600 students during her years as Coordinator for Mexico Programs for the International Center, as an instructor of Spanish for the Department of Romance Languages, and as a professor of Foreign Language Methodology for the College of Education at the University of Missouri-Columbia. Her students have given her the title of "Judy Jetson" as she wants her students to see and do it all. Judy facilitated the first official exchange programs between Mexican Universities and the University of Missouri. She has traveled throughout the Spanish-speaking world and was instrumental in the success of the

North American Mobility in Higher Education grant which focused on the role of the nurse in North America. She is a member of ACTFL, NAFSA, a number of professional organizations and was involved as the Rotary Short Term Cultural Exchange Coordinator. She facilitates Mexico exchange grants for the Columbia (Missouri) Rotary Club and their partner club, *Cuernavaca Oriente* in Mexico. She was chosen as a faculty international representative for the Universidad Internacional, Cuernavaca, Mexico, in 2006. She is on call as a Spanish interpreter for the University of Missouri Hospitals and Clinics.

2. Partner Institution: St. Louis University School of Nursing (United States)

2.a. Personnel: Cordie Reese R.N., Ed.D., Bc –Anp received her Ed.D. in Adult and Community Education with a minor in community health nursing (1994). She has 35 years of experience in teaching students seeking both bachelors and masters degrees in nursing. She continues to teach the graduate course in community health nursing for the Family Nurse Practitioner students and as an elective for other students. Presently, she frequently supervises students in the undergraduate community health nursing course in their clinical practicum. When there are Spanish-speaking students she pairs them with Hispanic clients in the community. Dr. Reese was recently awarded the cultural diversity faculty award from St. Louis University (St. Louis University, 2007).

In 1980, Dr. Reese was certified as Adult Nurse Practitioner. Presently, her practice is with La Clinica, the clinic for low- income persons of which most are Hispanics. She also has a

practice at the International Institute of St. Louis to see newly arrived refugees. She invites students interested in a cross-cultural experience to accompany her to her practice sites.

3. Partner Institution: Dalhousie University (Canada)

3.a. Personnel: Barbara Downe-Wamboldt, Ph.D., R.N. is a Full Professor in the Dalhousie University School of Nursing, Halifax, Nova Scotia, Canada. Dr. Downe-Wamboldt has been a registered nurse for more than 30 years including practice in the areas of public health (rural and urban communities), long and tertiary care, education, and research. Her research includes investigations that increase our understanding of the meaning of illness and adjustment strategies associated with the experiences of chronic and life threatening illnesses from the perspective of chronically and/or terminally ill individuals and their family members. Current investigations are directed at the effectiveness of collaborative models of primary health care in community and institutional settings and international initiatives to enhance the North American mobility of registered nurses. Another international project is being developed to facilitate the development of nursing education in China and the mobility of students and faculty members between China and Canada.

Dr. Downe-Wamboldt was the Canadian team leader in a highly successful North American Mobility project, with University partners in the U.S.A. and Mexico that focused on increasing understanding of the health care system, cultures and role of the registered nurse in the respective countries. She has published extensively in peer-reviewed journals and presented at numerous scholarly national and international conferences. She teaches graduate nursing courses in the areas of health care policy analysis, nurse sensitive health outcomes and research methods. She has served on numerous boards including the Canadian Nurses Association, the

Registered Nurses Association of Nova Scotia, and is currently a board member of the Canadian Council for Accreditation of Pharmacy Programs.

3.b.Personnel: Lucille Wittstock, M.N., B.Sc.N., R.N. is an Associate Director of Undergraduate Student Affairs at Dalhousie University School of Nursing. In this role, she is responsible for recruitment, admissions, student progress, and academic advising. An Assistant Professor, she has experience teaching in all years of the undergraduate program. She now teaches in the first and final years of the undergraduate program. She has taught an on-line course offered to students in Canada, Mexico, and the United States. Her research interests lie in the area of student experience. She is particularly interested in the factors that help to promote success and satisfaction in the student nurse experience.

Lucille has frequent contact with students throughout the program and is the person students often contact if they are interested in individualizing their programs or are looking for opportunities to study at other universities or in other countries. Also interested in supporting diversity in the nursing program, she participates in an ongoing initiative to recruit and support African Nova Scotian students into Dalhousie University's academic nursing programs.

Lucille has a background in Pediatric Nursing and has conducted research in public health nursing with school-aged children. She has experience in community nursing practice and facilitates community nursing practice experiences for students in the undergraduate program. She has participated in work focussed on restructuring the approach public health nurses in the Halifax area employ to provide care to school-aged children. She is currently involved in an interdisciplinary project funded by Health Canada focused on creating opportunities for students from different health professions to learn and work together to enhance client care. She serves on several provincial and national committees which focus on nursing education.

3.c. Personnel: Debbie Sheppard-Lemoine, M.N., R.N. is the chairperson for the Undergraduate Curriculum Committee at Dalhousie University School of Nursing. She is responsible for guiding nursing curriculum directions that are responsive to trends in society locally, nationally and internationally. Debbie has co-developed, coordinated and delivered an on-line *Cultural Expeditions in Nursing* course for nursing students participating in a North American Mobility project. For the past 4 years this course has united students in 3 countries and continues to be a popular choice for undergraduate students. She also teaches the Family Nursing Course and works with a team of teachers in the Community Nursing Course where she is responsible for the connecting the students with the Public Health Nurses.

Professor Sheppard-LeMoine is an experienced focus group facilitator with community members and key stakeholders and has over 10 years experience collaborating with both public health nurses and others in the public health department. She has extensive skill interviewing families within their homes both from a research and educational perspective. Recently, Professor Sheppard-LeMoine has been appointed to the Canadian Association Schools of Nursing Task Force on the recruitment of internationally prepared nurses. She is also a past Member of the Board of Directors that founded the Nova Scotia chapter of Sigma Theta Tau International Honor Society for nursing and is a past member of the working group that fosters international and diverse cultural initiatives within the School of Nursing. Professor Sheppard-LeMoine research interests are focused on public health issues with vulnerable populations. She has completed a research internship on multiple community interventions in Ottawa with Dr. Nancy Edwards (National Research Chair). She has presented her research at international conferences and has received academic awards and money to support her research.

3.d. Personnel: **Andrea Chircop R.N., M.N., Ph.D.** is an Assistant Professor at Dalhousie University School of Nursing. She has conducted research in the Canadian Institute for Health Research Nursing Chair Research Internship Program in Multiple Interventions for Community Health Nursing at the University of Ottawa. She served as a co-investigator on regional and international mobility projects focusing on community/public health issues. She has published in national and international peer-reviewed journals, and presented her work at national and international conferences thanks to support from the Isaak Walton Killam pre-doctoral scholarship, the Social Sciences and Humanities Research Council, Canadian Nurses Foundation, and Human Resource Development Canada. As a Killam Scholar, she is currently pursuing a PhD in Nursing at Dalhousie University with an emphasis in community and public health nursing. Her international work and practice experiences range from coronary- and intensive care nursing to community and public health nursing, and nursing education. Currently, she teaches Social and Cultural Determinants of Health at Dalhousie. Other teaching experiences include community and public health nursing, transcultural nursing, and family nursing.

4. Partner Institution: University of Prince Edward Island School of Nursing (Canada)

4.a. Personnel: **Dr. Kim Robertson-Critchley, B.Sc.N., M.S.N., Ph.D.** serves as Dean and Associate Professor at the University of Prince Edward Island (UPEI) School of Nursing. She obtained her Baccalaureate Degree of Nursing from St. Francis Xavier University, Masters of Nursing from the University of Calgary, and Doctorate Degree from the University of Helsinki. Within the university, she is co-director for the Children's Applied Research Team (CHART) and is co-investigator for two funded (Canadian Institute for Health Research) research projects addressing children's health issues derived from CHART entitled, *Knowledge Translation of*

Children's Research in Rural Communities in Atlantic Canada and Supporting Parent-Infant Relationships Affected by Intimate Partner Violence. A third research project entitled, *Inclusive Education Knowledge Exchange Initiative: An Analysis of the Statistics Canada Participation and Activity Limitation Survey* is funded through the Canadian Association of Community Living and deals with developing policies around inclusive classrooms for children with disabilities. Much of this research involves working with interdisciplinary teams across the Atlantic region as well as across Canada. She is also principal investigator for a Canadian/European student mobility project involving students from universities in Finland, Sweden, Estonia and England. She is currently thesis supervisor to four of these masters students.

4.b. Personnel: Rosemary Herbert, Ph.D. is an Associate Professor of Nursing at the University of Prince Edward Island School of Nursing. She has a strong background in primary health care, community based research, epidemiology, and quantitative research methods. Professor Herbert's teaching and research are both grounded in the community. Professor Herbert teaches Nursing and Population health to senior students and works with third year students who are conducting teaching projects with community groups. Herbert conducts research in the area of tobacco control and is currently in the final phases of a project testing an empowerment intervention designed to help parents make their homes and vehicles smoke-free. She is also a co-investigator with a qualitative study investigating the meaning of smoking to adolescents who are pregnant and who smoke. In addition, she is involved with a qualitative study investigating the role which social economic status plays in the use of tobacco. Herbert has also gained valuable international experience in completing a Diploma in Health Care Quality Improvement from the Department of General Practice and Primary Health Care at the University of Helsinki. Both of these experiences provide a strong foundation for the creation of

another successful international project. Herbert has published in peer-reviewed publications and presented at provincial, regional, and national conferences.

4.c. Personnel: Donna Murnaghan, R.N., B.Sc.N., M.N., Ph.D. An Associate Professor, Donna Murnaghan has developed a research program promoting health and preventing chronic disease burden. Her research is designed to develop evidence-based interventions within school systems. She is lead researcher of the Comprehensive School Health Research team in Atlantic Canada, Canada and is one of two lead partners in Prince Edward Island's National Collaborating Center for the Social Determinants of Health (NCC-DH). Housed under the direction of Dr. Lars Hallstrom at St Francis Xavier University in Nova Scotia, the center is one of six created as part of Canada's commitment to renew and strengthen public health. The NCC-DH draws on regional expertise to build on existing strengths and create and foster linkages among researchers and the public health community and stakeholders.

5. Partner Institution: Benemérita Universidad Autónoma de Puebla (BUAP), School of Nursing (Mexico)

5.a. Personnel: Ana María Pérez Garcés, M.S.N. is a full-time professor with 14 years of experience in the baccalaureate nursing program at the School of Nursing of the Benemérita Universidad Autónoma de Puebla in Mexico (FE-BUAP). She has been in charge of the Laboratory for Patient Attention in Immediate Post-operative and Critical Patient areas in the FE-BUAP. She worked in the Community Centers for Attention to Life Care (CECACVI-BUAP) in San Andrés Azumiatla, Puebla and was responsible for the Laboratory for the Care of the Elderly and for the Program of Care of Diabetic Patients. At CECACVI-BUAP in Santa Ana Coatepec, in Huaquechula, Puebla, she applied for a Project for Self-care on a group of diabetic

patients. Within her educational practice at FE-BUAP, she teaches courses in Nursing and the Community, Family Health Care, Health Statistics, Investigative Methodology, Clinical Residence and Community Residence. Garcés participates as an invited professor in the Department of Academic Grading in Nursing and Podiatry (DeNAEP) in the same faculty, imparting different courses. She is a member and collaborator on the Academia Scientific Committee in the Mexican College of Nursing Graduates. She also serves as Academic Tutor for a group of students in the Baccalaureate Nursing Program and for a group of graduates participating in their practices. Garcés has served as Academic Tutor for International Academic Exchange students and also as tutor and director of thesis for Master Degree students.

S.b. Personnel: María de la Luz Plácida Bonilla Luis, M.S.N. specializes on a technical level in Surgical Nursing. She will function as contact and collaborator in the design and implementation of the project and in the exchange process. She is a Full-time professor of the School of Nursing with 22 years teaching experience in the Technical and Baccalaureate Educational Nursing Programs and has experience teaching courses in the areas of clinical and community health. She has participated as Leader of the Academic Body of Clinical Nursing, Coordinator of the Clinical Teaching Laboratories, President of various academic subjects, Academic Tutor of Baccalaureate students, Coordinator of the Technical Specialty course of Surgical Nursing, Administrative Secretary, Academic Secretary, and President of the Mexican College of Nursing Graduates- Puebla Chapter, and as Reviser and Director of Thesis at the Master level. Maria also has 27 years of professional clinical experience in the Instituto Mexicano Del Seguro Social (Mexican Institute of Social Security) in Puebla, Investigation in Family Functionality in the Situation of Chronic Renal Insufficiency Secondary to Diabetes Mellitus Type 2 and Self-care in Women with Cervical-uterine cancer. Maria participated in an

Academic Stay in the School of Nursing at the Universidad Nacional de Colombia with the goal of realizing a participating observation of the professional clinical and community practices of the Baccalaureate in Nursing Program.

S.c. Personnel: **María del Carmen Martínez Reyes, M.S.N.** From 1985, Reyes has been a professor in the School of Nursing of the BUAP. Reyes has served as the Private Secretary in the Administrative Office of the FE-BUAP from February 1998 to February 1999. She served as Academic Coordinator for the course, "Education in Nursing and the Academic Tutor." She was a member of the Evaluation Commission and curricular follow-up from August 1998 to February 2001; Investigation and Post-graduate Studies Secretary in the FE-BUAP during April, May and June 2001; and Academic Secretary of the FE-BUAP from October 2001 to February 2005. Currently she is the Director of the School of Nursing in the BUAP since October 2005. Reyes has experience as Director and Reviewer of theses and has also been published in various renowned journals.

S.d. Personnel: **María Claudia Morales Rodríguez, M.S.N.** has been Investigation and Post-graduate Studies Secretary in the School of Nursing of the Benemérita Universidad Autónoma de Puebla (FE-BUAP) since October 2005. She held the position of Academic Secretary of the FE-BUAP from October-April 2005 and has also served as Leader of the Academic Body of Clinical Nursing for three years. She currently is a full-time professor in the Baccalaureate Nursing Program teaching diverse courses: Fundamental Nursing, Introduction to Medical-Surgical Nursing, Nursing Administration, Nursing Thought, History and Philosophy of Nursing, and Investigation Methodology. Her teaching experience also covers Post-graduate level courses: Specialty in Nursing and Masters in Nursing (Nursing Process, Methodology of Investigation, and Optative I); and she has also given courses in the Department of the Open University

(DENAEP) (Continuing Education). For four years, Rodriguez functioned as Chief of the Department of Clinical Nursing and has served as supervision professor of clinical practices in the hospital and community.

Rodriguez served as a member for the Evaluation and Curricular Follow-up Committee, the Honorable University Council and Curricular Follow-up Committee and Council of Unity, and currently is an active member as the Coordinator of the Nursing Certification Committee of the Puebla Branch and the International Sigma Theta Tau Society International Chapter Tau Alpha. She also had experience as academic tutor for various groups in the Baccalaureate Nursing Program.

5.e. Personnel: **María Ana Rugerio Quintero, M.P.H.** has served in academia and administrative positions: Coordinator of the Public Health Academy, Community Practice, Coordinator of the program linking social services in the Community Centers for attention to Life Care (CECACVI-BUAP) in San Andrés Azumiatla and Santa Ana Coatepec, Puebla, Head of the Department of Community Teaching, Leader of the Academic Body of Community Nursing, Member of the Commission of Investigation of the FE-BUAP, Academic Coordinator for the Course of Community I, Coordinator for different courses in the Community area, Responsible for the Sub-line of Investigation in the Care of the Diabetic Patients, Advisor in Investigation and Post-graduate Studies in the area of Community Nursing, Tutor for Master students, Reviewer of Master Thesis, among which were: Family Functionality and Situation of Chronic Illness, Degree of Knowledge for the care of diabetic patients in Tutor Santa Ana Coatepec, Huaquechula Puebla, Detection of diabetic angioplasty en the podological cabinet.

She has had multiple presentations in diverse scientific events both national and international and educational interventions, as well as a copious attendance to courses, seminars,

workshops and continuing education classes. She has participated in the design and elaboration of different academia projects of investigation and investment, among which are: Model for Attention to In-Home Nursing for diabetic patients older than 30 years of age in the population of Guadalupe Hidalgo, Influence of Model MQ in the acquirement of self-care of health as a lifestyle, Project for the Community Center for Life Care CECACVI -BUAP, protocol for academic stays in the sites of practices for primary health care. She has received recognition for different local and municipal community work. She obtained the Certification from the Mexican College of Baccalaureate of Nursing, Puebla Chapter and is a member of the Sigma Theta Tau Internacional Association of the Internacional Chapter of Tau Alpha 2004. She has important publications in Memoirs and indexed Journals: *Perspectivas of Nursing for Family Care*, *Self-efficiency and its Repercusión on People with Diabetes*, *Perception of the State of Health en the Resulting Behavior of the Individual with Diabetes Mellitus Type 2*. Administrative Secretary of the FE-BUAP

6. Partner Institution: Universidad Autónoma del Estado de Morelos, School of Nursing (Mexico)

6.a. Personnel: Orquídea Benítez Plascencia, M.S.N. is currently teaching the course, "Medical-Surgical Nursing" and has presented her thesis entitled "Prevention of Ulcers in the Feet of Diabetic Patients."

6.b. Personnel: Alejandra Rivera Gutiérrez, M.S.N. is teaching the course titled, "Health Education and Self-care."

6c. Personnel: Alejandra Terrazas Meraz, Master in Ecological Sciences, currently teaches the subject, "Models of Investigation."

Attachment 2a: Preparatory Year Objectives/ Benchmarks/Activities/ Timeline
September 1, 2008-August 31, 2009

Objective 1: Faculties evolve into a collaborative international team		Responsible person(s)
Time period	Activities	
Benchmarks for Success:	<ul style="list-style-type: none"> Faculty from each partner institution contribute all necessary documents on time. Faculty collaboratively develop course with all modules fully reflecting each country. 	
Fall 2008	Plan first conference together and host introductory conference call for all partners.	Core faculty
October 2008 (Annual workshop also during Yrs 2,3,4)	Hold development workshop session during 1 st International Conference of Project Leaders, fall 2008, focusing on development of the Memorandum of Understanding.	Core faculty
Nov'08- May '09 (Developmental chats and/or conference calls during Years 2,3,4)	Core faculty* lead <u>monthly conference calls</u> or <u>online chats</u> with <u>new partner faculty**</u> on documentation, grant management and project content issues. , Schedule of core partners who chair the discussions: US: January, April Mexico: February, May Canada: March	Core faculty
Mar-Aug '09	Develop a <u>plan for financial sustainability</u> beyond the government funding period.	All faculty

Core partners include the two schools who participated together in a previous FIPSENA grant: Dalhousie University (DU) and University of Prince Edward Island (UPEI). New partners are the four schools with faculty new to the FIPSENA program: University of Minnesota, St. Louis University, Benemerita Universidad Autonoma de Puebla (BUAP) and Universidad Autónoma del Estado de Morelos (UAEM)

Attachment 2a: Preparatory Year Objectives/ Benchmarks/Activities/ Timeline
September 1, 2008-August 31, 2009

Objective 2: Faculty formalize student course, service learning component and exchange program Benchmarks for Success:		Responsible person(s)
Time Period	Activities	
Sept. '08- May '09	<ul style="list-style-type: none"> • Website and Blackboard course are developed • Service-learning is a component of course and field experiences • Policies and procedures regarding student exchange program are created 	Project leaders at each partner site assisted by all project faculty and external evaluator/consultant
Sept. '08 – Feb. '09	<p>Formalize institutional commitment to the project through development of the <u>Memorandum of Understanding (MOU)</u></p> <p>Plan and develop new course: <i>Public Health Nursing Across North America – Meeting a Public Health Develop service-learning content in course and establish criteria for service learning sites</i></p> <p>Institute/ cultivate public health/ community contacts for hosting student experience within each country</p> <p>Develop/ cultivate international contacts for exchange program.</p> <p>Develop/ implement web site and telecommunication links.</p>	<p>Faculty Steering Committees</p> <p>Faculty Agency heads</p> <p>Webmaster at University of Minnesota</p>
Jan '08- Aug '09		

Core partners include the two schools who participated together in a previous FIPSENA grant: Dalhousie University (DU) and University of Prince Edward Island (UPEI). New partners are the four schools with faculty new to the FIPSENA program: University of Minnesota, St. Louis University, Benemerita Universidad Autonoma de Puebla (BUAP) and Universidad Autónoma del Estado de Morelos (UAEM)

**Attachment 2a: Preparatory Year Objectives/ Benchmarks/Activities/ Timeline
September 1, 2008-August 31, 2009**

Objective 2: Faculty formalize student course, service learning component and exchange program Benchmarks for Success:		Responsible person(s)
Time Period	Activities	
	<ul style="list-style-type: none"> • Website and Blackboard course are developed • Service-learning is a component of course and field experiences • Policies and procedures regarding student exchange program are created 	Course director/ Blackboard manager at Dalhousie
Dec '08– Feb '09	<u>Establish policies</u> for transfer credit and tuition wavers.	All faculty
Feb – Aug. 2009	<u>Recruit and select students for Year I</u> (first year of course/exchange)	All faculty
Mar-May '09	<u>Finalize plans for student language preparation</u> including costs, locations and schedules.	All faculty; Language departments; Universidad Internacional at Cuemavaca

Core partners include the two schools who participated together in a previous FIPSENA grant: Dalhousie University (DU) and University of Prince Edward Island (UPEI). New partners are the four schools with faculty new to the FIPSENA program: University of Minnesota, St. Louis University, Benemerita Universidad Autonoma de Puebla (BUAP) and Universidad Autónoma del Estado de Morelos (UAEM)

**Attachment 2a: Preparatory Year Objectives/ Benchmarks/Activities/ Timeline
September 1, 2008-August 31, 2009**

Objective 3: Faculty become better acquainted with language and culture of each country. Benchmark for Success:		
• Faculty achieve basic skills in partner countries' language and deeper culture awareness.		
Time Period	Activities	Responsible person(s)
Sept.08- May'09 and ongoing	<ul style="list-style-type: none"> • <u>Outline ongoing faculty language and cultural development plan</u> • <u>Each partner site plans and develops language training program for faculty as needed.</u> • <u>Faculty dialogue/share materials and have discussion regarding cultural awareness/competence</u> 	<p>Faculty and international centers at each partner site</p> <p>Faculty and international centers at each partner site</p> <p>All faculty</p>

Core partners include the two schools who participated together in a previous FIPSENA grant: Dalhousie University (DU) and University of Prince Edward Island (UPEI). New partners are the four schools with faculty new to the FIPSENA program: University of Minnesota, St. Louis University, Benemerita Universidad Autonoma de Puebla (BUAP) and Universidad Autónoma del Estado de Morelos (UAEM)

Attachment 2b: Student Development and Mobility Objectives/Benchmarks/ Activities' Timeline
September 1, 2009 - August 31, 2012 (Proposed Years 2/3/4)

<p>Objective 1: Students are knowledgeable regarding the public health care systems of each of the three countries and the impact of each system on prevention and treatment of chronic disease, including diabetes mellitus Type 2. Benchmarks:</p> <ul style="list-style-type: none"> • Students participate in online course • Students understand concepts of public health and public health nursing. • Students understand distinctions among the public health care systems of each country 		<p>Responsible person(s)</p>
<p>Time Period</p>	<p>Activities</p>	
<p>Jan-June 2010 and annually</p>	<p>Students enroll/participate in online course</p>	<p>Students; Faculty (all partners);</p>
<p>Jan-June 2010 and annually</p>	<p>Studies begun in online course are continued by students while on exchange.</p>	<p>Students; Faculty (all partners);</p>
<p>Jan-June 2010 and annually</p>	<p>Students begin/continue web-based discussions about cultural challenges of public health education and chronic illness.</p>	<p>Students; Faculty (all partners); Webmaster</p>
<p>March 2010, '11, '12</p>	<p>Formative evaluation for <i>online course</i> using <u>Instructor and Question-Builder Course Evaluation forms.</u></p>	<p>Faculty (all partners) distribute to students, assess and analyze; Evaluator review</p>
<p>June 2010, '11, '12</p>	<p>Summative evaluation of <i>online course</i> utilizing <u>Instructor and Question-Builder Course Evaluation forms.</u></p>	<p>Faculty (all partners); distribute to students, assess and analyze; Evaluator review</p>

Core partners include the two schools who participated together in a previous FIPSENA grant: Dalhousie University (DU) and University of Prince Edward Island (UPEI). New partners are the four schools with faculty new to the FIPSENA program: University of Minnesota, St. Louis University, Benemerita Universidad Autonoma de Puebla (BUAP) and Universidad Autónoma del Estado de Morelos (UAEM)

**Attachment 2b: Student Development and Mobility Objectives/Benchmarks/ Activities' Timeline
September 1, 2009 - August 31, 2012 (Proposed Years 2/3/4)**

Objective 2 Students develop and integrate public health nursing knowledge and expertise on a broader intra-continental level within the framework of cultural diversity.		
Benchmarks:		
	<ul style="list-style-type: none"> • Student interactions reflect culturally competent practice • Students achieve basic skills in host country language 	Responsible person(s)
Time Period	Activities	
Sept '2009- June 2010; and annually	Students begin and continue study of language.	Students; Faculty; University Language Departments
Jan2010- June '10 and each year following	Students use web-based discussion site to dialogue with peers and faculty re culture.	Students; Faculty ; web master
Jan2010- June '10 and each year following	Students utilize web-site, dialogue with peers and faculty re health education needs in each country.	Students; Faculty; web master
Jan 2010- June '10 and each year	Students develop project plans, dialogue with students/faculty in host country.	Students; Faculty in home and host countries;

**Attachment 2b: Student Development and Mobility Objectives/Benchmarks/ Activities' Timeline
September 1, 2009 - August 31, 2012 (Proposed Years 2/3/4)**

Objective 2 Students develop and integrate public health nursing knowledge and expertise on a broader intra-continental level within the framework of cultural diversity.		
Benchmarks:		
	<ul style="list-style-type: none"> • Student interactions reflect culturally competent practice • Students achieve basic skills in host country language 	Responsible person(s)
Time Period	Activities	
following March 2010, 11, '12	Plan for cultural immersion exchange experience.	Students; Faculty; University International Centers
June '2010 '11, '12-	Post-course and exchange measure of student cultural awareness utilizing <u>Post-Multicultural Attitude Assessment Scale.</u>	Students; Faculty; external evaluator review

**Attachment 2b: Student Development and Mobility Objectives/Benchmarks/ Activities' Timeline
September 1, 2009 - August 31, 2012 (Proposed Years 2/3/4)**

Objective 3:	Time Period	Activities	Responsible person(s)
<p>Students assist public health nurses make a positive impact on the health of their North American host community served.</p> <ul style="list-style-type: none"> Students understand the responsibilities of the public health nurse role within each of the three countries Students participate in exchange experience Students complete service learning projects 			
	Jan2010-June'10 and each year following	Students use web-based discussion site to dialogue with peers and faculty re public health nurse role.	Students; Faculty; web master
	Jan2010 to June '10 and annually	Students explore topics of cultural diversity, change forces and public health nurse role in <i>online course</i>	Students; Faculty; web master
	Feb 2010; Feb '11; Feb '12	Students complete <u>Pre-Exchange</u> evaluation forms.	Students; Faculty; University International Centers
	Jan2010-June'10 and annually	Students with educational projects develop health promotion educational materials reflecting the valuing of diversity, in the host country's language and their own.	Students; Faculty; University Language Departments ; clinical nurses at host sites

**Attachment 2b: Student Development and Mobility Objectives/Benchmarks/ Activities' Timeline
September 1, 2009 - August 31, 2012 (Proposed Years 2/3/4)**

<p>July 2010 and ongoing</p>	<p>Students share educational projects with peers and public health professionals in home country at home agencies.</p>	<p>Students; Faculty; local public health agencies</p>
<p>Jan 2010- June 2010 and annually</p>	<p>Students with research or policy projects work with local public health agency staff on diabetes-related data collection and analysis, or policy development efforts.</p>	<p>Students; Faculty; local public health agencies</p>
<p>July 2010 and ongoing</p>	<p>Students share results of research activities with peers and public health professionals in home country</p>	<p>Students; Faculty; local public health agencies</p>
<p>June 2010 June '11 June'12</p>	<p>Students complete <u>Post-Exchange</u> evaluation forms.</p>	<p>Students; Faculty; external evaluator review</p>

**Attachment 2b: Student Development and Mobility Objectives/Benchmarks/ Activities' Timeline
September 1, 2009 - August 31, 2012 (Proposed Years 2/3/4)**

Objective 4: Students understand how health care beliefs and values impact public health educational and research initiatives		
Benchmarks:		
• Students understand the relationship between health care beliefs and values and public health initiative success.		
Time Period	Activities	Responsible person(s)
Spring semester 2010, 2011, 2012	Students on exchange analyze and evaluate the impact/results/ receptivity noted in relation to their <u>service-learning projects</u> .	Students; Faculty; public health agencies
Spring semester 2010, 2011 and 2012	Students complete descriptive reports of their service-learning projects and present to peers and public health professionals in <u>host country</u> .	Students; Faculty; public health agencies
Summer and/or fall 2010, 2011, 2012	Students complete descriptive reports of their service-learning projects and present to peers and public health professionals in <u>home country</u> .	Students; Faculty; public health agencies

Attachment 3a: Endorsement letters

UNIVERSITY OF MINNESOTA

Twin Cities Campus

*Officer of the Dean
School of Nursing*

*3-140 Weaver-Denstund Hall
408 Harvard Street S E
Minneapolis, MN 55455*

*Office: 612-624-5959
Fax: 612-626-6291
www.nursing.umn.edu*

April 1, 2008

Frank Frankfort
Fund for the Improvement of Post Secondary Education
Program for North American Mobility in Higher Education
1990 K Street N.W., 6th Floor
Washington, DC 20006-8544

Dear Mr. Frankfort:

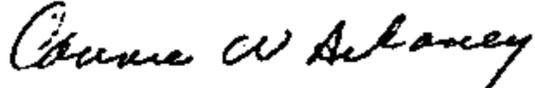
I strongly support the leadership and participation of The University of Minnesota School of Nursing in the FIPSE Program for North American Mobility in Higher Education. We understand that we are partnering with the University of St. Louis, as the other US institution. The University of Minnesota School of Nursing, as the lead institution on this grant, will coordinate the participation of the US partner, as well as the two partners in Canada and the two partners in Mexico. In Canada, partners are the University of Prince Edward Island, in Prince Edward Island, and Dalhousie University in Novo Scotia; these universities participated in the past. In Mexico, our partners are Benemerita Universidad Autonoma at Pueblo, and Universidad Autónoma del Estado de Morelos at Cuernavaca. This project entitled, Cultural Immersion Service Learning in Public Health Nursing is innovative and timely in its goal to foster student exchange among the students in the three countries and to address the needs of people with Diabetes in a service learning immersion experience. This exciting initiative is congruent with the strategic plans of the University of Minnesota, the Academic Health Center and the University of Minnesota's Office of International Student and Scholar Services, all of which clearly identify international education partnerships and student exchange opportunities as priorities. In the School of Nursing, we have a goal for all of our students to have an experience in international health care.

This letter specifically endorses the following stated objectives and purpose of this project:
Nursing students will be

- a) prepared for international public health nursing practice, learning how to make a positive impact on the health of their communities, especially those populations at risk for diabetes mellitus in our three countries
- b) better able to address the challenges of chronic illness in a culturally sensitive way
- c) introduced to the policy-making process in both their home country and country of exchange as it relates health care, especially health promotion activities
- d) provided the opportunity to put into practice what they have learned regarding culturally competent care and intervention strategies while participating in a service-learning project in the community/region they visit on exchange
- e) receive a Certificate of International Public Health Nursing upon completion of the program.

We look forward to contributing to this innovative and ambitious initiative.

Sincerely,



Connie W. Delaney, PhD, RN, FACMI, FAAN
Dean and Professor

UNIVERSITY OF MINNESOTA

Twin Cities Campus

*Academic Health Center
Office of the Senior Vice President
for Health Sciences*

*Mayo Mail Code 501
420 Delaware Street S.E.
Minneapolis, MN 55455-0374*

*612-626-3700
Fax: 612-626-2111*

*Offices located at:
410 ChRC
426 Church Street S.E.
Minneapolis, MN 55455-0374*

March 31, 2008

Frank Frankfort
Program for North American Mobility in Higher Education
US Department of Education
Fund for the Improvement of Postsecondary Education
1990 K Street, NW, 6th Floor
Washington, DC 20006-8544

Dear Mr. Frankfort:

I am writing to express strong support for the School of Nursing in the Academic Health Center and the University of Minnesota to participate in the FIPSE program for North American Mobility in Higher Education, entitled, "Cultural Immersion Service Learning in Public Health Nursing." I understand that the School of Nursing at the University of Minnesota, as lead institution, will coordinate the participation of our partners in Canada and Mexico. In Canada, partners are the University of Prince Edward Island, in Prince Edward Island, and Dalhousie University in Nova Scotia; these universities participated in the past. In Mexico, our partners are Benemerita Universidad Autonoma at Pueblo, and Universidad Autónoma del Estado de Morelos at Cuernavaca.

This exciting initiative is congruent with the strategic plans of both the Academic Health Center and the University of Minnesota's Office of International Programs. Further, it builds upon the previous successful international exchange program – *Collaborative Learning Across Borders: Partnering Students, Faculty and Community* – led by Dr. Alice Kuehn, one of our chief consultants, and Connie Delaney, Dean of the School of Nursing and program external evaluator between 2002 and 2006. The University of Minnesota Academic Health Center is one of the most comprehensive education and research facilities for health professionals in the nation. The six schools and colleges that make up our Academic Health Center include the disciplines of medicine, dentistry, nursing, pharmacy, public health, and veterinary medicine. Strong interdisciplinary centers and programs in bioethics, cancer, genomics, infectious disease, drug design, food safety, and spirituality and healing augment our broad range of professional health education and research efforts. Throughout our history, the Academic Health Center has prepared the health professionals who care for Minnesotans. We are well known for our biomedical and technological firsts from open-heart surgery and cardiovascular devices to liver transplants, stem cell therapy, and functional MRI of the brain. The Office of International Programs (OIP) is the central coordinating international office for the University of Minnesota system. With a goal of "preparing global citizens," OIP promotes the internationalization of the teaching, research, and outreach missions of the University.

As Chief Academic Officer of the Academic Health Center (AHC) at the University, responsible for oversight and planning for all academic programs and academic support functions, I wish to affirm that our office is enthusiastic about those opportunities that allow our students to gain a

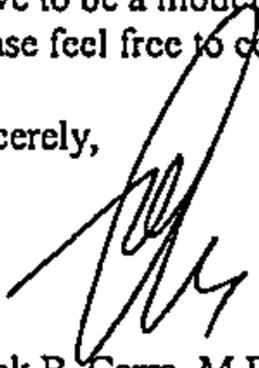
Frank Frankfort
March 31, 2008
Page 2

cross-cultural perspective in the course of their academic experience here. Exchanging School of Nursing students in their public health nursing course with schools of nursing in Canada and Mexico can ultimately produce nurse leaders well –prepared for international public health nursing practice and well-grounded in cultural awareness, both attributes so vital in our world today. In addition, service-learning is a well-accepted concept here; with this experience having its international public health focus, students are able to provide a needed service to people in these various locations and are able to participate in a valuable learning experience as well.

With assistance from the US Department of Education through this funding from the Institute for Post Secondary Education, the University of Minnesota can greatly increase student nurse exchanges, particularly at the undergraduate level. Students who exchange from Canada and Mexico will have full access to assistance from the Office of Student and Career Advancement Services in the School of Nursing and from the Center for International Studies where staff will guide students in the processes of registration and acculturation, respectively. Participating students will be encouraged to apply for scholarships and other support mechanisms available through the OIP and/or the School of Nursing and to participate in language preparation in language courses within the university and/or local colleges and adult education programs.

We are pleased to endorse this innovative project and have every confidence that the project will prove to be a model for other universities. Should you require additional information from me, please feel free to contact me at, 612-626-3700 or at cerra001@umn.edu.

Sincerely,



Frank B. Cerra, M.D.
Senior Vice President for Health Sciences
McKnight Presidential Leadership Chair

UNIVERSITY OF MINNESOTA

Twin Cities Campus

International Student and Scholar Services

*190 Hubert H. Humphrey Center
301 19th Ave. South
Minneapolis, Minnesota 55455
Office: (612) 626-7100
Fax: (612) 626-7361
iss@tc.umn.edu
www.iss.umn.edu*

April 1, 2008

Frank Frankfort
Fund for the Improvement of Post Secondary Education
Program for North American Mobility in Higher Education
1990 K Street N.W., 6th Floor
Washington, DC 20006-8544

Dear Mr. Frankfort:

I strongly support the participation of the University of Minnesota School of Nursing in the FIPSE Program for North American Mobility in Higher Education. The University of Minnesota School of Nursing, as the lead institution on this grant, will coordinate the participation of the US partner, as well as the two partners in Canada and the two partners in Mexico. In Canada, partners are the University of Prince Edward Island, in Prince Edward Island, and Dalhousie University in Nova Scotia; these universities participated in the past. In Mexico, our partners are Benemerita Universidad Autonoma at Pueblo, and Universidad Autónoma del Estado de Morelos at Cuernavaca. This project entitled, Cultural Immersion Service Learning in Public Health Nursing, is innovative and timely in its goal to foster student exchange among the students in the three countries and to address the needs of people with Diabetes in a service learning immersion experience. This exciting initiative is congruent with the strategic plans of the University of Minnesota, the Academic Health Center and the University of Minnesota's Office of International Student and Scholar Services, all of which clearly identify international education partnerships and student exchange opportunities as priorities. The School of Nursing has an additional goal for all of our students to have an experience in international health care.

International Student and Scholar Services (ISSS) is the office dedicated to serving the University of Minnesota's international community. Its primary mission is to assist international students and scholars in successfully accomplishing the goals that brought them to the University, by using all available resources. In addition, ISSS supports the University of Minnesota's international efforts by helping departments to bring new foreign nationals to our four campuses and communities, by providing intercultural training for students, staff, and faculty, and by offering events that build links between the U.S. and international campus communities. ISSS is part of the Office of International Programs, in the purview of the University's Executive Vice President and Provost.

UNIVERSITY OF MINNESOTA

Twin Cities Campus

International Student and Scholar Services

*190 Hubert H. Humphrey Center
301 19th Ave. South
Minneapolis, Minnesota 55455
Office: (612) 626-7100
Fax: (612) 626-7361
iss@tc.umn.edu
www.iss.umn.edu*

We are excited to partner with the School of Nursing to develop this project and to provide support for the cultural immersion student experience for all students involved.

Sincerely,

Kay A. Thomas, PhD
Director
International Student and Scholar Services



3523 Caroline Street
St. Louis, MO 63104
Phone: 314-977-8900
Fax: 314-977-8949
www.slu.edu

**SAINT LOUIS
UNIVERSITY**

**Daisy College of Health Sciences
School of Nursing**

March 27, 2008

Kathie Krichbaum, PhD, RN
Interim Associate Dean for Academic Programs
School of Nursing, University of Minnesota
5-140 Weaver Densford Hall
308 Harvard Street S.E.
Minneapolis, MN 55455

Dear Dr. Krichbaum,

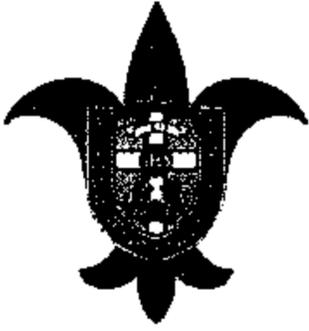
St. Louis University School of Nursing is pleased to support the FIPSE program for North American Mobility in Higher Education, entitled *North American Partners in Public Health Nursing Education*. This application is in response to the U.S. Catalog of Federal Domestic Assistance (CFDA) program number 84.116N.

St. Louis University is proud of its history in providing higher education in Spanish at our Madrid, Spain campus. The School of Nursing assisted in this endeavor by initiating a Bachelor of Nursing degree on that campus. The Madrid campus students come to the main campus of Saint Louis University in St. Louis, MO for their final courses including their Public Health Nursing. We are very pleased that we have the ability to offer the students content related to nursing care in their native language. In addition, this experience enables students to better understand the concepts of health literacy and trans-cultural care.

St. Louis University School of Nursing is pleased to offer our students another opportunity to work with the Hispanic population and work cross culturally with Mexican and Canadian nurses. Dr. Reese met with the students in the previous program, *Collaborative Learning Across Borders: Partnering Students, Faculty and Community*. She was very impressed with the language skills the students had learned and the ability to be at ease with each other. She is excited to be a part of this next phase of the endeavor and is looking forward to introducing the students to health care, particularly, preventive diabetic health in St. Louis. We all are aware of the devastation that diabetes mellitus can have on a person's life and how the rates are rising. This program is an innovative approach that highlights the necessity for a focus on health promotion in nursing education. If you need to contact me, I can be reached at 314-977-8909 or at tmurray4@slu.edu.

Sincerely yours,

Teri Murray, PhD, RN
Director, St. Louis University School of Nursing



221 North Grand Boulevard
DuBois Hall, Room 106
St. Louis, MO 63103
Phone: 314-977-3078
Fax: 314-977-3079
www.slu.edu

**SAINT LOUIS
UNIVERSITY**

March 31, 2008

Office of the Provost

Katherine Krichbaum, Ph.D., RN
Interim Associate Dean for academic Programs
School of Nursing
5-140 Weaver Densford Hall
308 Harvard Street S.E.
University of Minnesota
Minneapolis, MN 55455

Dear Dr. Krichbaum,

Saint Louis University is pleased to support the IHPSE program for North American Mobility in Higher Education entitled *North American Partners in Public Health Nursing Education*. This application is in response to the U.S. Catalog of Federal Domestic Assistance (CFDA) program number 84.116N.

We have a history of international education. Just recently we had an immersion trip to San Salvador for interested nursing students. We also have a campus in Madrid, Spain that fosters collaboration with our European counterparts. The endeavor that you describe will offer us another method of enriching the educational process of our nursing students. This interaction will serve as the basis for a future of working together for the improvement of health of the peoples of the North American continent. Finally, the Hispanic population in our city will benefit from care by health care providers who will be culturally and linguistically competent to work with them.

I understand that the project is to provide postsecondary education opportunities for the formation of educational consortia of American, Canadian and Mexican institutions to encourage cooperation in the coordination of curricula, the exchange of students and the opening of educational opportunities among the U.S., Canada, and Mexico.

I am delighted that Saint Louis University has been invited to participate in this project.

Sincerely,

Joe Weixmann, PhD
Provost



221 North Grand Boulevard
Dufourg Hall 150
St. Louis, MO 63103
Phone: 314 977 2318
Fax: 314 977 3412
www.slu.edu

SAINT LOUIS
UNIVERSITY

Office of International Services

March 27, 2008

Kathie Krichbaum, Ph.D., R.N.
Interim Associate Dean for Academic Programs
School of Nursing, 5-140 Weaver Densford Hall
308 Harvard Street, S.E.
University of Minnesota
Minneapolis, MN 55455

Dear Dr. Krichbaum:

The Office of International Services at Saint Louis University is excited to support the FIPSE program for North American Mobility in Higher Education, entitled *North American Partners in Public Health Nursing Education*. This application is in response to the U.S. Catalog of Federal Domestic Assistance (CFDA) program number 84.116N.

We have discussed the grant with Dr. Cordie Reese at Saint Louis University's School of Nursing and believe this grant falls in-line with our commitment to help increase international diversity in our campus and within our St. Louis community. As a member of the Hispanic community myself, I am well aware of the importance of having appropriate health care that crosses cultural borders and fully support Dr. Reese's continuing and increasing work efforts with the Hispanic population here in St. Louis, and to work cross-culturally with Mexican and Canadian nurses. Only good things can come from joint efforts such as this grant.

The Office of International Services at Saint Louis University will be more than happy to assist Dr. Reese's efforts, as well as the grant's goal, in any way we can.

If you have any questions, please don't hesitate to contact me at (314) 977-3434, or via e-mail, at Betancj@slu.edu.

Best Regards,

Ismael J. Betancourt, E.M.I.B.
Manager, Office of International Services
Saint Louis University

April 4, 2008

Program for North American Mobility in Higher Education
International Academic Mobility
National Office of Literacy and Learning Branch
Human Resources & Social Development Canada
140 Promenade du Portage, Phase IV
Gatineau, Quebec K1A 0J6

Dear Sir or Madam:

Re: Support for the North American Partners in Public Health Education Proposal
(Consortium Identification #MCU44)

As Director of the School of Nursing at Dalhousie University, I am pleased to support the proposal entitled *North American Partners in Public Health Education* submitted by Dr Barbara Downe-Wamboldt. This project has the potential of enhancing culturally competent care, health outcomes and policy development for populations with chronic illness in the North American community.

The proposed project is consistent with the Academic Plan of the School of Nursing (2007-2012) and with the community and public health nursing focus within our baccalaureate, master's and doctoral degree programs. Additionally, our faculty have programs of research and projects in women's and family health, community and public health nursing, as well as in the social determinants of health, environmental health disparities, and transcultural nursing and diversity that would provide multiple opportunities for the enhancement of the participants' learning experiences and the achievement of the project's objectives.

The School of Nursing strongly supports international collaboration in higher education in nursing and is eager to promote knowledge development, and quality health care, in the global community. For these reasons, I am pleased to provide my strong support for this innovative project.

Sincerely,



Patricia L. Sullivan, PhD, RN
Professor and Director

School of Nursing • 5869 University Avenue • Halifax, NS B3H 3J5, Canada
Tel: 902.494.7535 • Fax: 902.494.3487 • Email: nursing@dal.ca • www.dal.ca/nursing

Our mission is to advance health and social justice by educating nurses, generating and applying nursing knowledge, and informing health-related public policy.
Bachelor of Science in Nursing (Basic) • Bachelor of Science in Nursing (Post RN) • Bachelor of Science in Nursing (Arctic Nursing)
Master of Nursing • Master of Nursing/Health Services Administration • PhD (Nursing) Program



Dalhousie University

Research Services
Office of the Vice-President
Room 321

Henry Hicks Academic Administration Building
Halifax, Nova Scotia
Canada B3H 4H6
Tel: (902) 494-6513
Fax: (902) 494-1595

4 April 2008

Mr. Tom McCloskey
Program for North American Mobility in Higher Education
International Academic Mobility, Learning Branch
Human Resources and Social Development Canada
200 Montcalm Street, Tower 2, Ground Floor
Gatineau, QC K1A 0J9

Dear Mr. McCloskey,

**Re: Program for North American Mobility In Higher Education (NAMHE) 2008:
North American Partners In Public Health Nursing Education**

It is with pleasure that I write this letter to confirm that Dalhousie University is in full support of the proposed NAMHE program "*North American Partners in Public Health Nursing Education*", submitted by a consortium of institutions from Canada, the United States, and Mexico. The objective of this program is to prepare Canadian, American and Mexican nursing students for international public health nursing practice focused on chronic illness.

This proposed program builds upon existing strengths in Dalhousie's School of Nursing and supports the School's efforts to internationalize the curriculum it offers to students. It is also very much in keeping with the greater institutional mission of Dalhousie University, which purports in part to "involve students, faculty, staff and associates in international activities to enrich the teaching, research and community service functions of the university."

In support of this program, Dalhousie is prepared to enter into agreements for credit transfer and tuition fee waivers with the proposed program partners. In addition, Dalhousie's Lester Pearson International (LPI) provides overall support to the range of the university's international activities, and Dalhousie's International Student & Exchange Services (ISES) provides services to incoming international students and to Dalhousie students undertaking international placements. Both units will be available to support activities associated with this proposed program.

We are pleased to be working in partnership with our proposed Canadian, American, and Mexican partners in this exchange of expertise and students in the field of nursing. We look forward to your favourable consideration of this proposal.

Yours sincerely,

Dr. W. Carl Breckenridge
Vice-President Research

cc: P. Sullivan (School of Nursing)
P. Rodee (LPI)
K. Healey (ISES)



UNIVERSIDAD AUTÓNOMA DE PUEBLA
CALLE SAN FRANCISCO S/N
CALLE 16 DE SEPTIEMBRE S/N
PUEBLA, PUEBLA, MÉXICO
C.P. 72500

Office No. 956-DGPRSA/2008

Frank B. Cerna, M.D.
Senior Vice President for Health Sciences
McKnight Presidential Leadership Chair
University of Minnesota, USA

Dear Dr. Cerna:

Please receive my warmest regards. I would like to inform you that the School of Nursing of the Benemérita Universidad Autónoma de Puebla (BUAP) is interested in participating in the North American Mobility in Higher Education Program through the Project "North American Partners in Public Health Nursing Education" represented by a consortium of institutions from the United States of America, Canada and Mexico. The interest of the School of Nursing to participate in this mobility program is part of one of the current policies of our University related to the internationalization of the curricula. It is important to mention that in support of this program BUAP has the faculty to recognize the studies that students may undertake if they participate in this consortium. Hoping that this Project will be approved by the corresponding organizations.

ENCUENTRELY
BENEMÉRITO, PARA VIVIR MEJOR!
16 DE SEPTIEMBRE DE ABRIL 3, 2008

~~MIRÓ RAMÓN FERNÁNDEZ FROILAN
DIRECTOR OF INTERNATIONAL RELATIONS
AND ACADEMIC EXCHANGE
OF THE BUAP~~

Director General de Relaciones Internacionales y Intercambio Académico
Benemérita Universidad Autónoma de Puebla

Escuela de Enfermería de la BUAP
Calle
Puebla

450 005 104 (Teléfono de la Facultad de Enfermería) - 450 005 1000 (Puebla, México)
01 52 222 227 5510 ext. 3082 - 3087 - Fax: 01 52 222 227 5510 - Fax: 01 52 222 227 5510



RECTORIA

BENEMÉRITA
UNIVERSIDAD AUTÓNOMA DE PUEBLA

Oficio Número 041/008

Frank B. Cerra, M.D.
Senior Vice-President for Health Sciences
McKnight Presidential Leadership Chair
University of Minnesota, USA

Please receive my warmest regards. I would like to inform you that the School of Nursing of the Benemérita Universidad Autónoma de Puebla (BUAP) forms part of the North American Mobility in Upper Education Program known as "North American Partners in Public Health Nursing Education" represented by a consortium of Institutions from the United States of America, Canada and Mexico.

The participation of the School of Nursing in the program of mobility is based upon the policy of our University in reference to the Internationalization of the curriculum. It is important to mention that in support of the program the BUAP, is prepared to sign Agreements with the Secretary of Public Education and with partners institutions of the consortium. In this manner, I would like to inform you that I have no reserves in supporting this innovative program which will be a model for other universities.

SINCERELY
"PENSAR BIEN, PARA VIVIR MEJOR"
H. PUEBLA DE Z., ABRIL 3, 2008.

MTRD. ROBERTO ENRIQUE AGÜERA IBÁÑEZ
RECTOR OF THE BUAP

C.c.p. School of Nursing of the BUAP
C.c.p. File
C.c.p. Minutes

Attachment 3b: Other letters of support

Sinclair School of Nursing
University of Missouri-Columbia

Alice Kuehn, PhD, RN
University of Missouri-Columbia
5253 Sinclair School of Nursing
Columbia, Missouri 65211-4120
Phone (573) 882-0232
Fax (573) 884-4544
E-mail KuehnA@missouri.edu

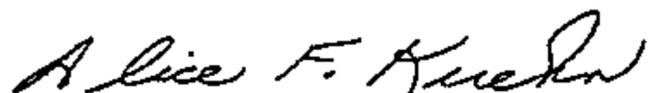
April 4, 2008

Frank Frankfort, PhD
Program for North American Mobility in Higher Education
US Department of Education
Fund for the Internationalization of Postsecondary Education
1990 K Street, NW, 6th Floor
Washington, DC 20006-8544

Dear Dr. Frankfort,

I am pleased to accept the invitation to serve as consultant and external evaluator of this FIPSE North American Mobility proposal - *Cultural Immersion Service Learning in Public Health Nursing*. I agree to assist with the implementation of the proposal, the completion of the Memorandum of Understanding, the design of the shared on-line course and evaluation of the curriculum, exchange process, and overall success of the project. As consultant, I will work with project faculty to educate site personnel about the project; and assist with submission of manuscripts and conference presentations. My major role in the project will be to serve as external evaluator, working to ensure annual and overall project objectives are met in a timely and appropriate fashion. My previous experiences as project director of a FIPSE North American Mobility grant and numerous other grants, and service as grant reviewer and project evaluator for HRSA has prepared me for this evaluator role and I look forward to working with these well-established nursing programs in this new collaborative initiative.

Sincerely,



Alice F. Kuehn, PhD, RN
Associate Professor, Emeritus

April 1, 2008

Frank Frankfort, PhD
Program for North American Mobility in Higher Education
US Department of Education
Fund for the Internationalization of Postsecondary Education
1990 K Street, NW, 6th Floor
Washington, DC 20006-8544

Dear Dr. Frankfort:

I am pleased to accept the invitation to serve as Mexico student exchange coordinator for the FIPSE North American Mobility proposal - *Cultural Immersion Service Learning in Public Health Nursing*. I agree to coordinate the visits of the students from the United States and Canada to Mexico, and assist in the visits of the Mexican students to the United States and Canada, coordinate the Spanish language and culture studies, write the guide for students going to Mexico, and in general serve as a liaison between the Hispanic and English countries.

Having received an MA in Spanish literature from the University of Missouri and completed post graduate work in France, Italy, Mexico, and Panama, I feel my educational background has prepared me well for this position. I continue to teach the Spanish course for Health Care Professionals at the University of Missouri Sinclair School of Nursing where I introduce students to the Hispanic world. I have traveled to Mexico with more than 600 students during my many years as Coordinator for Mexico Programs for the International Center, as an instructor of Spanish for the Department of Romance Languages, and as a professor of Foreign Language Methodology for the College of Education at the University of Missouri-Columbia and facilitated the first official exchange programs between Mexican universities and the University of Missouri. Most recently my experience has been an exchange coordinator for all partners of the North American Mobility in Higher Education grant which focused on the role of the nurse in North America. As member of Rotary, I have served as Rotary Short Term Cultural Exchange Coordinator, facilitating Mexico exchange grants for the Columbia (Missouri) Rotary Club and their partner club, *Cuernavaca Oriente* in Mexico. In 2006 I was chosen as a faculty international representative for the Universidad Internacional, Cuernavaca, Mexico, and on April 7th, 2007, received the Citation of Merit Award from the University of Missouri-Columbia College of Education for my work outside traditional education environments, including working with nursing students and faculty from two different institutions in three countries – Canada, USA and Mexico, as well as with many students and faculty in Mexican schools. In February 2008 I organized and

directed the Travel Spanish course for the MU Osher Life Long Learning program. Another area of contribution is my work on call as a Spanish interpreter for the University of Missouri Hospitals and Clinics.

I am excited to be a part of this developing new team of nursing professionals planning this service learning project in Mexico.

Sincerely yours,

Judy Elliott, MA, Spanish Language Specialist
Mexico Exchange Coordinator
Consultant/ Project Exchange Coordinator



Protecting, maintaining and improving the health of all Minnesotans

Frank Frankfort
Program for North American Mobility in Higher Education
US Department of Education
Fund for the Improvement of Postsecondary Education
1990 K Street, NW, 6th Floor
Washington, DC 20006-8544

April 1, 2008

Dear Mr. Frankfort:

The Minnesota Health Department enthusiastically supports participation of the University of Minnesota School of Nursing in the FIPSE program for North American Mobility in Higher Education, entitled *Cultural Immersion Service Learning in Public Health Nursing*. This application is a response to the U.S. Catalog of Federal Domestic Assistance (CFDA) program number 84.116N. I understand that the School of Nursing at the University of Minnesota, as lead institution, will coordinate the participation of partners in Canada and Mexico and will work with the Minnesota Department of Health to develop a cultural immersion experience for students who participate in this program.

At the Minnesota Health Department (MDH), we are proud of our leadership role in providing a healthy and safe environment for the residents of our state, and for our visitors. We have been diligently working the past few years to better serve the needs of a rapidly increasing population affected by Diabetes. Populations in which there has been a noticeable increasing prevalence is in our American Indian and Latino groups. As we continue providing essential services to these groups, our program is committed to the professional development of our staff and to creating experiential learning opportunities for students, especially students in baccalaureate nursing programs. We have a long history of working with the University of Minnesota School of Nursing to provide these opportunities for students in the school.

We are delighted to be invited to participate in this ground-breaking public health care initiative. We understand that Gretchen Taylor, MPH, RD, Manager of the MDH Diabetes Program, will participate in the School of Nursing's Advisory Committee as the school works to design and implement this program of exchange and cultural immersion.

Sincerely,

A handwritten signature in cursive script that reads "Mary S. Manning". The signature is written in black ink and is positioned above the printed name and title.

Mary Manning, MPH, RD

Director, Division of Health Promotion and Chronic Disease



April 3, 2008

Tom McCloskey
Program for North American Mobility in Higher Education International Academic
Mobility
Learning Branch
Human Resources and Social Development Canada
200 Montcalm Tower 11, Ground Floor
Gatineau, Quebec
K1A 0J9

Dear Mr. McCloskey

As the Regional Director for the Canadian Diabetes Association in Nova Scotia, I am delighted to offer my support for the proposal being submitted by Dalhousie University School of Nursing for funding through the Program for North American Mobility in Higher Education. The Nova Scotia Region of the Canadian Diabetes Association is very supportive of an opportunity to collaborate with Dalhousie University School of Nursing and its North American partners.

More than 2 million Canadians are living with diabetes. The Canadian Diabetes Association, together with its regional partners, works with policy-makers at all levels of government, to recognize diabetes as a significant public health issue, and to take appropriate action.

I strongly recommend this proposal for funding as it has great potential to further develop nursing's contributions to health care teams involved in strengthening public health efforts to combat diabetes in Canada and across North America.

Sincerely,

A handwritten signature in black ink, appearing to read "Lisa Matte".

Lisa Matte
Regional Director

Nova Scotia Region
101-137 Chain Lake Dr Halifax Nova Scotia
T: (902) 453-4232 F: (902) 453-4440 1-800-BANTING (226-8464)
diabetes.ca
Charitable Number 11883 0744 RR0001



Capital Health

Public Health Services

7 Mellor Ave.

Unit #5

Dartmouth, N.S.

B3B OE8

Tel. (902) 481-5800

Fax (902) 481-5803/5802

April 2, 2008

Mr. Tom McCloskey
Program for North American Mobility in Higher Education
International Academic Mobility Learning Branch
Human Resources and Social Development Canada
200 Montcalm Tower 11, Ground Floor
Gatineau, Quebec
K1A 0J9

Dear Mr. McCloskey,

As the Director of Public Health Services, I am pleased to support a proposal for funding through the Program for North American Mobility in Higher Education.

We are pleased to contribute to this project by working with Dalhousie University School of Nursing and its North American partners to provide opportunities for students to participate in public health nursing experiences. Public Health Services has been engaged in a strong partnership with the Dalhousie University School of Nursing for many years, including a number of successful projects related to public health nursing practice. This project is another example of leadership in education, nursing practice and collaboration.

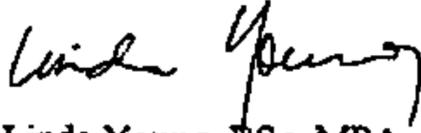
Nurses play a crucial role in public health programs in Nova Scotia and across North America. It is imperative that nursing students and faculty have as many opportunities as possible to understand and to respond to local, national and international public health issues. The proposed project provides a variety of opportunities for students to learn and to contribute meaningfully on a North American scale, enhancing the exchange of ideas and innovations in many jurisdictions. The proposed online public health nursing course will support the education of future public health nurses by preparing them to respond to public health challenges regardless of location. The exchange experiences will be

Healthy People, Healthy Communities

valuable to all partners involved by fostering collaboration and understanding of public health issues such as factors affecting the incidence of diabetes, a major public health concern in this country.

This project provides an opportunity for collaboration and learning which will result in improved public health practice in Nova Scotia and many other jurisdictions. I strongly recommend this proposal for funding and look forward to our involvement in the project.

Sincerely,



Linda Young, BSc, MPA
Director, Public Health Services
Capital District Health Authority



Department of
Health

Ministère de
la Santé



16 Garfield Street
PO Box 2000, Charlottetown
Prince Edward Island
Canada C1A 7N8

16, rue Garfield
C.P. 2000, Charlottetown
Île-du-Prince-Édouard
Canada C1A 7N8

April 7, 2008

Program for North American Mobility
In Higher Education
Learning and Literacy Directorate
Human Resources Development Canada
Jules Leger Building
10th Floor- 25 Eddy Street
Hull, Quebec K1A 0M5

To whom it may concern:

I am writing in support of the proposal entitled, "North American Partners in Public Health Nursing Education," developed in collaboration with partners at the University of Prince Edward Island, University of Minnesota; St. Louis University; Dalhousie University (NS); Benemerita Universidad Autónoma de Puebla (MEX); and Universidad Autónoma del Estado de Morelos (MEX). This collaborative project provides students and faculty the opportunity to examine public health systems, population health approaches, the role of the Primary Health Nurse (PHN) and the cultural impact upon public health initiatives in each North American country. I understand that the specific goals of the project are to develop and integrate PHN knowledge and expertise on a continental level through participation in an on-line course, to present preventive educational projects and/or work with PHN initiatives or researchers in the host country relating to diabetes, to understand how health care beliefs and values impact public health initiatives, and to develop expertise in international partnering through a mentorship program.

Students, faculty and nursing leaders will have the opportunity to learn from each other and the people we serve here at Public Health with regards to language, culture, social needs, health promotion and education. Students can partner with our nurses and both will benefit. This project supports an innovative nursing education approach in which students from various nursing programs are sharing international experiences. I strongly endorse this North American Mobility project proposal. I thank you for your consideration of the proposal's scientific merit and urge your consideration of funding for this important work.

Yours sincerely,

A handwritten signature in black ink, appearing to read "P. Trainor", written over a horizontal line.

Pamela Trainor, Director
Corporate Services Division

www.gov.pe.ca



Department of Health

Ministère de la Santé



Primary Care
Public Health Nursing
161 St. Peters Road
PO Box 2000, Charlottetown
Prince Edward Island
Canada C1A 7N8

Services de soins primaires
Services infirmiers de la santé publique
161, chemin St. Peters
C.P. 2000, Charlottetown
Île-du-Prince-Édouard
Canada C1A 7N8

April 7, 2008

Program for North American Mobility
In Higher Education
Learning and Literacy Directorate
Human Resources Development Canada
Jules Leger Building
10th Floor- 25 Eddy Street
Hull, Quebec K1A 0M5

To whom it may concern:

It is a pleasure to write this letter of support for the enclosed proposal entitled, "North American Partners in Public Health Nursing Education," developed in collaboration with partners at the University of Prince Edward Island, the University of Minnesota; St Louis University; Dalhousie University (NS); Benemerita Universidad Autónoma de Puebla (MEX); and Universidad Autónoma del Estado de Morelos (MEX).

This collaborative project provides students and faculty the opportunity to examine public health systems, population health approaches, the role of the Primary Health Nurse (PHN) and the cultural impact upon public health initiatives in each North American country. Students, faculty and nursing leaders will have the opportunity to learn from each other and the people we serve here at Public Health with regards to language, culture, social needs, health promotion and education. Students can partner with our nurses and both will benefit. This project supports an innovative nursing education approach in which students from various nursing programs are sharing international experiences.

I strongly endorse this North American Mobility project proposal. I thank you for your consideration of the proposal's scientific merit and urge your consideration of funding for this important work.

Sincerely,

Valerie Nicholson
Public Health Coordinator Central

AFK/2.27.07

Tel/Tél. : 902 368 4530

www.gov.pe.ca

Fax/Télé. : 902 368 4497



UNIVERSITY of
PRINCE EDWARD ISLAND

350 University Avenue
Charlottetown
Prince Edward Island
Canada C1A 4P1

April 7, 2008

Program for North American Mobility
In Higher Education
Learning and Literacy Directorate
Human Resources Development Canada
Jules Leger Building
10th Floor- 25 Eddy Street
Hull, Quebec K1A 0M5

To whom it may concern

Re: North American Partners in Public Health Nursing Education

It is with great pleasure that I write this letter to confirm that the University of Prince Edward Island is in full support of the enclosed proposal entitled, "North American Partners in Public Health Nursing Education," developed in collaboration with partners at the University of Minnesota; St Louis University; Dalhousie University (NS); Benemerita Universidad Autónoma de Puebla (MEX); and Universidad Autónoma del Estado de Morelos (MEX).

This collaborative project provides students and faculty the opportunity to examine public health systems, population health approaches, the role of the Primary Health Nurse (PHN) and the cultural impact upon public health initiatives in each North American country. I understand that the specific goals of the project are to develop and integrate PHN knowledge and expertise on a continental level through participation in an on-line course, to present preventive educational projects and/or work with PHN initiatives or researchers in the host country relating to diabetes, to understand how health care beliefs and values impact public health initiatives, and to develop expertise in international partnering through a mentorship program.

This proposal is very much in keeping with the greater mission of internationalizing the University of Prince Edward Island. This mission seeks to involve students, faculty and associates in international activities to enrich teaching, research and community service functions of the university. The University of Prince Edward Island is pleased to be working in partnership with the proposed Canadian, Mexican and American partners in this exchange of expertise and students in the field of nursing. I look forward to your favourable consideration of this proposal.

Yours sincerely,

H. Wade MacLauchlan
President and Vice-Chancellor

Office of the President

Tel: (902) 566-0400
Fax: (902) 628-4311

Attachment 4: Detailed biosketches, U.S. Partners

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel and other significant contributors in the order listed on Form Page 2.
Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME Krichbaum, Kathleen E.	POSITION TITLE Associate Professor		
eRA COMMONS USER NAME			
EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)</i>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(s)	FIELD OF STUDY
Carlow College, Pittsburgh, Pennsylvania	BSN	1969	Nursing
University of Minnesota, Minneapolis, Minnesota	MS	1979	Nursing
University of Minnesota, Minneapolis, Minnesota	PhD	1991	Education

A. Positions and Honors

Positions and Employment

1979-1990 Instructor, School of Nursing, University of Minnesota, Minneapolis
 1991-1997 Assistant Professor, School of Nursing, University of Minnesota, Minneapolis
 1992-1993 Fellow, Minnesota Area Geriatric Education Center, University of Minnesota, Minneapolis
 1994-1997 Assistant Professor, Advisor, Lecturer, Graduate Minor in Gerontology, University of Minnesota, Minneapolis
 1994-2000 Faculty, Minnesota Area Geriatric Education Center, University of Minnesota, Minneapolis
 1997- Associate Professor, School of Nursing; Graduate Minor in Gerontology; University of Minnesota, Minneapolis
 2004-2007 Division Head/Cooperative Chair, School of Nursing, University of Minnesota, Minneapolis
 2007- Interim Associate Dean for Academic Programs, School of Nursing, University of MN

Honors

1969 Tau Sigma Chi, Nursing Honor Society
 1969 Delta Epsilon Sigma, National Academic Honor Society
 1979- Sigma Theta Tau International, Honor Society of Nursing
 1992 School of Nursing Nominee for Horace T. Morse Award for Outstanding Contributions to Undergraduate Education, University of Minnesota
 1992-1993 Fellowship, Minnesota Area Geriatric Education Center
 1993 Invited Participant, National Institute on Aging, Summer Fellowship in Research on Aging
 1995 Finalist, Horace T. Morse Award for Outstanding Contributions to Undergraduate Education, University of Minnesota
 1996 Certificate of Professional Excellence, Sigma Theta Tau, Zeta Chapter
 1999 Outstanding Nurse Educator of the Year, Minnesota Association of Colleges of Nursing
 2001 Selected Participant, Scientific Review Panel, Small Business Technology Transfer Research related to rehabilitation, NIH
 2002 Fellow, Gerontological Society of America
 2006 School of Nursing nominee and finalist, University of MN award for Outstanding Contributions to Graduate and Professional Education

B. Selected Peer-Reviewed Publications

Krichbaum K, Johnson J, Ryden M. (1992, May/June). Educating nurses in leadership and management. *Geriatric Nursing*, 170-174.
 Krichbaum K. (1993, April). Empowering nursing students for leadership. *Learning Resources Journal*, 11-13.
 Krichbaum K. (1994). Clinical teaching effectiveness described in relation to learning outcomes of baccalaureate nursing students. *Journal of Nursing Education*, 33(7), 306-316.
 Krichbaum K. (1994). On clinical teaching. *Journal of Nursing Education*, 33(9), 387-388.
 Krichbaum K, Rowan M, Duckett L, Ryden MB, Savik K. (1994). The clinical evaluation tool: A measure of the quality of the clinical performance of baccalaureate nursing students. *Journal of Nursing Education*, 33(9),

395-404.

- Krichbaum K. (1995). A picture of outcome-based clinical teaching effectiveness. *Journal of Staff, Program and Organization Development*, 12(3), 145-161.
- Ryden M, Krichbaum K. (1996). Employer support for educational development of nurses. *Gerontology & Geriatrics Education*, 17(2), 3-19.
- Duckett L, Rowan M, Ryden M, Krichbaum K, Miller M, Wainwright H, Savik K. (1997). Progress in the moral reasoning of baccalaureate nursing students between program entry and exit. *Nursing Research*, 46(4), 222-229.
- Krichbaum K. (1997). Preparing students for leadership in practice. *Creative Nursing*, 3(2), 12-14.
- Krichbaum K, Lewis M, Duckett L. (1997). Critical thinking: What is it and how do we teach it? In JC McCloskey & HK Grace (Eds.), *Current issues in nursing* (5th ed., pp. 169-179). St. Louis: Mosby.
- Ryden MB, Pearson V, Kaas MJ, Snyder M, Krichbaum K, Lee H, Hanscom J. (1998). Assessment of depression in a population at risk: Newly admitted nursing home residents. *Journal of Gerontological Nursing*, 24(2), 21-29.
- Krichbaum K. (1999). APN care managers and care pathways: The formula for better health outcomes. In M Snyder & MP Mirr (Eds.), *Advanced practice nursing: A guide to professional development* (2nd ed., pp. 99-116). New York: Springer Publishing Company.
- Krichbaum K, Ryden M, Snyder M, Pearson V, Hanscom J, Lee H, Savik K. (1999). The impact of transition to nursing home on elders' cognitive status, well-being, and satisfaction with nursing home. *Journal of Mental Health and Aging*, 5(2), 135-150.
- Ryden MB, Pearson V, Kaas MJ, Hanscom J, Lee H, Krichbaum K, Wang J-J, Snyder M. (1999). Nursing interventions for depression in newly admitted nursing home residents. *Journal of Gerontological Nursing*, 25(3), 20-29.
- Krichbaum K. (2000). The role of the advanced practice nurse in improving outcomes for elders with hip fracture. In J Fitzpatrick and T Fulmer (Eds.), *The geriatric nursing research digest*. New York: Springer Publishing Company.
- Krichbaum K, Pearson V, Hanscom J. (2000). Better care in nursing homes: Advanced practice nurses' strategies for improving staff use of protocols. *Clinical Nurse Specialist*, 14(1), 40-46.
- Almberg B, Grafstrom M, Krichbaum K, Winblad B. (2000). The interplay of institution and family caregiving: Relations between patient hassles, nursing home hassles and caregivers' burnout. *International Journal of Geriatric Psychiatry*, 15(10), 931-939.
- Ryden M, Snyder M, Gross C, Lee H, Jang Y, Wang J, Savik K, Krichbaum K. (2000). Development of measure of resident satisfaction with nursing home. *Research in Nursing and Health*, 23(3), 237-245.
- Ryden MB, Snyder M, Gross CR, Savik K, Pearson V, Krichbaum K, Mueller C. (2000). Value-added outcomes: The use of advanced practice nurses in long-term care facilities. *The Gerontologist*, 40(6), 654-662.
- Chen K-M, Snyder M, Krichbaum K. (2001). Clinical use of tai chi in elderly populations. *Geriatric Nursing*, 22(4), 198-200.
- Chen K-M, Snyder M, Krichbaum K. (2001). Tai chi and well-being of Taiwanese community-dwelling elders. *Clinical Gerontologist*, 24(3/4), 137-156.
- Chen K-M, Snyder M, Krichbaum K. (2001). Facilitators and barriers to elders' practice of t'ai chi: A mind-body, low-intensity exercise. *Journal of Holistic Nursing*, 19(3), 238-255.
- Chen K-M, Snyder M, Krichbaum K. (2002). Translation and equivalence: The Profile of Mood States Short Form in English and Chinese. *International Journal of Nursing Studies*, 39(6), 619-624.
- Krichbaum K, Aarestad V, Bueth M. (2003). Exploring the connection between self-efficacy and effective diabetes self-management. *The Diabetes Educator*, 29(4), 653-662.
- Haigh K, Kiff L, Myers J, Krichbaum K. (2004). The Independent Lifestyle Assistant (ILSA): Deployment of lessons learned. *American Association for Artificial Intelligence*.
- Krichbaum K, Pearson V, Savik K, Mueller C. (2005). Improving resident outcomes with GAPN organization level interventions. *Western Journal of Nursing Research*, 27(3), 322-337.
- Haigh K, Kiff L, Krichbaum K, Wuorenma J. (2005, November). The technologist's guide to setting up an eldercare field study. *AAAI 2005 Fall Symposium on Caring Machines*.
- Holland DE, Harris MR, Leibson CL, Pankratz VS, Krichbaum KE. (2006). Development and validation of a screen for specialized discharge planning services. *Nursing Research*, 55(1), 62-71.

Krichbaum K. (2007). GAPN post-acute care coordination improves hip fracture outcomes. *Western Journal of Nursing Research*, 29(5), 523-44.

Krichbaum K, Diemert C, Jacox L, Jones A, Koenig P, Mueller CA, et al. (2007). Complexity compression: Nurses under fire. *Nursing Forum*, 42(2), 86-94.

American Nurses Association (2008). *Nursing Informatics: Scope and Standards of Practice*. Member of authoring work group. Silver Springs, MD: Nursesbooks.org

C. Research Support

Ongoing Research Support

2007-0062 Wyman (PI/Director)

10/1/2007-9/30/2012

John A. Hartford Foundation

Center of Geriatric Nursing Excellence

The aim of this Center is to increase the number of high quality of new and existing faculty with geriatric expertise.

Role: Co-Investigator

Completed Research Support

D64HP01615 Jones (PI)

9/1/2003-6/30/2007

US Department of Health & Human Services (HRSA)

Nursing Residency: Ensuring Minnesota's Future Workforce

The purpose of this project is to co-create and implement an effective and efficient nurse residency mentoring and education program through a partnership of educators and services from five diverse sites that is designed to facilitate the successful transition of new graduate nurses into their roles as professional nurses.

Role: Faculty

Swiontkowski (PI)

1/1/2001-12/31/2003

Academic Health Center/Fairview Policy Committee

Geriatric Injury Program of Proactive Empirical Research (GIPPER)

The purpose of this study was to predict post-acute care resources used following hip fracture in elders.

Role: Co-Investigator

Krichbaum (Co-I)

1/1/2000-7/31/2003

National Institute of Standards and Technology, Advanced Technology Program

Field Test of the Independent LifeStyle Assistant (ILSA)

The goal of this research was to develop and test an integrated system of computer monitors and sensors to support the independence of elders in their homes. The system monitors client mobility levels and medication intake.

Role: Co-Investigator in charge of the Field test in Minnesota

K01 NR0094 Krichbaum (PI)

9/15/1997-7/31/2000

NINR/NIH

Testing a GAPN Care Model for Elders with Hip Fracture

The goal of this project was to design and test the effectiveness of interventions to improve health outcomes using an Advanced Practice Nurse to coordinate care following hospitalization in elders with hip fracture

Role: Principal Investigator

R01 NR0 3490 01 Ryden, Muriel (PI); Krichbaum (Co-I)

NINR/NIH

Cost-effective quality, improving resident outcomes

Role was to investigate and evaluate organization level interventions

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel and other significant contributors in the order listed on Form Page 2.
Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME Halcón, Linda L.	POSITION TITLE Associate Professor		
eRA COMMONS USER NAME HALCO001			
EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)</i>			
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
St. Mary's Junior College, Minneapolis, Minnesota	AD	1975	Nursing
University of Minnesota, Minneapolis, Minnesota	BSN	1983	Nursing
University of Minnesota, Minneapolis, Minnesota	MPH	1986	Public Health Nursing
University of Minnesota, Minneapolis, Minnesota	PhD	1998	Epidemiology

A. Positions and Honors

Positions and Employment

- 1977-1982 Sexually Transmitted Disease Clinician, Red Door Clinic, Hennepin County Community Health Services, Minneapolis, MN
- 1980-1983 Nurse Counselor, Sexual Assault Resource Services, Hennepin County Medical Center, Minneapolis, MN
- 1983-1984 Staff Nurse, Adolescent Chemical Dependency, St. Mary's Hospital, Minneapolis, MN
- 1984-1985 Triage Nurse, Boynton Health Service, University of Minnesota, Minneapolis
- 1985-1987 Management Services Director, Community Clinic Consortium, St. Paul, MN
- 1987-1988 Health Unit Administrator/Embassy Nurse, U.S. Embassy, Antananarivo, Madagascar
- 1988-1989 Programme Coordinator, The Blood Bank, Ltd., Nairobi, Kenya
- 1989 Program Coordinator/Nursing Supervisor, International Rescue Committee, New York, South Sudan
- 1991 Medical Coordinator, International Rescue Committee, New York, Zakho, Iraq
- 1989-1992 Director, Isanti County Public Health Services, Cambridge, MN
- 1992-1993 Quality Assurance/Public Health/Nursing Director, Boynton Health Service, University of Minnesota, Minneapolis
- 1993-1994 Interim Director, Boynton Health Service, University of Minnesota, Minneapolis
- 1994-1997 Research Assistant, Division of Epidemiology, University of Minnesota, Minneapolis
- 1997-1998 Associate Education Specialist, School of Nursing, University of Minnesota, Minneapolis
- 1998-2004 Assistant Professor, School of Nursing, University of Minnesota, Minneapolis
- 1998- Adjunct Faculty, Division of Epidemiology, School of Public Health, University of Minnesota, Minneapolis
- 1998- Program Faculty, Center for Adolescent Nursing Leadership, University of Minnesota, Minneapolis
- 1999- Program Faculty, Center for Spirituality and Healing, Academic Health Center, University of Minnesota, Minneapolis
- 1999- Graduate Faculty and Examining Member, Minor in Complementary Therapies and Healing Practices, University of Minnesota, Minneapolis (Director of Graduate Studies 2006-)
- 1999-2003 Associate Member, Graduate School Faculty, University of Minnesota, Minneapolis
- 2003- Senior Member, Graduate School Faculty, University of Minnesota, Minneapolis
- 2004- Associate Professor, School of Nursing, University of Minnesota, Minneapolis
- 2006- Chair, Integrative, Global & Public Health Cooperative, School of Nursing, University of Minnesota, Minneapolis
- 2007- Interim Director of International Programs, School of Nursing, University of Minnesota

Honors and Awards

- 1983 Sigma Theta Tau International, Honor Society of Nursing
- 1986 Delta Omega, National Honor Society of Public Health
- 1996 J. Arthur Myers Memorial Scholarship for International Experience in Public Health

- 1998 Lester Breslow Award for Academic Excellence in Health Promotion/Disease Prevention, School of Public Health, University of Minnesota
- 1999 Sophia Award, Public Health Nursing, University of Minnesota
- 2002-2004 A. Marilyn Sime Faculty Research Fellow, Center for Spirituality and Healing, University of Minnesota

B. Selected Peer-Reviewed Publications (total=25)

- Lifson AR, Halcón LL, Johnston AM, Hayman CR, Hannan P, Miller CA, Valway SE. (1999). Tuberculin skin testing among economically disadvantaged youth in a federally funded job training program. *American Journal of Epidemiology*, 149(7), 671-679.
- Halcón LL, Beuhring T, Blum RW. (2000). *A portrait of adolescent health in the Caribbean 2000* [Monograph]. WHO Collaborating Centre on Adolescent Health and Pan American World Health Organization.
- Braun CA, Halcón LL, Bearinger LH. (2000). Adolescent use of alternative and complementary therapies: A framework for research. *Journal of Holistic Nursing*, 18(2), 176-191.
- Halcón LL, Lifson AR. (2000). *High risk behaviors in homeless adolescents and youth* [Monograph]. Minneapolis, MN.
- Lifson AR, Halcón LL, Hannan P, St Louis ME, Hayman CR. (2001). Screening for sexually transmitted infections among economically disadvantaged youth in a national job training program. *Journal of Adolescent Health*, 28(3), 190-196.
- Halcón L, Leonard B, Snyder M, Garwick A, Kreitzer MJ. (2001). Incorporating alternative and complementary health practices within university-based nursing education. *Complementary Health Practice Review*, 6(2), 127-135.
- Cassery KR, Carpenter AS, Halcón L. (2001). Adolescent parenting: Relationship to school attendance and achievement. *The Journal of School Nursing*, 17(6), 329-335.
- Lifson AR, Halcón LL. (2001). Substance abuse and high-risk needle-related behaviors among homeless youth in Minneapolis: Implications for prevention. *Journal of Urban Health: Bulletin of the New York Academy of Medicine*, 78(4), 690-698.
- Raymond MJ, Pirie PL, Halcón LL. (2001). Infection control among professional tattooists in Minneapolis and St. Paul, MN. *Public Health Reports*, 116(3), 249-256.
- Halcón LL. (2002). Reiki. In M Snyder & R Lindquist (Eds.), *Complementary/alternative therapies in nursing* (4th ed., pp. 197-204). New York: Springer Publishing Company.
- Halcón LL, Levitan AA. (2002). Aromatherapy. In MA Herring & MM Roberts (Eds.), *Blackwell complementary and alternative medicine: Fast facts for medical practice* (pp. 35-40). Malden, MA: Blackwell Publishing.
- Halcón LL, Lifson AR, Shew M, Joseph M, Hannan PJ, Hayman CR. (2002). Pap test results among low-income youth: Prevalence of dysplasia and practice implications. *Journal of Obstetric, Gynecologic, and Neonatal Nursing: JOGNN/NAACOG*, 31(3), 294-303.
- Halcón L. (2002). Aromatherapy: Therapeutic applications of plant essential oils. *Minnesota Medicine*, 85(11), 42-46.
- McGuire MT, Story M, Neumark-Sztainer D, Halcón L, Campbell-Forrester S, Blum RW. (2002). Prevalence and correlates of weight-control behaviors among Caribbean adolescent students. *Journal of Adolescent Health*, 31(2), 208-211.
- Blum R, Halcón L, Beuhring T, Pate E, Campbell-Forrester S, Venema A. (2003). Adolescent health in the Caribbean: Risk and protective factors. *American Journal of Public Health*, 93(3), 456-460.
- Raymond M, Halcón L, Pirie P. (2003). Regulation of tattooing in Minneapolis and St. Paul, Minnesota: Tattooists' attitudes and relationship between regulation and practice. *Public Health Reports*, 118(2), 154-161.
- Chlan L, Halcón L. (2003). Developing an integrated baccalaureate nursing education program infusing complementary/alternative therapies into critical care curricula. *Critical Care Nursing Clinics of North America*, 15(3), 373-379.
- Halcón L, Blum RW, Beuhring T, Pate E, Campbell-Forrester S, Venema A. (2003). Adolescent health in the Caribbean: A regional portrait. *American Journal of Public Health*, 93(11), 1851-1857.
- Spring M, Westermeyer J, Halcón L, Savik K, Jaranson J, Robertson C, Johnson DR, Butcher J. (2003). Sampling in difficult-to-access refugee and immigrant communities. *Journal of Nervous and Mental Disease*, 191(12), 813-819.

- Halcón LL, Chlan LL, Kreitzer MJ, Leonard BJ. (2003). Complementary therapies and healing practices: Faculty/student beliefs and attitudes and the implications for nursing education. *Journal of Professional Nursing*, 19(6), 387-397.
- Halcón LL, Lifson AR. (2004). Prevalence and predictors of sexual risks among homeless youth. *Journal of Youth and Adolescence*, 33(1), 71-80.
- Jaranson JM, Butcher J, Halcón L, Johnson DR, Robertson C, Savik K, Spring M, Westermeyer J. (2004). Somali and Oromo refugees: Correlates of torture and trauma history. *American Journal of Public Health*, 94(4), 591-598.
- Halcón LL, Robertson CL, Savik K, Johnson DR, Spring MA, Butcher JN, Westermeyer JJ, Jaranson JM. (2004). Trauma and coping in Somali and Oromo refugee youth. *Journal of Adolescent Health*, 35(1), 17-25.
- Halcón L, Milkus K. (2004). *Staphylococcus aureus* and wounds: A review of tea tree oil as a promising antimicrobial. *American Journal of Infection Control*, 32(7), 402-408.
- Ohene S-A, Halcón L, Ireland M, Carr P, McNeely C. (2005). Sexual abuse history, risk behavior, and sexually transmitted diseases: The impact of age at abuse. *Sexually Transmitted Diseases*, 32(6), 358-363.
- Braun CA, Bearinger LH, Halcón LL, Pettingell SL. (2005). Adolescent use of complementary therapies. *Journal of Adolescent Health*, 37, 76.e71-76.e79.
- Chlan L, Halcón L, Kreitzer MJ, Leonard B. (2005). Influence of an experiential education session on nursing students' confidence levels in performing selected complementary therapy skills. *Complementary Health Practice Review*, 10(3), 189-201.
- Robertson CL, Halcón L, Savik K, Johnson D, Spring M, Butcher J, Westermeyer J, Jaranson J. (2006). Somali and Oromo refugee women: Trauma and associated factors. *Journal of Advanced Nursing*, 56(6), 577-587.
- Halcón LL. (2007). Commentary on "searching for circles of meaning and using spiritual experiences to help parents of infants with life threatening illness cope. *Journal of Holistic Nursing*, 25(1), 50-51.
- Halcón, L.L., Robertson, C.L., Monson, K.A., & Claypatch, C.C. (2007). A theoretical framework for using health realization to reduce stress and improve coping in refugee communities. *Journal of Holistic Nursing*, 25(3), 186-94.
- Cheung, C. K., Wyman, J. F., & Halcón, L. L. (2007). Use of complementary and alternative therapies in community-dwelling older adults. *Journal of Alternative & Complementary Medicine*, 13(9), 997-1006.

C. Completed Research Support

Halcón (PI) 5/1/2006-4/30/2007
 Center for Health Trajectory Research, University of Minnesota
Recruitment Strategy for Testing Tea Tree Oil Treatment of Bacterial Infections
 Role: Principal Investigator

R15 NR008388 Halcón (PI) 9/1/2004-8/31/2006
 NIH/NINR
Innovative Stress Intervention in Refugees: Pilot Study
 The goals of this project are to 1) adapt materials, methods, and program curriculum, 2) test the feasibility and acceptability of the adapted Health Realization Intervention among Somali and Oromo refugee war trauma survivors, and 3) translate materials and the evaluation instrument.
 Role: Principal Investigator

Halcón (PI) 7/2002-6/2004
 Academic Health Center Seed Grant, University of Minnesota
Melaleuca alternifolia Essential Oil for Treatment of Wounds Infected with *Staphylococcus aureus*
 This project's goals are to test the feasibility of *Melaleuca alternifolia* protocol to treat MSSA/MRSA infected wounds, assess the treatment protocol and measurement approach, and obtain a preliminary estimate of effect size.
 Role: Principal Investigator

Robertson (PI)

7/1/2002-12/31/2003

Graduate School, University of Minnesota

Measuring Resilience Among East African Refugee War Trauma Survivors

This study's purpose is to complete initial steps to develop an instrument to measure resilience in East African refugee war trauma survivors and to assess the validity of the instrument.

Role: Co-Investigator

R01 MH59570 Jaranson (PI)

5/15/1998-5/14/2003

NIH/NIMH

A Population-Based Survey of Torture and Violence

The goal of this research is to determine the prevalence of torture history and associated social, physical, and psychological consequences among refugees.

Role: Co-Investigator

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel and other significant contributors in the order listed on Form Page 2.
Follow this format for each person. DO NOT EXCEED FOUR PAGES.

NAME Darst, Elaine H.		POSITION TITLE Clinical Associate Professor Co-Director BSN Program	
eRA COMMONS USER NAME			
EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)			
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
University of Missouri at Kansas City	PhD	1988	Counseling Psychology
University of Missouri at Kansas City	MA	1981	Counseling and Guidance
University of Florida	MN	1969	Nursing (Psychiatric)
University of Kansas	BSN	1967	Nursing

A. Positions and Honors

Positions and Employment

- 1967-1968 Team Nurse (interdisciplinary team planning and care), Western Missouri Mental Health Center
1969-1970 Instructor, School of Nursing, University of Kansas, Kansas City
1971-1980 Clinical Nurse Specialist/Community Mental Health, Leavenworth Center Administrator, Northeast Kansas Mental Health and Guidance Center, Leavenworth, KS
1980-1982 Clinical Nurse Specialist in Psychiatric/Mental Health, Veteran's Administration Medical Center, Kansas City, MO
1980-2006 Private Practice part-time, Counseling and Consulting, Prairie Village, KS
1983-2006 Professor, Research College of Nursing, Kansas City, MO
2007- Clinical Associate Professor and Co-Director BSN Program, School of Nursing, University of Minnesota

Professional Memberships

- American Psychological Association
American Association of Sex Educators, Counselors, and Therapists
American Association of Marriage and Family Therapists
American Association for Counseling and Development
Midwest Nursing Research Society

Other Professional Experience

- Clinical Member AAMFT certification in marriage and family therapy
Certified Sex Therapist (AASECT) certification to provide sex therapy
Licensed Clinical Professional Counselor-license to offer psychotherapy-Kansas
Clinical Specialist In Adult Psychiatric and Mental Health Nursing (ANCC)

- 1995-2006 Assessment Committees-Research College of Nursing/Rockhurst University
1995-2000 Human Subjects Committee-Research College of Nursing/Rockhurst University
1999-2002 Presentations on Sexuality and Chronic Illness-University of Missouri School of Nursing

Honors

- 1967 Sigma Theta Tau Honor Society, Delta Chapter (University of Kansas)
2003 Research College of Nursing Scholarly Achievement Award 2003

B. Selected Peer-Reviewed Publications

- Darst, E. (1974). Mrs. Carlton, involuntional depression/Acute. *Case Studies of Nursing Intervention*, Department of Nursing Education, University of Kansas Medical Center, (Ed.) New York: McGraw-Hill Book Co. 163-174.

- Darst, E. (1988). *The effect of sex education on nurses' skills and clinical outcomes for heterosexual disabled clients*. Dissertations International. University of Missouri at Kansas City.
- Darst, E., Contributor (1989). Test Bank to accompany B.S. Johnson's *Psychiatric-Mental Health Nursing Adaptation and Growth*, (3rd Edition). Philadelphia: J.B. Lippincott.
- Darst, E. (2000). Abstract: Common concerns of women in substance abuse treatment. *Sigma Theta Tau Registry*.
- Darst, E.H. (2007) Sexuality and prostatectomy: Nursing assessment and intervention. *Urologic Nursing*, 27(6), 534-541.

C. Research Support

Completed Research Support

Research College Presidential Grant

9/2000-8/2001

Instrument Selection for Quality of Life Research with Cardiovascular Patients

This project included a comprehensive literature search on instruments applied to, and evaluated for, quality of life research with cardiac patients. The selected instruments were evaluated for reliability, validity, and sensitivity in measuring quality of life in this patient population. The instruments originated from international sources, and included commonly used psychological instruments as well as those developed specifically for this population. Instrument sensitivity was found to be a significant issue to consider for measuring changes in quality of life for the cardiac population.

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel in the order listed for Form Page 2.
Follow the sample format for each person. DO NOT EXCEED FOUR PAGES.

NAME		POSITION TITLE	
Kuehn, Alice F.		Associate Professor Emeritus	
EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)			
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
Catholic University of America, Washington, DC	BSN	1965	Nursing
University of California, San Francisco, CA	MSN	1966	Nursing
University of Missouri-Columbia, Columbia, MO	Cert.	1988	FNP/GNP
University of Missouri-Columbia, Columbia, MO	PhD	1989	Higher/Adult Ed

A. Positions and Honors

Professional Experience:

1977-1980	Instructor, Continuing Ed Program, MU Sinclair School of Nursing, Columbia, MO
1980-1987	Assistant Professor, Nursing Science, Lincoln University, Jefferson City, MO
1987-1988	Clinical Instructor, University of Missouri School of Nursing, Columbia, MO
1988-1989	Clinical Instructor; Coordinator, FNP/GNP Program, MU Sinclair School of Nursing, Columbia, MO
1989-1995	Assistant Professor; Coordinator, FNP/GNP Program, Sinclair School of Nursing, University of Missouri, Columbia, MO
1995-2002	Associate Professor, Sinclair School of Nursing, University of Missouri, Columbia, MO
2003-present	Associate Professor Emeritus, Sinclair School of Nursing, University of Missouri, Columbia, MO

Certifications:

American Nurses Credentialing Center: FNP (1/00-12/04); GNP (1/99-12/03)
Missouri State Board of Nursing Documents of Recognition: FNP (1/00-12/04); GNP (1/99-12/03)

Honors:

Nominee for "Provost Award for Leadership in International Education," University of Missouri, Columbia, MO (2007)
Nominee, President-Elect, National Conference of Gerontological Nurse Practitioners (1999)
Achievement Award for Special Contribution Toward the Advancement of Professional Nursing, 7th District, Missouri Nurses Association (1994)
"A Tribute to Missouri Nurses" Award for Excellence in the Profession of Nursing – Awardee: Nursing Education/Research, St. Louis University School of Nursing and St. Louis University Hospital Auxiliary (1993)

B. Publications

Kuehn, A. F. (1997, September/October). Robert Wood Johnson grant targets rural nursing. *The Missouri Nurse*, 66(5), 14.
Kuehn, A. F. (1997, September). Building a shared vision for nursing in rural Missouri. *Regional Collaboratives. Journal of Nursing Administration*, 29(9), 4-7.

- Kuehn, A. F. (1998). Collaborative health professional education: An interdisciplinary mandate for the third millennium. In T. J. Sullivan (Ed.), *Collaboration: A health care imperative*. New York: McGraw-Hill.
- Kuehn, A. F. (1999, January/February). Development of a computerized database for evaluation of nurse practitioner student clinical experiences in primary health care: Report of three pilot studies. *Computers in Nursing*, 17(1), 16-26.
- Kuehn, A.F. (1999, May). A rural renaissance. *Colleagues in Caring Newsletter*, 10-12. (Available from American Association of Colleges of Nursing, One Dupont Circle, NW, Suite 530, Washington, D.C. 20036).
- Kuehn, A. F., & Libbus, M. K. (2000, January). A study of the effectiveness of a primary care community clinic. *Journal of the American Academy of Nurse Practitioners*, 12(1), 15-19.
- Devaney, S., Kuehn, A.F., & Jones, R. (Summer, 2002) The Fitzgibbon hospital experience. *Missouri Nurse*, 14, 29.
- Devaney, S., Kuehn, A., Jones, R., & Ott, L. (2003). Tackling the nursing shortage in rural Missouri: Linking education and service in a differentiated practice environment. In H. Feldman (Ed.) *The Nursing Shortage*. Springer Series on Nursing Management and Leadership. New York: Springer Publishing Company.
- Kuehn, A. (2003). The kaleidoscope of collaborative practice. In L. Joel *Advanced Practice Nursing: Essentials for Role Development*. Philadelphia: F.A.Davis Company.
- Kuehn, A.F. (2004). APNs, The National Story. In *Advanced Practice Nursing Handbook for APN's in Missouri*, 2nd Edition (Chapter 1). Jefferson City: Missouri Nurses Association.
- Kuehn, A., Chircop, A., Downe-Wamboldt, B., Sheppard-LeMoine, D., Murnaghan, D. Elliott, J., Critchley, K., MacNaughton, N., Mendez, L., Wittstock, L., Ramirez, G., Arteaga, S., Espinoza, S., Herbert, R., Judge-Ellis, T. and Cardenas, V. (July/August, 2005). Exploring Nursing Roles Across North American Borders. *The Journal of Continuing Education in Nursing*, 36(4), 153-162.

C. Research/Grants

Grants Currently Funded:

(Miller,L. PI; Kuehn-Co-PI)

Community Nursing: Utilizing Information in Practice. 2006-2009.

Funded by National Library of Medicine/NIH. (\$453,337)

This project establishes a training program for public health and school nurses throughout Missouri that promotes competency in accessing and utilizing information for nursing practice roles. Through a series of workshops, grant faculty will work to establish a core workforce of public health and school nurses who are competent in a) teaching and training in information access and use to peers, and b) serving as a resource to other nurses in accessing and utilizing information for practice. Dr. Kuehn served as PI for the first 6 months of the grant and now serves as co-PI to mentor and serve as evaluator. Research and evaluation focuses on the impact of training over time.

Grants Recently Completed:

(Kuehn-PI)

2002, September – 2007, January

US Department of Education: Non Student Aid

Collaborative Learning Across Borders: Partnering Students, Faculty and Community

This project develops a multi-dimensional program for undergraduate nursing students to explore the role of the nurse within each country's health care system, to grow in multicultural awareness and recognition of specific health care beliefs and values held by people from each country, and to participate in a "cultural immersion experience." The three year program of exchange (2004-2006)

saw a total of 96 students participating in exchanges, far exceeding the original stated goal of 14 students per country (total N=42) over the 3 year period of exchanges . The on-line course continues in January, 2007, with the web site moving from the University of Missouri to be now hosted by Dalhousie University of Nova Scotia.

(Kuehn-PI) 2001, October – 2004, June
Health Resource Services Administration (Health Professions Educ.& Training, Division of Nursing)
Career Mobility Program for Public Health Nurses

The purpose of this project is to enhance the educational mix and utilization of the Missouri public health nursing workforce through a career mobility program designed to prepare currently practicing public health nurses to work within a rapidly changing health system environment and able to serve an increasingly diverse population.

(Kuehn-PI) 1999, September - 2003, August
Fund for the Improvement of Post-Secondary Education (FIPSE)
University and Community College Partnership in Nursing Education

The purpose of this project is to develop, implement and evaluate an innovative nursing curriculum which prepares students from three levels of nursing education: associate degree, baccalaureate degree and master's degree.

(Kuehn-PI) 1999, July - 2002, June
Robert Wood Johnson Foundation
Nursing in Northeast Missouri: A Regional Workforce Model-Phase Two

The purpose of the project is to establish a nursing workforce planning and implementation model for the northeast region of Missouri.

Ward, D, Principal Investigator; Kuehn, A. Co-principal Investigator. (August, 2000-August 2001). *Rural Preceptor/Enhancement Project for Nurse Practitioner Education*. National Network/Libraries of Medicine, Midcontinental Region. (Funded (b)(4)). (Dr. Ward and Dr. Kuehn funding was in-kind to allow all funding to go for training supplies and resources).

(Kuehn-PI) July 1, 1997 - June 30, 1998
Missouri Department of Health, Bureau of Primary Care
Establishing an Advanced Practice Nurse Data Base for Missouri

(Kuehn-PI) July 1996-June 1999
Department of Health and Senior Services (Health Resource Services Administration)
Nurse Practitioner Expansion Grant

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel and other significant contributors in the order listed on Form Page 2.
Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME Elliot, Judith A.	POSITION TITLE Foreign Language Specialist, Mexico Program Coordinator, Interpreter, Instructor of Spanish for Medical Personnel		
eRA COMMONS USER NAME			
EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)</i>			
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
University of Missouri-Columbia	B.S. Ed.	1964	Education – Elem, Sp.
University of Missouri-Columbia	M.A.	1987	Spanish Literature

A. Positions and Honors Professional Experience

1964-1966	Classroom teacher, North Kansas City Public School, North Kansas City, Missouri
1966-1967	Classroom teacher, Canal Zone School System, Canal Zone, Panama
1976-1978	Spanish teacher, Elementary program, Columbia Public School, Columbia, Missouri
1978-1994	Assistant Instructor, Department of Romance Languages, University of Missouri, Columbia, Missouri
1989-1991	Instructor, Foreign Language Education, College of Ed., University of Missouri, Columbia, Missouri
1994-1997	Instructor, Department of Romance Languages, University of Missouri, Columbia, Missouri
1989-1998	Coordinator, Mexico Programs, International Center, University of Missouri, Columbia, Missouri
1988-1998	Faculty Director, Universidad Internacional, Cuernavaca, Mexico, Universidad Autónoma de Guadalajara, Universidad de Guadalajara.
1989-1991	Clinical Faculty, Foreign Language Education, College of Education, University of Missouri
2000-2002	Clnical Faculty, Foreign Language Education, College of Education, University of Missouri
2002-2006	Foreign Language Specialist, Mexico Program Coordinator, Instructor of Spanish for Medical Personnel, MU Sinclair School of Nursing, Columbia, Missouri
2002-	Spanish Interpreter, MU Hospitals and Clinics, University of Missouri, Columbia, Missouri
2003-	Instructor, Spanish for Medical Personnel, MU Sinclair School of Nursing, Columbia, Missouri

Honors

1997	Citation of Merit: "Outstanding Achievement for Commitment to Student Learning and Personal Growth and Development, Division of Student Affairs, University of Missouri – Columbia, Columbia, Missouri
1998	Nominee for "Provost Award for Leadership in International Education," University of Missouri, Columbia, Missouri
2000	AMSIF Award: Asociación Mexicana para La Superación Integral de la Familia, A.C., Guadalajara, Mexico
2000	Citation of Merit for "Outstanding Leadership in International Education, The Center for Bilingual Multicultural Studies, Cuernavaca, Mexico (Facilitated first exchanges with MU and Mexican universities)
2000	Award of Recognition for Outstanding Service in International Education. Universidad Autónoma de Guadalajara, Guadalajara, Jalisco, Mexico
2002-2003	Rotary Internacional, Rotary District Governor's Citation in recognition of outstanding service to Rotary youth exchange programs
2002-2003	Citation for Excellence in Teaching – College of Education, University of Missouri, Columbia, Missouri
2006	Certificate of Appreciation – North American Mobility in Higher Education
2005	Paul Harris Rotary Award in appreciation of tangible and significant assistance given for the furtherance of better understanding and friendly relations among peoples of the world
2006	Universidad Internacional Recognition Award – For promotion of Spanish and Hispanic culture

2007 in the organization and coordination of 6 universities from 3 countries of North America in the North American Mobility Grant program and for serving as director of over 600 students in Mexico programs. Cuernavaca, Mexico
Citation of Merit for Outstanding Achievement and Meritorious Service. College of Education, University of Missouri, Columbia, Missouri

B. Publications

Elliott, J.A., (1990) "Guide for semester in Mexico," University of Missouri.
Elliott, J.A. (1991) "The Mexican Connection" *The Arts & Science Alumni Association Magazine*, University of Missouri.
Kuehn, A., Chircop, A., Downe-Wamboldt, B., Sheppard-LeMoine, D., Mumaghan, D., Elliott, J., Critchely, K., And MacNaughton, N., Mendez, L., Wittstock, L., Ramirez, G., Arteaga, S., Espinoza, S., Herbert, R. Judge-Ellis, T. Cardenas, V. (July/August, 2005). Exploring Nursing Roles Across North American Borders. *The Journal of Continuing Education in Nursing*, 36(4), 153-162.

C. Research Grants

Grants Completed:

(Kuehn – PI)	9/2002-1/2007
US Department of Education: Non Student Aid Collaborative Learning Across Borders: Partnering Students, Faculty and Community This project develops a multi-dimensional program for undergraduate nursing students to explore the role of the nurse within each country's health care system, to grow in multicultural awareness and recognition of specific health care beliefs and values held by people from each country, and to participate in a "cultural immersion experience." The three year program of exchange (2004-2006) saw a total of 96 students participating in exchanges, far exceeding the original stated goal of 14. I served as the Mexico Coordinator, Foreign Language Specialist, and Instructor of Spanish for Medical Personnel for the duration of the grant.	
NAFSA Grant, Harvard University Cuba and Culture	2001
The Alumni Grant for Faculty Instructional Development University of Missouri – Columbia	1992
The Center of International Programs & Studies Grant Participant in the American Council of Teachers of Foreign Languages Oral Proficiency Interview Workshop	1992

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel and other significant contributors in the order listed on Form Page 2.
Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME Reese, Cordie G.	POSITION TITLE Professor Faculty St. Louis University, School of Nursing FNP Track		
eRA COMMONS USER NAME			
EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)</i>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(s)	FIELD OF STUDY
University of Arizona	B.S.N.	1964	Nursing
St. Louis University	MSN	1972	Cardiovascular Nursing
University of Missouri-St. Louis	Ed.D.	1994	Adult & Community Education

A. Positions and Honors

Professional Experience

1964-1965	Staff Nurse, Columbia Presbyterian Hospital New York, New York
1965-1968	Staff nurse and ICU supervisor, Lenox Hill Hospital, New York, New York
1968-1969	Staff nurse, opened ICU, American Hospital in Paris, Neuilly-sur-Seine, France
1972-1976	Faculty in Baccalaureate Program, Saint Louis University
1976-1980	Faculty in Cardiovascular Masters Program, Saint Louis University
1980-1986	Faculty in Cardiovascular-Pulmonary Masters Program, Saint Louis University]
1981-	Certification as Adult Nurse Practitioner; Clinical specialty: Public Health Nursing/Nurse Practitioner
1986-1990	Coordinator of the Cardiovascular-Pulmonary Masters Program, Saint Louis University
1990-1994	Faculty in Community Health Nursing Masters Program, Saint Louis University
1992-1994	Coordinator Masters in Community Health Nursing Masters Program, Saint Louis University
1994-2005	Coordinator in Masters Family Nurse Practitioner Track, Saint Louis University
2005-	Faculty in Masters Family Nurse Practitioner Track, Saint Louis University

Honors

1994	Sigma Theta Tau Excellence in Teaching Award
1998	Burlington Award for Community Service, First Place
2007	Faculty Cultural Diversity Award, <i>Saint Louis University</i>

B. Publications

- Flick, L., Reese, C., Rogers, G., Fletcher, P., & Sonn, J. (1994). Community building of community for health. *Health Education Quarterly*, 6(3), 45-5.
- Reese, C. & Murray, R. (1996). Transcendence: meaning for great-grandmothers. *Archives of Psychiatric Nursing* 10 (4), 245-251.
- Flick, L., Reese, C., Harris, A. (1996). Aggregate/community-centered undergraduate community health nursing clinical experience. *Public Health Nursing*, 13(1), 36-41.
- Mills, W. & Reese, C. (1998). Educating nurse practitioner as primary health care providers via distance learning using the World Wide Web. *Proceedings in the 3rd European Conference on Health Telematics Education*. Athens, Greece
- Reese, C. (2005). Meaning of Great-Grandmothering to Mexican-American and Indian Great-Grandmothers. *Proceedings of the International Congress of Nursing June 10-13 Taipei, Taiwan*.
- Rybski, D., Barron, M.L., Cook, K., Cacchione, P., Studt, Nita, Reese, C., Cooke, D. (2006). Synergy, Benefits, and Barriers to Developing a College wide Interprofessional Faculty Practice. *Proceedings of the ASAHP Conference*. October 18-20 Chicago, IL.

C. Research/Grants

- Reese, C. (1999). Great-grandmother as perceived by their great-grandchildren; funded by St. Louis University School of Nursing. (b)(1)

- Reese, C. (1996). Family Nurse Practitioner Track. Submitted to Division of Nursing July, 1994; funded for 6 years, (b)(4)
- Reese, C. (1995). Position for Midtown Senior Citizen Center; funded by United Way, St. Louis, MO, (b)(4)
- Reese, C. (1994). The meaning and learning of great-grandmothering, Dissertation research University of Missouri–St. Louis.
- Reese, C. & Gibson, P. (1994). Hypertension Outreach to African American Men. Funded by Lutheran Charities (b)(4)
- Reese, C. & Carlson, J. (1989). Exercise Beliefs In Older Women. Funded by St. Louis Heart Association, (b)(4)
- Reese, C. and Flick, L. (1985-1999). Case study of a community Action research.
- Reese, C. (1985). Health Education for Older Adults in Senior Citizen Center. Program evaluation. Mid East Agency Area on Aging, St. Louis County, MO.

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: 3264-Mandatory_Budgetnarrative.pdf

Budget Narrative

PERSONNEL

Principal Investigator

Kathleen Krichbaum, PhD, RN

Associate Professor and Interim Associate Dean for Academic Programs

University of MN School of Nursing

Effort: 3% (0.36 calendar months) in years 1 and 2; 2% (0.24 calendar months) in year 3; 4% (0.48 calendar months) in year 4

Dr. Krichbaum will assume major responsibility as director of the project to coordinate the planning, implementing and evaluating of the project. She will lead the project team in its annual meetings to develop the overall plan for the grant that occurs in year 1 and will arrange the agenda and lead the annual meetings in each subsequent year.

Dr. Kathleen Krichbaum has an MS in nursing and a PhD in education from the University of Minnesota. She is an Associate Professor in the School of Nursing and in the graduate minor in Gerontology. She has served the school of Nursing as Division head from 2003-2006, as Chair of the Leadership, Systems, Informatics, and Policy co-operative unit from 2006-2007. She is currently serving as Interim Associate Dean for Academic Programs. In this role, she is responsible for the quality implementation of all programs offered at the University of Minnesota School of Nursing which includes a BSN, MN, MS, DNP and PhD. In 1999, she was recognized as Outstanding Nurse Educator by the Minnesota Association of Colleges of Nursing. She has been awarded a summer fellowship from the National Institute on Aging and a fellowship in the

Minnesota Area Geriatric Education Center. Her research focuses on quality care for elders, particularly on issues related to continuity of care in the post acute period. She has received funding from the National Institute for Nursing Research for a recent project testing a model of care to improve outcomes for elders following hip fracture; the model uses a gerontological advanced practice nurse as care coordinator across care settings. She has been a co-investigator on other projects examining the quality of care in nursing homes, subacute care, home care and rehabilitation. Her research in education has encompassed designing a program evaluation model for the school that provides a framework for course and teacher evaluation and for evaluation of clinical performance using criterion-referenced standards. She led the curriculum committee for several years during the revision of the baccalaureate and graduate MS programs. She has chaired and served on many interprofessional committees in both the Academic Health Center and at the University of Minnesota graduate school that have focused on issues related to the improvement of the quality of education and to the enhancement of student experience for diverse populations.

Co-Investigator

Elaine Darst, PhD, RN

Co-director of the Baccalaureate Program

University of Minnesota School of Nursing

Effort: 2% (0.24 calendar months) in years 1 and 2; 1% (0.12 calendar months) in year 3; 3% (0.36 calendar months) in year 4

Dr. Darst will serve as co-investigator and will collaborate with the team on the design and development of the project. She will oversee the undergraduate student experience for students from Minnesota. Dr. Darst has clinical experience in community mental health, teaching experience in community health, chronic illness, and psychiatric nursing, including development of community liaisons for student community experiences. Her knowledge of psychological theories (motivational, family, systems, developmental), the cultural bases for health beliefs, and understanding of mental health and chronic disease contribute a strong basis for program development in cultural immersion and chronic illness management in public health nursing. She has previously participated in Service Learning program planning and implementation, and currently is involved in facilitating Learning Abroad opportunities for students in the School of Nursing. She has traveled internationally, grasps the significant influence of cultural immersion on students' development, and understands the need for addressing international health concerns in our global community.

Co-Investigator

Linda Halcón, PhD, RN

Chair, Integrative, Global and Public Health

University of Minnesota School of Nursing

Effort: 2% (0.24 calendar months) in year 1

Dr. Halcón will serve as co-investigator and will collaborate with the team on the design and development of the project. Her expertise in public and international health will provide the team with a framework for the student experiences in Minnesota. She is an Associate Professor and

Chair of the Integrative, Global and Public Health Co-operative, and Interim Director of International Programs in the School of Nursing, University of Minnesota. Dr. Halcón completed her M.P.H. in Public Health Nursing and Ph.D. in Epidemiology at the University of Minnesota. She has worked in public health planning and administration here in Minnesota and has also been a leader in health and disaster relief projects in Madagascar, Kenya, Uganda, Sudan and Iraq. Building on her international experience, Dr. Halcón extended her research to East African refugee trauma survivors. She was co-investigator for a population-based study of torture, trauma and associated factors among Somali and Oromo refugees in the Twin Cities area, and she subsequently conducted pilot studies testing the feasibility and acceptability of Health Realization as an educational intervention to decrease stress and increase coping skills of Somali and Oromo refugee women. Dr. Halcón's current program of research examines the use of botanicals as sustainable adjunct anti-infective agents to enhance population health.

CONSULTING

Consultant/External Evaluator

Alice F. Kuehn, PhD, RN, (C-Retired, FNP/GNP),

Associate Professor, Emeritus (11-month appointment)

Sinclair School of Nursing, University of Missouri-Columbia

Consulting fee: \$2000 per year for each of four years

Dr. Alice Kuehn, will serve as consultant and external evaluator, assisting with the design of the shared on-line course and evaluation of the curriculum, exchange process, and mentoring program. She will also work with project faculty to educate site personnel about the project; and assist with submission of manuscripts and conference presentations. She has developed extensive experience in international education and is well-prepared to both mentor the new partners and utilize this experience to assist the team to develop mentoring guidelines for other nursing programs that may be embarking on international initiatives. Dr. Kuehn has extensive experience in grants management, curriculum design and differentiated practice, has taught at the diploma, AD, baccalaureate, and graduate level, and has both worked in and taught extensively in continuing education. She provided leadership in design, direction, and implementation of educational programs as coordinator of the University of Missouri Sinclair School of Nursing nurse practitioner graduate program for six years. Dr. Kuehn has served as project director for a Robert Wood Johnson Colleagues in Caring grant; project director for a HRSA (Health Services and Resources Administration) career mobility training grant; a U.S. Department of Education Congressional Priorities FIPSE grant addressing role clarity through preparing students from three levels of nurse education (associate degree, baccalaureate degree and master's degree) to work as a team; project director Career Mobility Program for Public Health Nurses with the Health Resource Services Administration (HRSA) working to strengthen the Missouri public health agencies through furthering the education of Missouri public health nurses; as project director (2002-2006) of a FIPSE North America (Fund for the Improvement of Post-Secondary Education) grant between Mexico, Canada and the USA working with nurse colleagues to explore the role of the nurse within each country's health care system and to grow in multicultural awareness. She is current serving as consultant to faculty regarding budget and

grant operating policies and procedures, and as evaluator of National Library of Medicine Grant NLM/NIH grant # G08LM008052 – *Community Nursing: Utilizing Information in Practice*, working with public health nurses and school nurses in Missouri to learn computer resource analysis skills. Dr Kuehn submitted formative and evaluation reports for these many grants, and has served as a reviewer for BHP Advanced Education Nursing Grant Program (HRSA) in 2005 (January), 1999, 1993 and 1989. Her considerable experience with international grants and previous work as evaluator in grant projects provides a solid basis for her role as evaluator of and consultant to this project.

Consultant/Project Exchange Coordinator

Judy Elliott, MA, Foreign Language Specialist

Consulting fee: \$1000 per year for each of four years

Ms. Elliot received a MA in Spanish literature from the University of Missouri and has done post graduate work in France, Italy, Mexico, and Panama. She teaches the North America Explorations in Nursing Course, where she shares a passion for introducing students to the Hispanic world. She has traveled to Mexico with more than 600 students during her years as Coordinator for Mexico Programs for the International Center, as an instructor of Spanish for the Department of Romance Languages, and as a professor of Foreign Language Methodology for the College of Education at the University of Missouri-Columbia. Ms. Elliott facilitated the first official exchange programs between Mexican Universities and the University of Missouri. She has traveled throughout the Spanish-speaking world and served as exchange coordinator for all

partners of the North American Mobility in Higher Education grant which focused on the role of the nurse in North America. She is a member of ACTFL, NAFSA, a number of professional organizations and was involved as the Rotary Short Term Cultural Exchange Coordinator. She facilitates Mexico exchange grants for the Columbia (Missouri) Rotary Club and their partner club, *Cuernavaca Oriente* in Mexico. She was chosen as a faculty international representative for the Universidad Internacional, Cuernavaca, Mexico, in 2006 and on April 7th, 2007, she received the Citation of Merit Award from the University of Missouri-Columbia College of Education for her work outside traditional education environments, including working with nursing students and faculty from two different institutions in three countries – Canada, USA and Mexico, as well as with many students and faculty in Mexican schools. Another area of contribution is her work on call as a Spanish interpreter for the University of Missouri Hospitals and Clinics. She continues to teach a Medical Spanish course for Health Care Professionals offered each semester at the University of Missouri Sinclair School of Nursing.

United States Partner

Cordie Reese, EdD, ANP

St. Louis University School of Nursing

Cordie Reese received her EdD in Adult and Community Education with a minor in community health nursing (1994). She has 35 years of experience in teaching students seeking both bachelors and masters degrees in nursing. She continues to teach the graduate course in community health nursing for the Family Nurse Practitioner students and as an elective for other students. Presently, she frequently supervises students in the undergraduate community health nursing course in their clinical practicum. When there are Spanish-speaking students she pairs

them with Hispanic clients in the community. Dr. Reese, recently, was awarded the cultural diversity faculty award from St. Louis University (St. Louis University, 2007). In 1980, Dr. Reese was certified as an Adult Nurse Practitioner. Presently, her practice is with La Clínica, the clinic for low-income persons of which most are Hispanics. She, also, has a practice at the International Institute of St. Louis to see newly arrived refugees. She invites students interested in a cross-cultural experience to accompany her to her practice sites. In 1994, she designed, received grant funds for and implemented the Family Nurse Practitioner Track. This program requires the students to take a community health course. It was the first nurse practitioner program in St. Louis, MO. In 1997, upon renewal, she with consultants, designed it to be offered in the online format using the problem based learning approach. It was the first nurse practitioner program taught online in St. Louis. Dr. Reese initiated and designed a 3 week immersion program for graduate nursing students to look at health care in Europe, particularly Spain. This took place at the St. Louis University Madrid campus in 1998 and 2002. The experience received good evaluations by the graduate students. Dr. Reese has participated in a medical mission in Honduras. Dr. Reese's research centers on the relationship of great-grandmothers and their great-grandchildren. In doing this research, she interviewed African American, Mexican American, American Indian and Caucasian American women. She has published this research and has presented this research locally, nationally and internationally (International Congress of Nursing in Taipei, Taiwan-2005). Dr. Reese, over her lifetime has lived/ worked outside of the USA: Morocco, France, Mexico and Spain.

TRAVEL

Total travel (including indirect costs of 8%) request is \$45,576, Year 1: \$11,016; Year 2: \$12,096; Year 3: \$10,044; Year 4: \$12,420

Travel funds are requested during year 1 for Drs. Krichbaum, Darst, Halcón, Reese, Kuehn, and for Ms. Elliot to attend the FIPSE North American Mobility directors' annual meeting in Canada. Travel is budgeted at \$1700 per person. Funding in year 2 is requested for Drs. Darst, Kuehn, Reese, and Ms. Elliot to travel to Mexico for the FIPSE directors' annual meeting. Travel is budgeted at \$2175 each. In year 3, the host for the annual meeting is the University of Minnesota School of Nursing. Travel funds are requested for Drs. Reese, Kuehn, and Ms. Elliot to travel to Minnesota for the meeting. Travel is also budgeted for Dr. Darst to travel to Mexico to prepare for student visits there, meeting with representatives from both BUAP universities. Travel is budgeted at \$1700 for each person. In year 4, the meeting will occur in Canada again and Drs. Krichbaum, Darst, Kuehn, Reese, and Ms. Elliot will attend. Travel is budgeted at \$1800 each.

Additional travel funds are needed for Ms. Elliot to travel to Mexico with the students in years 2, 3, and 4. We request an additional \$2500 per year for this travel. She will serve as guide for the students and will ensure their safe travel and integration into the culture at the Mexican partner sites.

OTHER

Printing

Funding is requested each year to cover print materials for publicity for the project including brochures, announcements, presentations and reports. The request is for \$500 in years 1 and 2; \$400 in year 3; \$550 in year 4.

Long Distance Phone

Funds are requested for long distance conference calls to maintain communication among partnering institutions. We will also use web-conferencing and video conferencing when possible. The request is for \$376 in Year 1; \$291 in Year 2; \$286 in year 3; \$437 in year 4.

Web-Master (to be named in the School of Nursing, University of MN)

The web-master will be responsible for developing and maintaining the project website, managing the links and databases and for working with the project team to train staff in website maintenance. The University of MN has capability to maintain the website and will consult with the Canada partners who hosted the site in the previous project. The online course will be hosted on the U of MN WebCT VISTA. Re-design of the website is budgeted at \$1600 in year 1.

Web Maintenance

To maintain the project web site funds of \$500 are requested in years 2 and 4; \$400 in year 3.

Instructional Designer

We will engage an instructional designer to assist us with revising and updating the current course and to integrate strategies that will facilitate students' interaction on the web. We request \$1600 in year 1 for this service.

Mobility Stipends

Funds are requested for a total of 14 students at \$5000 each over the last three years of the grant. In years 2 and 3, three students from MN and two from St. Louis will travel; in year 4, two from each school will travel. Students will use these stipends to offset the additional costs incurred by traveling and living abroad. Funds will also be used for health insurance and for language instruction.

Posters

Posters are necessary as a component of dissemination of student experience and program experience. Faculty/students will present three posters at regional/national/international professional meetings. The cost of printing 3 posters is \$150 each for a total of \$450.

Registration and Conference fees

As required per FIPSE guidelines, \$5000 is reserved in year 3 for registration and conference expenses of for hosting the 2010 North American meeting in the U.S.