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Host Organizations' Perspectives of Partnered Global Study-Abroad Programs

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Abstract

Background: The relationships between sending and host partners in nursing study-abroad programs are crucial to the success and sustainability of these programs. Yet, there has been a paucity of research focused on the global partnerships between sending and host organizations. Most research about study-abroad programs has primarily focused on Global North sending organizations' perspectives on the educational, social, and career benefits to Global North students with few studies highlighting the perspectives of host organizations from the Global South.

Aim: To explore Global South host organizations' perspectives about global partnered nursing study-abroad programs.

Research Design: This research study was guided by a critical social theory (CST) paradigm, the six Global Health Research (GHR) principles, and Situational Analysis (SA) research methods. Data was collected by conducting interviews with five participants from multiple host organizations in Tanzania, Ghana, and Malawi and the analysis of two Memoranda of Understanding (MOUs).

Findings: The study identified four themes: (1) Navigating Prejudice, Pride, and Planting a Seed: Global North Students as Intermediaries; (2) Fostering Qualities of Partnership through Longevity and Sustainability; (3) Meeting Needs vs. Creating Needs: Contradictory Costs/Benefits of Global Partnerships; and (4) Working towards Reciprocal Relationships: Practices and Aspirations.

Conclusion: These findings speak to the importance of fostering long-term partnerships between sending and host partners that anticipate and proactively address resource drain and power differentials that occur at the partner, institutional, and international levels. Strategies at the institutional level, such as critical pre-departure training, inclusive and comprehensive

evaluation of the partnership, and inclusion of Global South partners through research activities, as well as policy changes at the international level, can help all partners work towards more reciprocal partnerships.

Keywords

Study-Abroad Programs, Global Partnership, Reciprocity, Power, Global North, Global South, High-Income Countries (HICs), Low-to Middle Income Countries (LMICs), Host Organization, Sending Organization

Summary for Lay Audience

The success and sustainability of nursing study-abroad programs depend on the relationships between faculty/staff from sending organizations and those from host organizations. Sending organizations, often universities, send students primarily from Global North high-income countries (HICs) like Canada and the United States on study-abroad programs to Global South low-to-middle income countries (LMICs) in Africa and Asia where they work with host organizations, also often universities. Most research on study-abroad programs focuses on the perspectives of students and/or faculty from sending organizations with respect to how such programs benefit nursing students, with few studies focusing on host organizations' perspectives. The purpose of this study was to bring attention to the perspectives of faculty/staff at host organizations about their relationships with faculty/staff from sending organizations. This study considered how power differentials and economic factors have impacted these relationships and uncovered four major themes: (1) the role that nursing students from Global North HICs play in the relationship; (2) qualities in the relationship that allow it to last; (3) costs/benefits of the relationship
that simultaneously meet host organizations' needs while also creating further needs;
(4) working towards relationships that are mutually collaborative and beneficial for all partners involved. These themes highlight the importance of encouraging long-term relationships between sending and host partners that actively consider challenges related to resources and power distribution. All partners can work towards more reciprocal and equitable partnerships by better preparing nursing students, formally evaluating their relationships, and encouraging changes in policy and research activities to include staff from host organizations.

Co-Authorship Statement

Assistant Professor Dr. Susana Caxaj (thesis supervisor) and Professors Dr. Yolanda Babenko-Mould and Dr. Pammla Petrucka (committee members) are co-authors of this study and will be co-authors on all manuscripts and presentations stemming from this work.

Dedications

I dedicate this thesis to my grandma (mama), Cornelia Ranisau, who passed on December 23, 2021. She was the kindest and most loving person I knew and has taught me to be content in every situation.

I also dedicate my thesis to the participants in my study. A statement that a participant said captured the essence of why I wanted to pursue this research:

> I am commending you for taking this stand because it is very important to understand what [it] looks like for host and sending [organizations], and whether [or not] [study-abroad programs are] even worth it and [to understand] what it is we need to do differently.

Acknowledgments

This thesis would not exist without Dr. Susana Caxaj approaching me after class and encouraging me to pursue my research assignment as a thesis. Coming from a cultural background that implicitly discouraged females to pursue further education, the acknowledgement from Dr. Susana Caxaj broke down this learned belief that I unknowingly carried and ultimately manifested into completing my thesis. I am indebted for her constant support, professional guidance, patience, and encouragement, which words do not do justice of how extremely grateful I am to her.

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Chapter 1

1 Introduction

Globalization is “a process that connects nations, trades, and people by financial development, communication changes, cultural transformations and travels” (Dorri et al., 2020, p. 1). These international connections can be events, activities, and decisions in one area of the world that greatly impact people, societies, or entire cultures in another area of the world (Dorri et al., 2020). Globalization has also increased the complexities in nursing, requiring nurses to develop competencies beyond acute care delivery and into knowledge of health promotion, human migration, cultural competence care, economics, information technology, social justice, and equity (Lee et al., 2018). To respond to globalization, most universities have ‘internationalized’ their curricula with the aim of creating globally aware graduates, according to the Association of Universities and Colleges of Canada (AUCC) (2014), who define ‘internationalization’ as “institutional efforts to integrate an international, global and/or intercultural dimension into the teaching, research, and service functions of universities” (p. 3). AUCC (2014) identify study-abroad programs as one of the top five priorities for the internationalization of higher education. Following this broader trend, study-abroad programs have been championed as a part of the nursing curricula (Browne et al., 2015; Wright, 2010) and have resulted in educational, social, cultural, and career benefits for nursing students, all of which have been well documented in the literature (Browne et al., 2015; De Oliveira & Tuohy, 2015; Jin et al., 2020; Nielsen et al., 2020; Wilson, 2015).

The relationships between sending and host organization partners in nursing study-abroad programs are crucial for successful study-abroad program outcomes

(Scanlan & Hernandez, 2014; Underwood et al., 2016) and sustainability of such programs (Mandich et al., 2016). Yet, there is a lack of research focused on global partnerships between sending and host organizations (Baernholdt et al., 2013). There may be many factors, such as historical, political, economic, social, and cultural features, at the partner, institutional, and/or international levels that can impact these global partnerships, but these factors have largely been underexplored in the literature. Using a critical social theory (CST) paradigm (Guba & Lincoln, 1994; Horkheimer, 1937; Weaver & Olsen, 2006) and informed by a situational analysis (SA) methodology (Clarke et al., 2016; Perez & Canella, 2016), this thesis explores host organizations' perspectives on global partnered study-abroad programs highlighting how power differentials and economic factors may impact host organizations at the partner, institutional, and international levels.

1.1 Background and Significance

In describing study-abroad programs, the literature tends to be situated within terms like "student volunteerism", "community service", "volunteer tourism", "service-learning", "internships", "clinical training", and "field placements", all of which are difficult to distinguish one from another. All these programs have an over-arching theme of students linking with community members and organizations in some way; however, the process or places in which the programs are executed differ. For example, student volunteerism and community service involve students assisting local community members and organizations in some way and generally position students as richer in resources or expertise than those who are, in turn, understood as needing their help (Harrison & Clayton, 2012). Volunteer tourism has been defined as "utilizing

discretionary time and income to travel out of the sphere of regular activity and participate in a period of engagement and contribution to the local, national or world community" (Hammersley, 2014, p. 857). Service-learning "involves the integration of academic material, relevant community-based service activities, and critical reflection in a reciprocal partnership that engages students, faculty/staff, and community members to achieve academic, civic, and personal learning objectives as well as to advance public purposes" (Bringle & Clayton, 2012, p. 105). Service learning emphasizes "working with" the community that promotes civic learning for all participants.

Whereas internships, clinical training, and field placements tend to focus on the development of professional and technical skills for students and often occur "in communities" rather than "working with" communities as the emphasis are on students learning these professional and technical skills as opposed to learning for all participants (Bringle & Clayton, 2012; Harrison & Clayton, 2012).

Discussions of study-abroad programs typically describe activities where students travel abroad as part of their study requirements but remain enrolled in their home institution (Potts, 2016). Study-abroad programs can take many of the forms listed above, but the distinguishing feature is that they are international in nature, and the length of time varies from two weeks to a full academic year, depending on the institution in which the student is enrolled (Zuchowski et al., 2019). Therefore, study-abroad programs are classified by location, form, duration, and learning goals (Giedt et al., 2015). For the purpose of this thesis, study-abroad programs are defined as academic placements involving faculty and students at either sending or host universities (Kulbok et al., 2012). Study-abroad programs may be uni-directional, where visiting students travel to a host

country (Lees & Webb, 2017), or bi-directional, where visiting and host students trade places, which has been often referred to as an exchange program (Crump & Sugarman, 2010). This thesis focuses on study-abroad programs that involve sending organizations (universities) situated in high-income countries (HICs) in partnership with host organizations (universities) situated in low-to middle-income countries (LMICs).

Since the beginning of the 21st century, study-abroad programs have become more prevalent in nursing curricula in an effort to promote 'cultural competence' and 'global citizenship' through trans-cultural teaching and engagement with individuals, families, and communities from varied cultures and contexts within a healthcare environment (Brown et al., 2015; Muir & Law, 2006). Although many elements of 'cultural competence' and 'global citizenship' can be explored in the classroom, nursing students have reported that their experience abroad could never be replaced with a lecture, film, or reading (Carter et al., 2019; Edmonds, 2010; Ruddock & Turner, 2007) as immersion into political, economic, social, and cultural contexts different from those students are familiar with can support deep and transformative learning (Green et al., 2008; Muir & Law, 2006). Being exposed to an unfamiliar environment can also enable nursing students to experience and understand different health care systems and impacts on the delivery of health care (Carter et al., 2019; Ruddock & Turner, 2007). See Appendix A for the definition of culture used in this thesis.

Some nursing education programs have begun to include study-abroad opportunities in curricula as they offer a multitude of benefits for sending organizations and student participants from those organizations. Sending organizations benefit as the programs bring attention to global health disparities and offer Global North faculty

members career opportunities to work in resource-poor settings or on similar issues (Crump & Sugarman 2008, 2010; Drain et al., 2009; Dowell & Merrylees, 2009). Offering study-abroad programs may also attract funding due to the appeal of such programs to philanthropists (Crump & Sugarman 2008, 2010). Furthermore, some of the benefits for Global North nursing students include the development of cultural competence and cultural sensitivity (Browne et al., 2015; Caldwell & Purtzer, 2014; De Oliveira & Tuohy, 2015; Edmonds, 2010; Greatrex-White, 2008; Green et al., 2008; Grosse & Katic-Duffy, 2020; Grudt & Hadders, 2017; Huffman et al., 2020; Ruddock & Turner, 2007), immense personal and professional growth (Bagnasco et al., 2020; Button et al., 2005; Green et al., 2008; Grosse & Katic-Duffy, 2020; Huffman et al., 2020; Ortega et al., 2016; Reid-Searl et al., 2011), critical appraisal of different health care systems (Grosse & Katic-Duffy, 2020; Grudt & Hadders, 2017; Huffman et al., 2020; Reid-Searl et al., 2011; Tjoflåt et al., 2017), and bridges that address the theory to practice gap (Browne et al., 2015; De Oliveira & Tuohy, 2015; Jin et al., 2020; Nielsen et al., 2020). The disadvantages of study-abroad programs for sending organizations include various hidden costs and the expertise and additional time required to develop and sustain such programs (Crump & Sugarman, 2008). The challenges experienced by nursing students are language barriers (Bagnasco et al., 2020; Greatrex-White, 2008; Green et al., 2008; Grudt & Hadders, 2017; Huffman et al., 2020; Tjoflåt et al., 2017), working in resource-constrained environments (Carter et al., 2019), and feeling inadequately prepared about host culture, host history, and the socio-political realities experienced in the host country (Caldwell & Purtzer, 2014; Carter et al., 2019; Grudt & Hadders,

Less research has been devoted to the benefits and unintended consequences for host organizations (Caldwell and Purtzer, 2014; Crump & Sugarman, 2008, 2010; Racine & Perron, 2012; St-Amant et al., 2018). Most information about host organizations' perspectives related to study-abroad programs come from the field of medicine. Examples of benefits for host organizations include strengthening of their universities' reputation internationally as leaders in global health (Bozinoff et al., 2014), which in turn may lead to training opportunities abroad for local staff, donations of equipment, and financial compensation (Bozinoff et al., 2014; Crump & Sugarman 2008; Dowell & Merrylees, 2009). These training opportunities also benefit both sending and host organizations as study-abroad programs encourage the exchange of ideas and experiences, which enhances faculty/staff teaching experiences (Bozinoff et al., 2014). Other benefits for host organizations are that it allows opportunities for international collaboration, improves host organizations reputation to the local community, and Global North students fill in gaps in the provision of health care at local health facilities, for example, bridges gap of staff shortages (Bozinoff et al., 2014). Challenges for host organizations include initiatives that have a negative impact on patients, the community, and local staff, unbalanced relationships among institutions and faculties, and concerns about the sustainability and optimal use of resources (Crump & Sugarman, 2010; Jesus, 2010; Suchdev et al., 2007). Crump and Sugarman (2008) address other disadvantages for host organizations. The first disadvantage is the unaccounted costs associated with hosting sending organizations' faculty and/or students, such as paying for visas, food, and incidental costs not covered by sending organizations. Secondly, local staff and host organizations require additional time to orient sending

organizations' faculty and/or students to the local environment with respect to food, housing, transportation, and translation services (Crump & Sugarman, 2008), which impose a further burden on local staff already contending with limited resources (Gilbert et al., 2013). Lastly, host organizations potentially lack the capacity to monitor and document the benefits obtained and disadvantages incurred through study-abroad programs (Crump & Sugarman, 2008). Therefore, the authors argued that sending organizations have a moral obligation to ensure that host organizations, at a minimum, are not left worse off as a result of the collaboration, but ultimately, mutual and reciprocal benefits should be the goal for both sending and host organizations (Crump & Sugarman, 2008).

The majority of studies on nursing study-abroad programs have highlighted student and faculty experiences with a focus on the benefits for sending individuals and organizations (Miles et al., 2019; Ortega et al., 2016). Most research on nursing study-abroad programs are often authored by Global North actors from sending organizations, and seldom include Global South co-authors from host organizations (Kulbok et al., 2012). Further research has been recommended to identify the perspectives of the host communities where study-abroad programs take place (Browne et al., 2015; Caldwell & Purtzer, 2014); however, these perspectives have largely been under-explored (Miles et al., 2019). Few studies have explored both the visiting and host nursing students' experiences of study-abroad programs (Grosse & Katic-Duffy, 2020; Ortega et al., 2016) and even fewer studies have focused solely on the perspectives of host nursing students and faculty (Underwood et al., 2016). Within the small body of literature on study-abroad programs in nursing, there has been a paucity of research focused on

the global partnerships between sending and host organizations (Baernholdt et al., 2013). The lack of attention in the literature about host organizations' perspectives of global partnered study-abroad programs limits understanding of why inequities between sending and host organizations may persist, what systems and structures perpetuate inequities, and what steps would be required to mobilize for more equitable partnerships.

Kulbok et al. (2012) state that, for study-abroad programs to be mutually beneficial, there needs to be an equitable global partnership between sending and host organizations that fosters interdisciplinary and international collaboration. Similarly, Lee et al. (2018) argues that there is a need for collaborative partnerships among sending and host organizations to facilitate international understanding, share best practices, and address how the political, economic, social, and cultural differences can impact the partnership. Therefore, the relationship between partners in nursing study-abroad programs is crucial not only for successful program outcomes but also the sustainability of such programs (Mandich et al., 2016; Scanlan & Hernandez, 2014). The potential consequences of limited research-based knowledge about global partnerships between sending and host partners involved in study-abroad programs may limit understanding of what has been actually going on in these partnerships – what has been silenced, what has been constructed and deconstructed, what has been valued and devalued, and what has been left unaddressed. Thus, it is important to research how such global partnerships from host organizations' perspectives are being navigated. This thesis seeks to explore multiple perspectives of host organization partners to better uncover dynamics and experiences that shape the degree to which study-abroad partnerships are perceived as equitable and reciprocal. Findings from research that attends to these issues can then be

utilized for the refinement of study-abroad programs in nursing education to help enable reciprocal partnerships.

1.2 Study Purpose

Although many authors recommend that research be conducted about host organizations' perspectives of study-abroad programs (Caldwell & Purtzer, 2014; Crump & Sugarman, 2008, 2010; Racine, & Perron, 2012; St-Amant et al., 2018), research on this topic has largely not been taken up. This relative paucity of research is further evidenced within the professional divides of the health science disciplines. The majority of studies specific to addressing host organizations' perspectives of study-abroad programs and analyzing such programs from a CST perspective has been from the fields of medicine and social work. Contributions from the field of nursing, although present (Underwood et al., 2016), have significantly lagged. The limited literature on this topic has emphasized the need for an equitable global partnership between sending and host partners involved with study-aboard programs to yield mutually beneficial and collaborative relationships (Kulbok et al., 2012; Lee et al., 2018). Attention in the literature to date has been on the benefits study-abroad programs offer Global North students and sending organizations from HICs (Miles et al., 2019). Future research needs to also include the benefits and potential unintended consequences of study-abroad programs for Global South students and host organizations, who are often situated in LMICs (Caldwell & Purtzer, 2014; Crump & Sugarman, 2008, 2010; Miles et al., 2019; Racine, & Perron, 2012; St-Amant et al., 2018). Now more than ever it is important to consider Ilieva et al's (2014) challenge to undertake "the full calculation of the human, institutional, and educational costs and benefits" involved in study-abroad programs (p.

876). Following a situational analysis (SA) methodology, this study will begin to explore the unique perspectives of host organizations on global partnered study-abroad programs. It is expected that this research will provide an understanding of what equitable global partnerships look like between sending and host organizations involved with nursing study-abroad programs, leading to practical recommendations to increase reciprocity in study-abroad programs in nursing. Furthermore, this thesis will contribute to nursing knowledge by involving host organizations' perspectives on the benefits and unintended consequences of global-partnered study-abroad programs.

1.3 Research Questions

This thesis seeks to address the following overarching question:

1. What are host organizations' perspectives of global partnerships involving study-abroad programs in nursing? Stemming from this question, this thesis also aims to answer the following sub questions: (a) How do power imbalances between countries influence global partnerships involved in study-abroad programs? and (b) How do host organizations involved in study-abroad nursing programs experience (or not experience) reciprocity?

1.4 Theoretical Framework

The paradigmatic positioning in this research study is Critical Social Theory (CST). This theory was first defined in 1937 by Max Horkheimer (Horkheimer, 1937) and was also inspired by the writings of Marx, Habermas, and Freire (Weaver & Olsen, 2006). Guba and Lincoln (1994) state that CST assumes 'truths' exist as 'taken for granted' realities that are molded by social, political, cultural, gender, and economic factors that, over time, are contemplated to be 'real.' These 'taken for granted'

realities lead to the oppression of individuals and/or societies (Ford-Gilboe et al., 1995). A critical perspective recognizes that some individuals and/or societies are disadvantaged and oppressed through no fault of their own, but rather as a consequence of the way that power, opportunities, and resources have been distributed in society, which is known as "structural disadvantage" (Hosken, 2016). For the purpose of this thesis, power is defined as a mechanism enabling organizations to have control, influence, or authority over another organization (Chandler, 1992). Power can be internalized by a collective, which may result in power being embedded in societal institutions (Williams et al., 2010).

Many historical and economic factors have contributed to disparities in power and resources between countries of the Global South and countries of the Global North (Mohanty, 2018). First, Global South countries have been significantly influenced by colonial legacies. Second, economic conditions in many countries from the Global South remain under-resourced (e.g., infrastructure, resources) compared to those of the former colonial powers in the Global North. Third, Global South countries are preoccupied with addressing the unequal global order "where Global North countries enjoy more political, economic, technological, and cultural power than the Global South" (Mohanty, 2018, p. 8). These factors play a unique role in shaping how relationships are negotiated and defined within the context of study-abroad programs. See Appendix A for definitions of the terms "Global South" and "Global North".

CST is also concerned with combating oppression and the more equal redistributing of power and resources (Maguire, 1987). One way to redistribute power and resources between countries is raising awareness with regards to social problems

and assuring that the perspectives of marginalized individuals are heard (Weaver & Olsen, 2006). Critical researchers consider research as the start of this social and/or political action and regard research findings as helping rectify social inequities (Agger, 1998). The overall goal of critical research is social justice, which is defined in this thesis as "the equitable bearing of burdens and reaping of societal benefits" (Bathum, 2007, p. 304). One way to achieve social justice is through empowering participants to work towards societal transformation (Bathum, 2007). Empowerment "involves a process of being submerged in reality, critically reflecting on that reality, and moving to a state of active intervention, individually or collectively, to change the conditions of that reality" (Ford-Gilboe et al., 1995, p. 15). Studying host organizations' perspectives about global partnered study-abroad programs allows for the perspectives and voices of marginalized groups to be heard, which is one way of redistributing power among the global partnership.

1.4.1 Canadian Coalition of Global Health Research (CCGHR): Principles of Global Health Research (GHR)

Aligned with a critical worldview, this research was guided by the six principles for GHR: *Authentic Partnering, Inclusion, Shared Benefit, Commitment to the Future*, *Responsiveness to Causes of Inequity*, and *Humility.* These principles provide a framework that guides the integration of equity considerations into everyday research, knowledge translation, and practice activities (Plamondon, & Bisung, 2019). Global partnerships' inherent concern with equity can also be examined through these principles. In this thesis, the GHR principles were used to put CST into action by utilizing the principles as a guideline to develop the research questions, evaluate the literature, and analyze the data collected.

Aligned with CST, GHR principles guided the development of the research questions. The principles of *Authentic Partnering, Humility,* and *Commitment to the Future* pertained to the first research question: what are the host organizations' perspectives of global partnerships involving study-abroad programs in nursing? The principle of *Authentic Partnering* allowed the researcher to acknowledge ways that global partnerships may be impacted by multiple factors such as legacies of colonialism and the continual imbalances in the distribution of wealth, resources, and power (both within and between countries) (Plamondon & Bisung, 2019). The principle of *Commitment to the Future* also alerted the researcher to consider the implications of long-term relationships in the global partnership (Plamondon & Bisung, 2019) between sending and host organizations. The researcher also attempted to enact the principle of *Humility* by coming to all aspects of the study with an attitude of learning as opposed to knowing (Plamondon & Bisung, 2019) when interacting with participants and throughout data analysis.

The principles of *Inclusion* and *Responsiveness to Causes of Inequity* applied to the second research question: how do power imbalances between countries influence global partnerships involved in study-abroad programs? These principles guided the researcher to consider how inclusion of marginalized individuals was (or was not) working in any given setting (Plamondon & Bisung, 2019). Guided by these principles, this thesis sought to explicitly include and centre the voices of host organizations, which have been traditionally excluded, and understand the broader contextual forces that have contributed to this absence in the literature.

The principle of *shared benefit* related to the last research question: how do all partners involved in study-abroad nursing programs experience (or not experience)

reciprocity? The notion of "shared benefit" raises questions about the nature of partnerships in identifying and developing more equitable distributions of benefits to ensure reciprocity for all partners. Honoring the principle of shared benefit promotes conversations about the multiple needs of all partners, such as researchers, local communities, policy makers, and students, and asking *who benefits and how?* (Plamondon & Bisung, 2019). This thesis explored what has been understood or 'taken for granted' as a shared benefit within the context of nursing study-abroad partnerships.

1.5 Reflexivity Statement

Reflexivity as an introspective process that assumes that the researcher's own reflecting, intuiting, and thinking will add richness to the research (Finlay, 2002). In conducting this research, I had two personal motivations. Firstly, when I was 16 years old, I took part in a mission's trip with a local church to a small village in Puerta Plata, Dominican Republic. The main goal of the mission trip was to spread the gospel, as well as help with community initiatives. I left that trip feeling as if I obtained more benefit than what was provided to the community and questioned if the mission trip really did help the community, similar to Caldwell and Purtzer's (2014) findings. Secondly, I have traveled to many countries where I have had experiences that have opened my eyes to the various living conditions and perspectives of individuals in LMICs. These experiences have taught me that there is much to learn from people from different social, political, economic, and cultural backgrounds, lessons that challenge the thinking, being, and doing of people in HICs. I am a white, heterosexual female that was born and raised in Canada, a HIC, all of which have shaped the way I view this topic. However, my own

experience with programs abroad and travelling has motivated me to discover the value in listening to marginalized voices on this topic and recognizing that there are voices that will be left out.

Reflexivity as social critique focuses on researchers managing the power imbalance between researchers and participants (Finlay, 2002). Power imbalances are inherent in this study as I come from a HIC and have interacted with participants from a marginalized population in LMICs. Finlay (2002) describes retrospective reflection about individual, socio-political, and research implications as a means of managing power imbalances between researchers and participants. As such, immediately following each interview, I journaled about how my position as a researcher is mainly due to my privileges of being born as a white person in Canada when compared to the participants. My journal also contained reflections on the historical and political differences between my country (Canada) and the participants' countries (African countries), as for example, how African countries have been colonized and I can be seen as a colonizer due to being born and raised in Canada. Further discussion of my reflexivity process in relation to my methodological approach is detailed in Chapter 3 (p. 47 - 48).

Chapter 2

2 Literature Search

My interest in this research topic developed while completing a scoping review with a colleague on the topic of nursing students' experiences with study-abroad programs. The aim of this scoping review was to summarize all existing research regarding nursing students' experiences with study-abroad programs. Following this initial search, I expanded my literature search to include the topics of the history of nursing, economics, global-partnerships, power imbalances, and reciprocity related to study-abroad programs, as well as host organizations' perspectives on study-abroad programs. A university librarian was consulted multiple times throughout the literature search process. Their input guided the refinement of key search terms and identifying of relevant databases. Using the Cumulative Index of Nursing and Allied Health Literature (CINAHL), Scopus, Pubmed, PsychInfo, and Education Resource Information Centre (ERIC) this literature search included literature from the fields of medicine, social work and nursing. See Appendix B for the keywords and how they were utilized in various combinations. The inclusion criteria included English-only peer-reviewed publications, and a focus on global partnered study-abroad programs, internationalization of higher education, and colonial history of nursing (see Appendix C). It was not limited by publishing date due to the scarcity of literature on this topic area and documents which were not full-text were excluded. Sixty-four articles were initially chosen based on titles and abstracts that were relevant to the topic. References were then scanned for additional articles for a total of 110 full text articles that were reviewed and informed the thesis.

2.1 Impacts of Colonialism on the History of Nursing and Study-Abroad Programs in North America

Colonialism is a global force that has contributed to unjust relationships between European and non-European nations (Gonzalez, 2003). Within the North American context, Indigenous peoples were targets of colonial assimilation and colonial violence (Villeneuve, 2020). White Europeans' use of racism and racial prejudice was an essential tool to justify their dominance and power over Indigenous peoples (Villeneuve, 2020). Indigenous peoples were portrayed as 'underdeveloped' (Dussel, 1996) and the use of violence was framed as a way to 'civilize' or reform them (Salas, 2005). In Canada, this colonial effort occurred through the implementation of residential schools (Bourgeois, 2015). These schools and policies significantly disrupted the traditional ways of life and culture of Indigenous peoples causing negative long-term problems (Bourgeois, 2015) at the individual, societal, and institutional level.

Historic roots of the nursing profession have evolved within the context of colonialism, which shaped the lens of nurse leaders and practitioners in the profession (Waite & Nardi, 2017). In 1860, Florence Nightingale, the founder of modern nursing, launched the first formalized training school for nurses at St. Thomas Hospital in London, England (Daily Mail Reporter, 2011). Nightingale chose a small group of white European women of the 'right calibre' to train for one year (Daily Mail Reporter, 2011). This marked the beginning of formal nursing as the vocation of white Europeans. This tradition was likewise adopted in Canada. Karen Flynn, one of Canada's earliest black nurses, explained that people of color were not initially permitted to attend nursing schools in Canada (Flynn, 2011). The first nursing training facility in Canada opened in 1874 and the first baccalaureate nursing program began in 1919. Yet, nursing programs

only began accepting admission for people of color in the 1940s (Jefferies, 2020). Prior to that, people of color wanting to pursue nursing in Canada were told to go to the United States where admissions for people of color had started in the1870s (Flynn, 2011).

The notion of the nursing profession as an "all-white female profession" continues to permeate the discipline of nursing (Jefferies, 2020; Minority Nurse Staff, 2013). While most North American nurses are white women from middle- and working class backgrounds (Waite & Nardi, 2017), structural barriers continue to preclude recognition and inclusion of racialized and internationally trained persons from practicing as nurses in Canada (Walton-Roberts, 2020). For instance, Indigenous Peoples in Canada are underrepresented in health professions and the small number of Indigenous nurses often state they experience a range of subtle to blatant racism from their patients and family members, and colleagues (Vukic et al., 2012). The authors conclude that the acts of discrimination experienced by Indigenous nurses are rooted in systemic structures that maintain the differential treatment of Indigenous people (Vukic et al., 2012). The representational issue of most nurses in North America being white women is also prominent in nursing leadership positions as there are a small number of minority nurses in leadership positions to date (Waite & Nardi, 2017). Understanding the impacts of colonialism in nursing warrants further examination of the structural barriers that continue to exist and perpetuate racial inequalities in global partnered study-abroad programs.

Waite and Nardi (2017) argue that nurse leaders need to understand how racism is a product of colonialism, which is a key factor in shaping nursing education. In investigating the history of nursing, it becomes apparent that nurses, willingly or

not, participated in colonization and thus nurses can engage in colonizing practices (Racine & Perron, 2012). Racine and Perron (2012, p. 191) state "that nurses are more likely to view themselves as objects to be colonized rather than a colonizing force in the healthcare arena. However, the literature in nursing and other professional disciplines suggests that nurses' actions, however [seemingly] benevolent or in line with accepted health policies, can indeed be seen as subtle yet effective contributions to a new form of colonization." Nursing education and practice are permeated with "powerful discourses on ethics, reciprocity, and equity" (Racine & Perron, 2012, p. 197), which assert that nursing education and practices are inherently benevolent. However, this rhetoric has made it hard to identify problematic practices in nursing (Racine & Perron, 2012). The theory and practice of nursing often lacks perspectives other than those from a Global North lens (Naidu, 2020; Waite & Nardi, 2017). Thus, "nursing research is not impartial, apolitical, or ahistorical, and nursing is regulated by dominant discourses" (Waite & Nardi, 2017, p. 22). Waite and Nardi (2017) argue that nursing faculty and leaders cannot teach and practice what they do not know. Thus, nurse leaders and educators must be informed more critically about nursing practices being embedded in larger historical processes. Without this critical knowledge, nurse leaders and educators may unconsciously produce knowledge, which may be a reason for why the dominant discourses of study-abroad programs benefit Global North students.

Nursing study-abroad programs have also evolved within the context of colonialism. Firstly, white students have been overrepresented in study-abroad programs when compared to students of color who have been underrepresented in such programs (Bhandari & Blumenthal, 2011; Snyder et al., 2018). Secondly, nursing study-abroad

programs have been conceptualized as having a development-like impact in many areas of the world (Hyde-Price & Williams, 2001). As such, students have viewed study-abroad programs as an opportunity to volunteer or give back to the global community (Mandich et al., 2016). Nursing students may be motivated by the desire to help other countries, the intention to work internationally upon graduating, the call to make a difference (Asenso et al., 2013; Browne et al., 2015; Reid-Searl et al., 2011), and the desire to gain cross-cultural experiences (Bohman & Borglin, 2014; Kulbok et al., 2012). Yet, critical research on global health suggests that these positive motivations alone do not ensure a reciprocal global partnership (Hanson et al., 2011). Despite good motivations from Global North students, such programs have the potential of raising ethical challenges for host organizations and communities in LMICs (Hanson et al., 2011; Racine & Perron, 2012) as students' intentions do not address global health inequities (Hanson et al., 2011). The authors' suggestion for a more ethical and equitable study-abroad programs was to add a critical perspective that addresses historically and politically rooted global health inequities to better prepare Global North students (Hanson et al., 2011).

Nursing students are beginning to recognize significant issues related to study-abroad programs, such as histories of colonialism, impacts of racism, and power dynamics, although, they may not label them as such. For example, nursing students frequently made comparisons of healthcare systems, cultures, and resources available between their home country and host country (Grosse & Katic-Duffy, 2020; Grudt & Hadders, 2017; Huffman et al., 2020; Napolitano & Duhamel, 2017; Reid-Searl et al., 2011; Tjoflåt et al., 2017). However, nursing students remained unable to

identify the cause of these issues and felt inadequately prepared for their exchange (Reid-Searl et al., 2011), in turn, questioning if their presence had a positive impact on host communities (Caldwell & Purtzer, 2014; Carter et al., 2019; Grudt & Hadders, 2017). Numerous scholars have recommended incorporating a critical perspective to pre-departure training and debriefing for Global North students (Asenso et al., 2013; Bagnasco et al., 2020; Gower et al., 2017; Jones & Miles, 2017; Naidu, 2020) as such knowledge potentially equips students to recognize issues of colonialism, racism, power, and privilege (Jones & Miles, 2017). Therefore, adding a critical perspective to pre-departure training and debriefing would enact the GHR principle of *Responsiveness to Causes of Inequity* (Plamondon & Bisung, 2019).

Racine and Perron's (2012) postcolonial analysis of study-abroad programs examined the risk of reinforcing colonialist practices in nursing students during study-abroad programs. The authors argued that concepts, such as racialization – the "exclusionary process of social stratification that creates Otherness" (Racine & Perron, 2012, p. 193), globalization, neoliberalism, and neocolonialism can impact international placements. These concepts can influence and reduce study-abroad programs to mere experiences of cultural voyeurism - "the exotic view of the Other" (Racine & Perron, 2021, p. 192). These authors recognized that much of the nursing literature addresses the benefits of study-abroad programs, while few discuss the pitfalls that have the potential to occur in such placements, which they believe sheds light on how colonialism has influenced the culture of professional nursing practice. They concluded that racialization in nursing can be addressed by raising critical social consciousness and reflexivity in nurse educators and students (Racine & Perron, 2012), in order to work towards

collaborative efforts. Some scholars also echo that study-abroad programs have the potential to reinforce racism, colonialism, and ambivalence (Allen, 2010, Hanson et al.,2011; St-Amant et al., 2018), which could undermine collaborations (Huish, 2014). By centring host organizations' perspectives, this thesis aimed to further elaborate on the ways that potential partnerships may either challenge, reinforce, or ambivalently hold racist and colonial values.

2.2 Internationalization and Economics of Study-Abroad Programs

The majority of universities in Canada have participated in global initiatives aimed at establishing and maintaining global connections and building global competencies among their students, faculties, and administrative units (Association of Universities and Colleges of Canada (AUCC), 2014; Ilieva et al., 2014). These global initiatives, often referred to as "internationalization" are typically motivated to create globally aware graduates with international and intercultural competencies, skills that they could then use in the labor force (AUCC, 2014). Yet, the process to create globally aware graduates has differed among universities as internationalization initiatives have not had unitary goals. In Canadian universities, study-abroad programs are amongst the top five initiatives for internationalization (AUCC, 2014). The most funded area of internationalization initiatives is to support student participation in study-abroad programs followed by faculty conducting research abroad, and faculty leading students on study-abroad programs (AUCC, 2014). The most common sources of external funds for study-abroad programs come from the provincial government, federal government, and private donors other than alumni. Yet costs of study-abroad programs remain the

number one barrier for student participation as families and students are still required to pay for such programs (AUCC, 2014; Bhandari & Blumenthal, 2011).

Sending organizations offering study-abroad programs may benefit economically from the appeal of such programs to funders and philanthropists (Crump & Sugarman, 2010). Researchers may lead health programs in LMICs based on research agendas and funding that were heavily influenced by HICs agendas (Abimbola, 2018; St. Amant et al., 2018). Host organizations, in turn, have also benefited economically from study-abroad programs as they have allowed for the donation of necessary resources from sending organizations (Crump & Sugarman, 2008). Yet study-abroad programs for host organizations also come with unaccounted-for costs, such as paying for visas, food, and incidental costs not covered by sending organizations (Crump & Sugarman, 2008). The dynamics of the economic factors warrant further examination to determine the nature of global study-abroad partnerships and the potential for a disbalance in power.

Financial funding of study-abroad programs may be one factor that has impacted the unequal power in the relationship between sending and host partners. Sharpe and Dear (2013) critically analyzed three ‘points of discomfort’ (uncomfortable situations) that arose during an international service-learning (ISL) experience. For example, a ‘point of discomfort’ arose during the ISL mealtimes as sending partners noticed that due to lack of funding it fell to the host partners to prepare, serve, and clean-up after each meal. Sending partners offered their assistance but it was refused. This ‘point of discomfort’ shed light on each partners’ pre-conceived assumptions of roles and responsibilities during the ISL and the authors argued this led to an imbalanced relationship because it was not explicitly addressed. The ISL was pre-arranged that the

sending organization would finance the entire camp, whereas the host organization would take lead on the coordination of the camp; however, how the camp would function during the ISL was not previously discussed. After the ISL, sending partners critically reflected on this moment and questioned "how had we ended up establishing this kind of imbalanced relationship?", concluding that they had to address the financial 'point of discomfort' (Sharpe & Dear, 2013, p. 52). Sharpe and Dear (2013) identified a common critique of study-abroad programs, which is that they are replete with power imbalances that potentially reinforce colonial legacies (St-Amant et al., 2018; Tiessen & Huish, 2014). Thus, this thesis builds on Sharpe and Dear's (2013) research by considering how economic factors may influence the relationship and allow for potential disbalances in power between sending and host partners.

Neoliberalism applications in academic contexts can shed light on how economic interests may be shaping universities' international initiatives. Neoliberalism "represents the geopolitical practice of using capitalism, trade globalization, and cultural imperialism to control or influence… [and] refers to the political-economic governance premised on market relationships, often at the expense of social goods" (St-Amant et al., 2018, p. 2). To illustrate, Zuchowski et al.'s (2019) study with 12 staff from 10 Australian schools of social work highlighted how study-abroad programs can be situated as a tradeable good. The authors suggested that commodification of higher education is occurring through international exchange programs as such programs often focus on the individual consumer (student) experience, rather than the purpose of international exchange programs. Moreover, participants mentioned that the attraction to study-abroad programs from students created a competition between participating universities on the

basis of marketing potential, as opposed to creating a collaborative opportunity for universities to pool resources for study-abroad programs. This finding aligns with Ilieva et al.'s (2014) research who found practices among universities that indicated a more consumer and market-oriented approach to higher education. The authors concluded that this commodification of education emphasized the global exchange program as an elite experience available for purchase (Zuchowski et al., 2019), rather than a reciprocal and partnered pursuit.

Another motive for internationalization of higher education is to build and maintain international partnerships as they have become a part of institutional prestige "in an era of ever more fiercely competitive national and global rankings of universities" (AUCC, 2014, p.4). Sharpe and Dear (2013) and Zuchowski et al. (2019) both recognized that internationalization was the new focus for higher education and that study-abroad programs were one way their universities were enacting 'internationalization.' Considering study-abroad programs, both studies questioned whose interests does 'internationalization' serve in this context and how can study-abroad programs go on in an equitable way for both partners. Zemach-Bersin's (2007) own experience as a Global North student on a study-abroad experience addressed some of these questions. She viewed universities' support for 'internationalization' as an act of compliance with government and business interests in order to produce students who were equipped to fulfill national and corporate strategic interests on a global level. She believed that this movement was primarily interested in maintaining Global North's domination on a global front but was subtle as internationalization was often framed within universities using justice-oriented language of 'fostering global citizenship' (Zemach-Versin, 2007). By

focusing on host organizations' perspectives of global partnered study-abroad programs, this study aimed to discover what inequities continued to exist between sending and host organization partners, why they exist, and how it has influenced partnership. This information will lead to a better understanding of how to build and maintain equitable global partnerships involved with nursing study-abroad programs.

2.3 Global Partnerships

The United Nations (2015, p. 1) defines global partnerships as "voluntary relationships between various public and non-public parties in which all participants agree to work together to achieve a common purpose or undertake a specific task." Leffers and Mitchell (2010, p. 99) define partnership as "a shared relationship formation for mutual benefit." While these definitions serve as a starting point, they do not encompass principles important to global partnerships (Crist & Escondon-Dominguez, 2003; Leffers & Mitchell, 2010), like collaborative and collegial relationships that involve reciprocity, ongoing communication, mutual support and trust, respect, equality and conflict management (Crist & Escondon-Dominguez, 2003; Leffers & Mitchell, 2010; Mason & Anderson, 2007; Scanlan & Hernandez, 2014; Underwood et al., 2016); interdependencies between partners that involve sharing, cooperation, and synergy (Crist & Escondon-Dominguez, 2003; Leffers & Mitchell, 2010); shared power and leadership that is egalitarian (Crist & Escondon-Dominguez, 2003; Leffers & Mitchell, 2010; Underwood et al., 2016); and continual feedback (Crist & Escondon-Dominguez, 2003; Leffers & Mitchell, 2010).

Other principles that impact global partnerships in the global health context are the GHR principles of *authentic partnering, humility,* and *commitment to the future*. The

principle of *authentic partnering* recognizes that global partnerships include individuals, organizations, and countries, which themselves are impacted by multiple factors, such as legacies of colonialism and the imbalances in the distribution of wealth, resources, and power, within and between countries (Plamondon, & Bisung, 2019). For *authentic partnering* to occur, all partners must openly discuss how authority, resources, and benefits are shared and be aware of how equity and power operate within global partnerships. These discussions must involve active listening from all partners, with each expressing what they hope to achieve throughout the collaborative process, and, more importantly, listening to their counterparts (Mason & Anderson, 2007). Similarly, the principle of *humility* considers how countries in the Global North come from positions of authority and are often seen as the 'experts' imparting their knowledge to Global South countries. Engaging in *humility* requires reflection and adopting an attitude of learning as opposed to knowing (Plamondon & Bisung, 2019). For *humility* to occur in global partnerships, partners need to be concerned for and respond to what their partners deem important as opposed to perpetuating the attitude of "how can I get you to participate in what I want to do" (Crist & Escondon-Dominguez, 2003, p. 270). Furthermore, the principle of *commitment to the future* involves building sustainable long-term partnerships between the individuals, organizations, and countries involved (Plamondon & Bisung, 2019). For *commitment to the future* to occur, all partners need to recognize the time, efforts, and resources necessary at the partner, institutional, and international levels to create a global partnership that is centred around equity.

Though all of the aforementioned principles facilitate global partnerships, several authors have suggested that the most important principle is mutual benefit (Memmott et

al., 2010; Tlou, 1998). Crump and Sugarman (2010) developed a set of guidelines on ethics and best practices for universities, students, and sponsors involved with study-abroad programs, which include developing study-abroad programs structured around mutual benefit; explicit agreement and periodic review of goals, expectations, and responsibilities; developing and regularly improving formal training; monitoring costs and benefits of host organizations; and determining methods to obtain feedback from students during and on completion of the program (p.1179-1180). The guidelines recommended soliciting feedback only from the sending country students upon completion of the program as they are the ones paying and ultimately 'experiencing' the study-abroad program. However, formal feedback on how these best practices are being experienced from both sending and host organization partners are crucial to ensuring the study-abroad program is mutually beneficial.

Leffers and Mitchell (2010) developed a conceptual framework for partnership and sustainability in global health nursing that describes the nurse and host partner factors that affect the partnering process. Nurse partner factors include cultural perspectives, personal attributes, personal expectations, and knowledge of host country, which ultimately affect the nurse partners' contributions to the partnership. For nurse partners to be successful in global partnerships means being open to other perspectives and to having the desire to share or give leadership to host partners. This model highlights the importance of nurse partners' awareness of self and other personal biases to identify how power, privilege, and ethnocentric values impact the partnership process. The host partner factors include expectations of others, expectation of international nurses, and the impact of social, economic, environmental, and political status on host country wants/needs.

Host partners' experiences with colonialism, subjugation, and powerlessness in previous similar situations have affected their willingness to engage with nurse partners. The nurse and host partner factors in Leffers and Mitchell's (2010) study reveal how partnerships are not only impacted at the partner but also at the institutional and international levels.

At the institutional level, universities face multiple challenges in developing equitable global partnerships in study-abroad programs. There are human resource challenges such as the time it takes to plan, organize, implement, and evaluate global health projects (Leffers & Mitchell, 2010). Financial resource challenges include supplies, equipment, and materials for the host country (Leffers & Mitchell, 2010). Mason and Anderson (2007) also discuss challenges at the institutional level when developing a nursing study-abroad program between the United States and Gambia, West Africa. The challenges mentioned were there were scheduling differences among the universities and financial challenges. The financial challenges were the most significant given the scarcity of funding allocated to the partnership as funding came from student participation. The challenge was finding students committed to the time, course cost, and travel expenses, which the Gambian partners struggled to understand (Mason, & Anderson, 2007). The authors conclude that, despite the known benefits of study-abroad programs for host organizations, such as influx of resources, capacity-building, and expansion of service delivery (Crump & Sugarman, 2008), some nursing programs may lack the human and financial resources to develop and sustain study-abroad programs (Mason & Anderson, 2007).

There is a paucity in the literature about global partnerships regarding nursing study-abroad programs: the researcher was only able to identify three instances of global partnerships. All three studies identified facilitators and barriers to global partnerships between sending and host organizations, yet two of the three studies highlight the perspectives of the sending organizations from HICs (Anderson et al., 2012; Baernholdt et al., 2013) and the other study highlights host organizations' perspectives from a LMIC (Underwood et al., 2016). Sending organizations identified facilitators as including all partners in communication and respecting all partners' expertise and contributions (Anderson et al., 2012; Baernholdt et al., 2013). Sending organizations recommended improving global partnerships by mitigating scheduling concerns, such as academic scheduling not coinciding, and the difficulty of arranging meetings between universities due to time zone differences (Anderson et al., 2012; Baernholdt et al., 2013). The responses from host organizations differed as suggestions to improve global partnerships involved enhancing reciprocity, considering resource use, improving communication among partners, and incorporating political, social, and cultural factors of the host country in student pre-departure training (Underwood et al., 2016). Underwood et al.'s (2016) study challenges the dominant Global North discourses on study-abroad programs by focusing on host organizations' perspectives; however, it is only on one specific global partnership. This research will build on Underwood et al.'s (2016) seminal work centring on host organizations' perspectives by seeking multiple perspectives of host partners from different global partnerships. This frame of analysis will expand our understanding of what we know about the nature of global study-abroad partnerships, and

specifically consider the benefits and the harms (intended or not) that these relationships may bring about.

2.4 Opportunities and Challenges for Reciprocity

Reciprocity in the literature is rarely clearly defined, yet it is crucial to the development of equitable and sustainable global partnerships (Zuchowski et al., 2019). The literature describes multiple overlapping principles of reciprocity, including that all partners share authority and responsibility for knowledge creation (Saltmarsh et al., 2009; Miles et al., 2019), act respectfully in the relationship (Bell et al., 2020; Ilieva et al., 2014; Miles et al., 2019), have equal power (Bell et al., 2020; Jameson et al., 2011), and mutually benefit (Bell et al., 2020; Ilieva et al., 2014). In this thesis, reciprocity is defined as "emphasizing shared voice and power and insists upon collaborative knowledge construction and joint ownership of work processes and products" (Jameson et al., 2011, p. 264) to benefit all partners.

Ilieva et al. (2014) addresses the nature of sustainability in internationalized higher education and recommend that frameworks be built on reciprocity: respectful human and environmental interactions and the development of mutually beneficial relationships. Ilieva et al. (2014) further explains that having respect and striving for equitable power in reciprocity entails attempting to understand histories and local contexts of all partners. Zuchowski et al. (2019) state that the implicit values and principles in reciprocity develop over time and require commitment and self-reflection from all partners. Despite this acknowledged importance of reciprocity in global partnerships, several constraints to this dynamic within global study-abroad partnerships persist (Ilieva et al., 2014). For instance, because efforts towards reciprocity are often so

prolonged, it is infrequently achieved and embedding reciprocity in study-abroad programs is often overlooked (Ilieva et al., 2014; Zuchowski et al., 2019). Overlooking reciprocity, in turn, can result in sending organizations falling back on established relationships that are not centred around equity with host organizations (Zuchwoski et al., 2019). Host organizations are then left at risk of unintended consequences like possible exploitation.

Power imbalances may come into play in global study-abroad programs in several ways that can hinder reciprocity. Firstly, as previously discussed in "Background and Significance" (see p. 6-7), hosting Global North students involves draining resources, taking time away from host supervisors' clinical duties, and limiting opportunities for local students (Bozinoff et al., 2014; Underwood et al., 2016), all in countries that already are less resourced. Global North students' use of these resources has been noted as perpetuating inequitable partnerships, potentially leaving LMICs at a greater disadvantage (Hanson et al., 2011). Accordingly, host supervisors from LMICs suggest improving future collaborations by sending resources with the students (Bozinoff et al., 2014). Also overlooked in study-abroad programs is the unidirectional flow of students from HICs travelling to LMICs (Harris et al., 2017; Jones & Miles, 2017; Zuchowski et al., 2019). As a solution, offering bi-directional exchanges where Global South students travel to Global North countries, reciprocity can be enhanced (Bozinoff et al., 2014; Zuchowski et al.'s, 2019) by creating opportunities for all involved in the partnership (Bozinoff et al., 2014). Promoting bi-directional exchanges reflects the GHR principle of *Inclusion* as it calls upon institutions to involve populations historically marginalized and for scholars to examine and mitigate power imbalances that are deeply rooted in

sociopolitical histories of colonization, class, race, and wealth (Plamondon, & Bisung, 2019).

Despite these challenges, host organizations are experiencing opportunities for reciprocity through gaining professional and institutional benefits from the study-abroad experience. For instance, host supervisors' professional development occurs through the exchange of ideas and experiences between Global North students and host supervisors and institutional benefits enhance the host organization's reputation in the local community (Bozinoff et al., 2014). A suggestion to enhance reciprocity is improving communication between sending and host organizations prior to study-abroad programs so that host organizations are aware of sending organizations' curricula and Global North students' goals and expectations (Bozinoff et al., 2014). However, these suggestions for improving reciprocity (e.g., sending organizations bringing their own resources, inclusion of bi-directional exchanges, and the need to improve communication (Bozinoff et al., 2014)) may be related to the constrained time, finances, and resources of sending organizations (Ilieva et al., 2014; Zuchwoski et al., 2019) and thus reciprocity cannot be ensured. Overall, the theme across all studies is the need for a more sustained commitment to equitable and mutually beneficial partnerships (Bozinoff et al., 2014; Ilieva et al., 2014; Zuchowski et al., 2019).

More recently, Grosse and Katic-Duffy (2020) examined both visiting and host nursing students and faculties' perceptions of reciprocity during study-abroad programs. The authors expressed that both visiting and host nursing students and faculty identified benefits from the study-abroad program, suggesting that reciprocity had been established

by virtue of the importance placed on the partnership, though only host students identified any challenges. These challenges included timing of the placement since it was close to their examination period and extra demand placed on their time. These findings were similar to Bozinoff et al.'s (2014) study as one unintended consequence of study-abroad programs was that local students had to contend with resource drain. Often, host students "reported that the benefits of having the visiting students outweigh the challenges" (Grosse & Katic-Duffy, 2020, p. 5), yet the authors do not elaborate why this was the case.

In Caldwell and Purtzer's (2014) research, nursing students critically reflected on the potential harms and benefits of study-abroad programs and provided insight into potential issues that may affect these global partnerships in experiencing reciprocity. A theme that emerged was 'Negotiating Ethical Dilemmas,' which described nursing students' concern for how their presence and actions could impact a community already vulnerable to certain conditions and how to evaluate the outcomes of their interventions. Nursing students often questioned who benefited more from study-abroad programs, themselves or the community, and wondered if they were "doing harm" while attempting to "do good" (Caldwell & Purtzer, 2014). This ethical dilemma implicitly addresses concerns for reciprocity in nursing study-abroad programs, especially for the host country. The GHR principle of *Shared Benefit* asks partnerships to promote conversations about the multiple needs of all partners by asking the question *'who benefits and how?'* (Plamondon & Bisung, 2019). Yet as previously mentioned, experiences and factors contributing to both reciprocity and mutual benefit in global study-abroad partnerships have been understudied. This is especially the case in terms of centring host

organizations' perspectives, and by adopting this focus, this study aims to discover how all partners are (or not) experiencing reciprocity.

Chapter 3

3 Methodology and Theoretical Underpinnings

This qualitative study was informed by the principles of Situational Analysis (SA) and GHR principles (see also p. 13-14), within the larger paradigmatic tradition of Critical Social Theory (CST). CST provides a conceptual framework because it reveals the political, economic, and socio-cultural and other structural elements (Guba & Lincoln, 1994) at play in influencing how global partnered study-abroad programs are being navigated. SA is a post-structural feminist approach to grounded theory (GT) analysis. Adele Clarke developed SA by widening GT modes of analysis to include a range of post-structural and other contemporary concerns (Clarke et al., 2016). GT and SA are both rooted in social constructionism and aim to explore "the multiplicity of perspectives and the processual and contingent nature of social life through a relational ecological framework" (Clarke et al., 2016, p. 12). However, SA explicitly addresses the shortcomings of GT, which from Clarke et al.'s (2016) perspective includes "its positivist tendencies, a lack of reflexivity, oversimplification instead of addressing differences, and a lack of analysis of power" (p. 12).

In SA, the key unit of analysis is the situation of inquiry itself in which the situation is broadly conceived (Clarke et al., 2016). This approach prompts the researcher to analyze all elements and their relations of a situation, even the nuanced ones that initially go 'unnoticed,' to fully understand the situation of inquiry. SA also allows for an analysis of how discourses are negotiated in social relationships and how discourses construct power, knowledge, ideologies, and control (Perez & Canella, 2016) fitting with the aims of CST. Last, SA prompts researchers to engage in an analysis of power, aligned

with critical qualitative research projects (Clarke et al., 2016). Power hierarchies can be identified by articulating all elements, positions, and voices, especially those are reflected at the margins of situations (Clarke et al., 2016). “Mapping all the actors and discourses in the situation regardless of their power also ruptures taken for-granted hierarchies and promotes [more full consideration of] epistemic diversity. By not analytically recapitulating the power relations of domination, analyses that represent the full array of actors and discourses turn up the volume on the less powerful, the quiet, the silent, and the silenced.” (Clarke et al., 2016, p. 21-22).

The assumptions and processes of SA include: “(1) valuing and legitimating multiple knowledges; (2) reflexivity (e.g., the researcher as instrument, as subjective, and producer of knowledge); (3) the use of the narrative, visual, and historical as revealing social life; (4) the use of cartography or mapmaking as an analytical tool throughout an emergent research process; and (5) the provision of a thick analysis to address complexity, differences, contradictions, and heterogeneity rather than attempting to develop formal theory” (Perez & Canella, 2016, p. 217). Overall, SA is a research methodology that challenges universals, normality, and truths while avoiding oversimplifications and generalizations (Perez & Canella, 2016). CST informs SA as it provides a way to challenge ‘taken for granted’ truths assuring that the perspectives of marginalized individuals are being heard (Weaver & Olsen, 2006). Research that takes action in solidarity with/for individuals who have been traditionally marginalized requires that methodologies be emergent, reflexive, and malleable to reveal the complexities of the issue being studied. This research was studying people traditionally conceptualized as marginalized due to residing in LMICs; however, within their societies they may not be

viewed as marginalized due to their position in the host organizations. SA was an appropriate methodology as it allowed for flexible methods to account for complex dynamics (Perez & Canella, 2016).

The GHR principles of A*uthentic Partnering, Inclusion, Shared Benefit, Commitment to the Future, Responsiveness to Causes of Inequity,* and *Humility* were utilized as a guideline for equity considerations of global partnerships when analyzing the data collected. The intent of this research was to generate a better understanding of what an equitable and reciprocal global partnership looks like from the host organizations' perspectives. The principles of GHR align with SA as they allow for the complexity of the situation of inquiry to consider all the nuanced variables (Martin et al., 2016).

3.1 Study Design and Procedures

The primary mode of data collection for this research study was semi-structured interviews, which aligns with SA's common interview-based studies (Clarke et al., 2016). Semi-structured interviews fit with the principles of SA which allowed for data to be situation-centred (Clarke, 2005), focusing on host organizations' perspectives of global partnered study-abroad programs, which revealed the multiple connections and relationships that influenced the global partnership. Participants were asked to join one to two one-on-one meetings answering multiple questions provided by the researcher. The interviews occurred remotely using the platform Zoom™ due to COVID-19 restrictions. Audio recording of the Zoom™ meeting was preferred; however, participants were still able to participate if they did not agree to be recorded. Overall, the researcher conducted six one-on-one interviews with five participants from multiple host

organizations in Tanzania, Ghana, and Malawi over a period of 15 weeks (June-September, 2021), with the average interview lasting 60 minutes.

The secondary mode of data collection for this research study was through the collection of documents between host and sending organizations involved with study-abroad programs. The documents were inter-institutional memoranda of understandings (MOUs), which are agreements upon the relationship between sending and host organizations. The researcher collected a total of two MOUs and analysis through a CST lens of the wording of these agreements was completed, which aligns with SA methodology.

3.2 Ethics Approval

Ethical approval for this study was obtained from the Western University Research Ethics Boards and Lawson Health Research Institute (WREM) at Western University.

3.3 Sample and Recruitment

3.3.1 Criterion for sample selection

Inclusion criteria consisted of host organizations with nursing study-abroad programs, faculty/staff of host organizations in LMICs, and ability to read, write, and speak English.

3.3.2 Recruitment and sample procedures

Recruitment for this study occurred through email and snowball sampling. Contact information for relevant Global North nursing study-abroad partners (sending organizations) were accessed via publicly available websites. Emails were sent out exclusively to nursing faculty involved with study-abroad programs in Canada

requesting a network meeting via the platform Zoom™. The intent behind these meetings was to request an introduction to their Global South nursing study-abroad partners (host organizations). These meetings consisted of presenting a summary of the thesis, obtaining feedback from sending organization representatives, and requesting an email to introduce the researcher to host partners. There were two ways the researcher could then be introduced to host partners. First, the researcher was introduced to another contact in the sending organization. In this instance, another networking meeting occurred. Second, the researcher was directly introduced to host partners that were willing to be contacted by the researcher via email. Sending organization partners then sent an introduction email introducing the researcher to host organization partners.

Following this introduction, interested host organization partners were sent a recruitment email (see Appendix D) and the Letter of Information and Consent (see Appendix E), and were asked to contact the researcher either by phone or email to learn more about the research objectives and potential participation in the research study. Interested host organization partners followed-up with the researcher and received an explanation of the purpose of the study, had any questions answered, and were screened for eligibility. Due to the COVID-19 pandemic, eligible participants were asked to email the researcher a digital copy of the signed consent form (see Appendix F) prior to the start of the interview. All signed consent forms, participants personal information, and research data were stored on a secure server at Western University. Snowball sampling was carried out by asking each participant at the end of the interview if they knew of any other potential participants. If so, these potential participants were also contacted via the recruitment email and the procedures listed above were followed.

3.4 Data Collection and Data Management

3.4.1 Creation of semi-structured interview guide

The semi-structured interview guide (see Appendix G) was utilized as it provided enough structure for each interview but also allowed for flexibility to ask follow-up questions based on participant responses (Turner, 2010). Open-ended questions were created to enable participants to share as much information as they wish, and to express their viewpoints and experiences (Turner, 2010). The questions were developed to encourage participants to respond openly to create the possibility for critical discussion. Some examples included, “what is your experience with global partnered study-abroad programs?”, “how do you feel about the global partnership?”, and “how would you describe the relationship between the institutions?”.

3.4.2 Interview process

Prior to the interview, efforts were made to establish rapport with the participant due to the Zoom™ restrictions. This was completed by both the researcher and participant turning on their cameras and introducing one another as well as the researcher thanking the participant for taking time to be a part of the study, briefly summarizing the purpose of this research study, and answering any remaining questions. All participants consented to audio-recording and participants were also made aware that they did not need to answer every question, were able to refuse any question, and they could stop and/or leave the interview at any time.

The interview began by the researcher asking participants to turn off their camera as the researcher only had ethics approval for audio-recorded (versus video-recorded) interviews. The initial questions included basic demographic information such as the

participant's age, educational background, current employment, and the particular sending and host organization of the global partnership they discussed. The researcher then used the predeveloped semi-structured interview guide (see Appendix G) to ask open-ended questions. In addition, prepared follow-up questions were utilized to enhance participants response to questions. If a participant did not understand a question, the researcher reconstructed the question clearly to reduce the misunderstanding of the participant. The researcher provided transitions when changing topics by stating "we have been discussing [topic], now I would like to move on to [next topic]" (Turner, 2010). Ongoing consent occurred by periodically asking participants, "I would like to ask you some more questions. Are you okay to continue?" as well as reminding them that they could refuse any question and/or stop the interview at any time. Throughout the interviews, the researcher would jot down key ideas that the participants shared.

The interview process concluded by encouraging participants to voice any other outstanding experiences, concerns, or questions they had and making them aware of the researchers contact information if any further concerns or questions arose. The researcher also requested access to partnership documents between sending and host organization, such as MOUs and if the participants could be contacted a second time if any subsequent questions or elaboration was necessary. Immediately after each interview, the researcher set time aside for reflexivity by entering journal reflections retrospectively regarding the interview. Participants were followed-up via email thanking them for their participation. Audio-recordings of the interviews were then transcribed verbatim and any identifying information, such as the participant's name, title, age, educational background, and

organization, was anonymized, and each individual interview was coded with a pseudonym.

3.4.3 Data Analysis

The main strategy of situational analysis (SA) is the use of three cartography or mapmaking as an analytical tool throughout an emergent research process from the earliest design stages to preparation of publications (Perez & Canella, 2016). Mapping the data shifts the attention to the situation of inquiry and thus the analyst constructs the situation of inquiry empirically (Clarke, 2005). Using explanatory maps, SA provided a visual representation for understanding the phenomenon of interest. It also allows the researcher to visualize how complex the situation is by demonstrating how various parts, through interaction, influence outcomes (Martin et al., 2016).

The three maps utilized in SA include *situational maps, social worlds/arenas maps* and *positional maps* (Clarke, 2005). *Situational maps* **"**lay out all the major human, nonhuman, discursive, historical, symbolic, cultural, political, and other elements in the research situation of concern" (Clarke et al., 2016, p. 13). This map was made during the early design phase of this research study to help the researcher capture the various elements, such as human, nonhuman, discursive, historical, symbolic, cultural, and political elements; their relationship to one another; and complexities of the situation (Clarke et al., 2016).

*Social worlds/arenas maps "*lay out all the collective actors and the arena(s) of commitment within which they are engaged in ongoing discourses and negotiations" (Clarke et al., 2016, p. 14). These maps offer interpretations of the broader situation by explicitly taking up its social organization, institutional, and discursive dimensions

(Clarke, 2005; Clarke et al., 2016). The social worlds/arena map used in the study helped put into practice post-structural assumptions, such as: "we cannot assume directionalities of influence; boundaries are open and porous; negotiations are fluid; discourses are multiple and potentially contradictory" (Clarke, 2016, p. 14). This map portrayed post-structural possibilities as they were open to the possibility of things always being otherwise – either individually, collectively, organizationally, institutionally, and/or discursively (Clarke et al., 2016).

Positional maps **"**lay out the major positions taken, and not taken, in the data vis-à-vis particular axes of variation and difference, focus, and controversy found in the situation of inquiry" (Clarke et al., 2016, p. 14). They are not articulated with persons or groups, rather aim to represent all possibilities of discursive positions on particular issues in the broad situation of concern, which allow for multiple positions and even contradictions to be articulated (Clarke, 2005; Clarke et al., 2016). This map analyzed absent positions, which allowed for "helping silences speak" (Clarke et al., 2016, p. 15).

The s*ituational* and *social worlds/arenas* maps were created early in the research study and then again after large data collection and analysis, whereas the *positional map* was completed quite late in the research study, once all data have been collected as suggested by Clarke et al. (2016). The method of SA is fluid, as data emerged it resulted in continued analysis and revisions of the *situational, social worlds/arenas,* and *positional* maps. Data analysis not only occurred through the process of constructing and re-construction of maps, but also occurred through the creation of note cards/memos and reflexive revisions (Perez & Canella, 2016). In SA, a map is first constructed and information from the map is then coded over five steps, elaborated below.

Step one: the researcher immersing themselves in the data retrieved (Clarke et al., 2016). Each interview was transcribed verbatim, de-identified, and checked for accuracy for data analysis either the day of or the week after. Each interview transcript was read and re-read following the transcription of each interview. Following this, the researcher listened to each audio-recorded interview again.

Step two: the researcher identifying key ideas in the data (Clarke et al., 2016). After reading, re-reading, and listening to each interview, the researcher wrote down key ideas identified throughout the process and added the data from interviews to support these key ideas in a word document.

Step three: the researcher placing key ideas in the maps (Clarke et al., 2016). The researcher then placed the key ideas into the *situational* (see Appendix H) and *social worlds/arenas map* (See Appendix I). The researcher created one *situational* and one *social worlds/arenas map,* adding and revisiting each map after reading through each interview. The *situational map* was created in a word document and was color coded to identify which interview the data came from. The *social worlds/arenas map* was created online using the platform Lucidspark ™, which allowed for the development of a virtual mind map.

Step four: the researcher creating note cards/memos for each item listed on the maps (Clarke et al., 2016). After revisiting each map, note cards were completed on each item in the map and a memo was included under each note card to explain the rationale for choosing this particular discourse or concept (Clarke et al., 2016) in a word document.

Step five: the researcher revisiting all data, maps, and note cards/memos (Clarke et al., 2016). The researcher would reread the data that was initially used to create the map and revisited information on the note cards/memos. Then analyzing this data by revising the maps.

Once all the data were collected, one *positional map* (see Appendix I) was developed. Throughout the process, the researcher validated and checked for resonance of findings with the literature and her supervisor (Dr. Susana Caxaj) and advisory committee (Dr. Yolanda Babenko-Mould and Dr. Pammla Petrucka). In SA, data saturation occurs when an extensive amount of "possibilities for composure of the situational map and multiple readings of major and supplementary sources have taken place" (Perez & Canella, 2016, p. 226). The researcher identified that data saturation had been achieved as multiple readings of interviews and documents was not pointing to new ideas or information to include in the *situational map, social worlds/arenas map and positional map.*

3.5 Reflexivity

A SA approach provides a framework for researchers to acknowledge and clarify their "own embodiment and situatedness in the research project, [and] the researcher's own positionality in terms of background and potential privilege (or disadvantage)" (Clarke et al., 2016, p. 21). Recognizing one's own positionality and potential privilege helps prevent the possibility of a hierarchical relationship which can occur (Clarke et al., 2016). Prior to each interview, I acknowledged my own position of power and privilege when compared to the participants I had researched. For example, I am a Global North student, living in a HIC, and completing a thesis in English that will be read by others

from the Global North. However, I strived to situate myself as the learner in critical inquiry, as opposed to the knower throughout the research process. Situating oneself as a learner as opposed to knower in the relationship is consistent with SA as a methodology (Clarke et al., 2016) and also puts into action the GHR principle of *Humility* (Plamondon & Bisung, 2019). In SA, this was practically carried out by focusing on the research questions through both journaling and directed rereading (Perez & Canella, 2016). As such, I journaled before each interview asking myself questions such as "what are my preconceived values, assumptions, and beliefs on host organizations' perspectives of global partnered study-abroad programs?" After each interview I reflected on what occurred by journaling about what was actually said (or not said) by the participant on the phenomenon of interest. In addition, after each interview was transcribed, I would reread the interviews with the mind-set that the themes previously discovered in other interviews would not get projected onto the current interview being reviewed. Both actions allowed for all elements, positions, and participants' voices to be heard and to recognize that participants were the experts of their own lives, which placed the researcher as the learner, rather than the knower (Clarke et al., 2016).

3.6 Quality Criteria

Tracy (2010) presented a model for quality criteria in qualitative research that conceptualized "common markers of goodness" (p. 839). The author explained that the conceptualization emerged from "my own proclivities toward interpretive, critical, and poststructural research" (Tracy, 2010, p. 839). Three out of the eight quality

criteria were employed throughout the research process and include rich rigor, sincerity, and credibility.

Rich rigor in qualitative research is marked by abundant descriptions and explanations and is achieved by researchers exercising the appropriate amount of time, effort, care, and thoughtfulness in their research to be able to answer the question "are there enough data to support significant claims?" (Tracy, 2010, p. 841). In this research study, rich rigor was obtained by not only spending an immense amount of time with the data through transcription, re-reading the data, and re-listening to the interviews, but by also creating the *situational, social worlds/arenas,* and *positional maps.* These multiple activities allowed for rich analysis of understanding the context and relations of the situation of inquiry. Tracy (2010) explains that the question of "how much data is enough?" cannot be answered the same for every research study; however, Tracy (2010) further explains "if data are new, unique, or rare, a valuable contribution could be achieved with very little data" (p. 841). This study only incorporated five participants and it can be perceived that this was "very little data;" however, this study incorporated information that was unique and rare in the nursing literature. As the decision of how much data to collect converges with the level of analysis (Tracy, 2010), the combination of similar data being collected in interviews with the abundant data analysis marked for the rich rigor in this study.

Sincerity in qualitative research is made evident by researcher's being honest and transparent regarding their biases, goals, and weaknesses throughout the research process

(Tracy, 2010). Sincerity is achieved "through self-reflexivity, vulnerability, honesty, transparency, and data auditing" (Tracy, 2010, p. 841). The researcher practiced self-reflexivity by being authentic and genuine. For example, the motivation for completing this study was that the researcher left a volunteer abroad experience questioning if more harm than good was done to the host community. Being aware of my relationship to this issue, I adopted a practice of journaling to be conscious of my biases of expecting to hear of only negative consequences and thus be opened to also hearing the benefits of partnership. In addition to self-reflexivity, transparency was also practiced by clearly communicating the steps taken throughout data collection and analysis.

Qualitative credibility in this research study was achieved through practices of crystallization (Tracy, 2010). Crystallization was practiced by incorporating multiple types of data, employing various methods such as the use of three maps, and informed by numerous theoretical frameworks. The researcher also collaborated with her supervisor and advisory committee in the process of analyzing the data and generating results, which also employed crystallization.

Chapter 4

4 Findings

4.1 Theme 1: Navigating Prejudice, Pride, and Planting a Seed: Global North Students as Intermediaries

Participants often talked about the global partnership in terms of their relationship, potential, and standing with Global North students. Global North students acted as intermediaries in the global partnership because host partners physically interacted with them more than their sending organizations. Participants often spoke of Global North students as a symbol of the uneven power dynamic between partners. This dynamic became apparent when participants discussed the unconscious prejudices[1], discrimination, and prideful attitudes of Global North students, and the hope that study-abroad programs 'planted a seed' in students to return with resources and/or commitment to further help host countries.

Participants shared that both Global North students and host partners came with unconscious prejudices of one another, which impacted their interactions. Participants were concerned with the perceptions/stereotypes that Global North students came with of the host country and how these factors would impact the relationship. John noted, "We get nervous for what they see on TV about Africa [and] what they hear about Africa."

[1] From a critical theory tradition, the language of 'unconscious prejudice' can be made more explicit with the use of language such as racism, white supremacy, and paternalism. However, unconscious prejudice was used in this thesis because of how participants talked about Global North students, and was not changed to more explicit terms, out of respect for them.

Participants shared how unconscious prejudices led to unconscious discrimination from Global North students during study-abroad programs in the host country. A participant shared an experience that exemplified prejudice and discriminative behaviour by a Global North student. The participant was supposed to meet the Global North student at the airport and take a taxi with them to their accommodation. When the participant met the student at the airport and found a taxi, the participant offered to help put the student's suitcase in the taxi; however, their help was immediately rejected. John recalled a palpable sense of mistrust in interactions: "They just do not trust anybody because of what their idea is about Africa, and they will not even trust anybody to touch their suitcase."

Participants also shared that host partners also hold perceptions/stereotypes of individuals from Global North countries based on what they also heard and saw in the news and social media. David noted, "[The] killing of George Floyd in Minnesota, a lot of people saw America as kind of monolithically, seeing it as this land where black people go to get killed."

Yet, while participants reported a lessening of prejudices towards Global North students among host partners through study-abroad programs, they did not mention if this change also occurred for Global North students. Changes to host partners' perceptions/stereotypes of Global North students were evidenced by David stating, "I think [study-abroad programs] interaction help[ed] to prevent people from boiling white people or America down to a single thing."

All participants mentioned the need to better prepare Global North students psychologically and emotionally about the realities of what to expect in the host country.

Participants suggested better preparing Global North students as a possible solution to addressing the unconscious prejudices and discrimination experienced from Global North students. For example, John suggested: “Prepare the student[s] more psychological[ly], emotional[ly], and of what to expect [in the host country] ... I think they need to be more prepared out[side] of the[ir] career[s].”

Participants suggested that some Global North students came with a prideful attitude by viewing study-abroad programs as a vacation and not listening to safety instructions given from host partners. Firstly, the expectation that study-abroad programs were vacations was apparent as participants would receive repeated questions about when the group would go on a safari and/or visit the beach from Global North students. Participants also mentioned that these repeated questions would occur despite sending organizations emphasizing to students that study-abroad programs were not a vacation prior to departure. Susan desired for Global North students to be told the realities of what to expect in the host country by stating:

> Coming over here is not really a luxury, it is not a holiday. Students coming, they really work ... the conditions are harsh – the sun is so hot. It is not going to be like, ‘you are going to the beach’ – there is no beach over here. So, [students] know exactly what to expect and when they get here, they are not disappointed, and they did not get the experience they were expecting to get. So, those are the things I would think of in terms of changing.

Prideful attitudes were also apparent as participants alluded to some Global North students not following security instructions from host partners. For example, one participant shared that the host country did a ‘cultural orientation’ with Global North

students on the first day of arrival to the host country. Basic safety in the host country was a part of this orientation and included that students not wander the streets alone late at night for two reasons: potential exposure to malaria and crime. At times, Global North students did not listen to these instructions and were found out late at night dancing with locals. Participants may fear for students' safety in the host country because students' risky behaviours could not only harm them, but also potentially endanger the global partnership. This fear became apparent as Susan stated:

> [Students not listening to safety instructions] is a challenge for us... when you have a student [that] [host organization] tr[ies] to give some orientation of what is expected over here in terms of safety, and it is not really taken, then the host country is stressed out because you do not know what to do... that [cultural] orientation I was talking of, takes into consideration of these things and if you have a student that is not going to cope, [the host organization] want[s] to drop that student because [the host organization] could run into trouble.

Participants often mentioned that Global North students were 'experts' and imparted their knowledge onto either host students and/or host organizations in some way. Participants also viewed Global North students as 'saviours' as they shared stories of students saving the lives of host community members in hospital settings. Ultimately, participants hoped that the study-abroad program would 'plant a seed' in Global North students to return with resources and/or commitment to further help the host country in the future. David reflected:

> Another motivation is the opportunity like planting a seed, so, we do not know in any student from the US who gets a seed planted in their mind about us, as

> Africans. They might decide to come back and be a part of the development of our countries and our communities and they might be able to do so with their own passion but also resources that are not available locally. So, that idea I think of as 'planting a seed'.

The quote above reveals the hope that Global North students may come back one day with more resources for 'development' of the host country. The metaphor of 'planting a seed' suggests that the 'help' the host organization received from Global North students was deemed valuable enough that they hoped the experience enticed those students to one day return. Yet, this hope for return may also be problematic as it suggests that the participants believed Global North students had the 'answers' to host countries' 'problems' because of their situational power.

4.2 Theme 2: Fostering Qualities of Partnership Through Longevity and Sustainability

There was a general agreement among participants on the qualities that they attributed to an equitable global partnership, which were mutuality, inclusivity, respect, collaboration, understanding, and active listening. The qualities were then operationalized through knowledge sharing and capacity building and became, in effect, essential components. When reflecting on whether these components were in place in the global partnership that they participated in, participant responses widely varied. These differences in opinion were largely contingent on whether the participants were part of a short- or long-term partnership with a sending organization. Furthermore, issues of sustainability, short-term duration of projects, and further barriers introduced by COVID-19 either stalled or threatened the continuity of existing initiatives. Participants involved

in short-term partnerships in particular identified the risk of greater vulnerability and need once Global North partners had moved on to other projects.

Participants involved in short-term partnerships often expressed a desire to experience the components that would establish a more equitable global partnership. For example, one participant from a short-term partnership shared the hope that future global partnerships would encompass: (1) respect - respecting the local communities that they were serving; (2) active listening - coming with an attitude of learning as opposed to knowing; and (3) mutuality – not only having the best interest for Global North students in mind, but also having the best interest of the local communities that they visited. The desire for active listening was an important element of enacting these components. For instance, David reflected:

> [Sending organizations] see a lot of things with problems and we hope that there are opportunities for them to be a part of the solution but not assuming that they know and understand the problems in full, to the point where they can be prescribing solutions.

By comparison long-term partnerships reported benefiting from the components that had established a more equitable global partnership. Susan characterized her long-term partnership as exemplifying mutuality, respect, and collaboration by stating:

> It has been the kind of relationship that is based on mutual benefit, on respect, and really inspiring and as a result it has been a long-standing relationship. As a result of this relationship [host organization has] benefited through the relationship [by] building new programs, doing staff development, and learning new things all

> the time. So, it has been a wonderful relationship, it has been a good relationship, [and] one we look forward to having all the time.

There was a consensus among all participants that the greatest benefit of partnership was knowledge sharing, which operationalized mutuality, collaboration, understanding, respect, and active listening. Yet, the knowledge shared between host organizations and sending organizations differed. There was also a difference regarding how participants experienced knowledge sharing depending on the duration of the partnership. Participants from short-term partnerships tended to focus on their role as donors of knowledge – how the sending organization through Global North students obtained new knowledge. By comparison, participants from long-term partnerships focused on how knowledge sharing was mutual – both the host and sending organizations obtaining new knowledge. This mutual knowledge sharing was evident when Susan, from a long-term partnership, stated, "We are not only here waiting to learn from them, but we are also able to share with them what they need to learn from us."

All participants identified benefits and possibilities to build capacity through global partnerships, which enacted the qualities of inclusivity, active listening, collaboration, and respect. Participants who were in a long-term partnership discussed how capacity building was happening within the global partnership. This was evident by having bi-directional exchange programs between sending and host organizations, Global North students educating Global South students, and Global North faculty educating Global South faculty. These three actions resulted in re-shaping and/or the development of a new curriculum for host organizations. Yet, capacity building appeared to not be as prominent in short-term partnerships as bi-directional exchanges were not present and

participants did not mention if education between Global North and South students and/or faculty occurred. Differences in how capacity-building was either experienced or lacking but hoped for was captured in these two accounts:

> Susan from a long-term relationship stated: In terms of capacity building, we do have [Global North] students teaching in a way that is preparing our students to be able to share knowledge. Then we have the [Global North] faculty who also organize teaching sessions or workshops that will build the capacity for our teaching staff here. And how that also translates into re-shaping the curriculum or resulting in a new curriculum for our side here.

> Daniel from a short-term relationship stated: Let's talk about partnership organizations having a pact in their project to making sure we build the capacity of our people: we build the capacity of our staff of even the broader part of our society if we invest in our students – let's give [Global South students] an exposure to being in a country that is more developed than [host country] because [Global North] students are coming and seeing our perspective – but how about [Global South students] going and seeing how it is there?

Yet, a similar finding between participants from both short-and long-term partnerships were that capacity building had not been sustainable within the current pandemic context. This was evident in that projects were either put on hold and/or stopped altogether due to the travel restrictions related to COVID-19. Susan, from a long-term partnership, shared how one initiative that had been planned to be launched in 2020 had been put on hold due to COVID-19:

> One project we were going to start at the university level was this introduction of [name of project] [which], was going to be a space that was going to encourage [student] innovation. So, we had some funding through [the sending organization] to start this project but then COVID-19 came, and that has been put on the side.

Participants involved in short-term partnerships expressed that even prior to COVID-19, capacity building had not been sustainable as projects came to a halt once the project was completed based off the sending partners' original timeline for the project. Daniel shared an analogy that captured issues of sustainability that were currently taking place in their global partnership, "Don't give a person a fish, give them a hook". For example, this participant detailed a project that was planned to run for five years for an ethnic minority group of women in the region. The project involved health check-ups and provided pre-delivery education to this group of women; however, the project ended after five years and, thus, health check-ups and education to this vulnerable group also ended. Daniel would like for sending partners to consider ways to create sustainable projects as once the projects are over, the people in the communities these projects intended to help remain:

> Put an emphasis on continuation of things, even if the project ends and this is always on host organization, that when [Global North partners] finish one project, you are just looking for another project, so this project ends but these communities are always there.

4.3 Theme 3: Meeting Needs vs. Creating Needs: Contradictory Costs/Benefits of Global Partnerships

All participants discussed the financial contradictory costs/benefits of global partnerships and how it created a paradox of meeting host countries' needs but also creating further needs. All participants recognized that funding of study-abroad programs came from sending organizations. The financial benefits of the global partnership to host country include economic and infrastructure development, global recognition of host organizations, and accessible health care services. Yet, the financial costs of the global partnership to host countries included a dependency/reliance on sending partners for development of the local economy and infrastructure and resource drain in already resource constrained countries. Furthermore, participants mentioned that sending organizations held more power in the relationship due to funding. Nonetheless, participants expressed that sending organizations had not misused power as they had considered host organizations' needs and responded accordingly. Yet alternatively, factors such as money and whom in the community was asked to determine needs influenced host organizations' responses to sending organizations.

Firstly, participants recognized that hosting study-abroad programs brought in revenue for the host organization and the local economy. This was through accommodation, food, transportation, and local goods being purchased by Global North students as well as providing income for host staff. Global North students not only provided services through their professional skills to host countries, but also provided ideas of how the local community could generate income. John reflected:

> Most of [the] people [that] volunteer, … apart from their professional areas, they always have something in addition to add, which is so beneficial ... they try to

> innovate income generation here, like “you guys can do this to get income” – so that is an advantage we get here as a host organization.

Secondly, being in partnership with sending organizations from Global North countries allowed for global recognition of host organizations. Partnership with sending organizations also encouraged new global partnerships with other international organizations. Karen shared how being in partnership with sending organizations put their host organization on the global map:

> When you have partners from a credible institution, it is a plus on [host organizations’] part... because people are seeing something in [the host organization] ... So, you put yourself on the global map. At the same time, it is a way of opening up doors for more collaborations [with other institutions] in terms of research or joined supervision.

Thirdly, one of the greatest motivating factors to partner with sending organizations that participants mentioned was it addressed some of the socioeconomic challenges in host countries by creating accessible health care services. Although the socioeconomic challenges were known to the host country members, participants mentioned that host countries did not have the financial means to address them. Daniel expressed the need for partnering with Global North countries to address gaps in services:

> The biggest part [to partner with sending organizations] is the social economic factors. [Host countries] have a big population, less social services, you see problem[s] in your society... maybe you have an idea [of] how to [help these

> problems] but you need ways to do it and with ways comes the capital part, which really needs ... partnership.

Despite the benefits that motivated host countries to participate in global study-abroad programs, the participants also identified several challenges and costs. First, the pandemic revealed host organizations' reliance on sending organizations' funding of local economies and infrastructure, which became evident when study-abroad programs were paused for two years, placing host countries in difficult financial situations. For example, David shared that prior to the pandemic, the host organization made improvements to the local infrastructure based off Global North students' feedback, such as extending the Wi-Fi reach and adding water heaters to accommodations. David noted how infrastructure changes were supposed to be funded by Global North students' participation in study-abroad programs, yet this was not the case due to the pandemic:

> That was supposed to be paid for by the accommodation fees from the visitors, but then there [were] no visitors for two years. So, there [was] financial impact on staff that we have who would be hosting and cooking for the groups. [The host organization has] been squeezed to make sure we can pay salaries for them. Those are some of the financial effects [due to the pandemic].

When it came to finances, participants described a dependent relationship whereby host partners relied on sending partners, even when in other aspects, the relationship was mutual. Daniel desired for finances to be managed differently so that host countries would not need to be as reliant on sending countries for financial support:

> The relationship is mutual, but in finance, it is dependent – one part is giving [and] one part is receiving... you cannot change it because [host countries] are

> developing. So, it is all about trying to put the finances in the right path to meet the intentions.

Consequently, participants alluded to how study-abroad programs created resource drain in already resource constrained countries. All participants mentioned that it was well known that host countries were resource constrained. Many participants mentioned that sending organizations often fundraised and brought over resources that the host organizations needed on study-abroad programs. Although some sending organizations came with resources, some did not. Karen explicitly asked for all sending organizations to come with their own resources by stating, “There are two categories of institutions – other institutions, when they are bringing students to [host country], they bring resources, so many resources; others, they do not...we would appreciate if [sending organizations] can bring in their [own] resources.”

Participants mentioned that hosting study-abroad programs created additional responsibilities for host partners, and they were not always financially compensated for the additional task. The additional responsibility for host partners was another way that sending organizations placed further resource drain on host organizations. For example, David voiced that these study-abroad programs were not the only task that the host organization focused on, rather it became an additional task that the host organization took on:

> Another challenge is that we are not a study-abroad program or anything like that, we have other programs that we are working on, so sometimes it is hard to put other things on pause for a while and focus on [study-abroad programs] but even if it is hard, we manage it.

All participants recognized that sending organizations held more power as they were the ones funding the study-abroad programs. However, participants did not feel that sending organizations had misused the power to control the relationship. This was made evident as David shared that the sending organization did not come with the intent to 'purchase' an experience for the study-abroad program:

> The American institutions or universities, they are paying for [study-abroad programs], so it would be easy for [sending organizations] to say, "this is what we want to purchase, this is the experience we want to buy." But, because of our shared values, they do not do that ... they do not let the money become the controlling factor.

On the other hand, this same participant and others questioned the extent to which consultations invited an open exploration of needs, because of the power differential and who was invited to be at the table. David reflected, that it might depend on "what do we think the person asking the question...want[s] to hear?" and concluded:

> There can be an attitude where the person on the African side [was] like "opportunity, money" and then the answer to 'what are your needs' [was] not so holistic, but it [was] what [were] your needs that money [could] solve."

Ultimately, these conversations would be further mitigated by who was determined to be a representative of the community, with David stating:

> The question [what are the needs in your community?] tend[ed] to be asked to people who [were] good English speakers and who had some kind of history or [were] involved in [the] funding side of things. Yea, sometimes that answer [was] not inclusive of the needs of the full spectrum of needs.

4.4 Theme 4: Working towards Reciprocal Relationships: Practices and Aspirations

Several participants described an evolution in the global partnerships related to study-abroad programs between host and sending partners moving from a one-sided relationship and working towards a more reciprocal relationship. Participants shared practices and aspirations of the evolution towards a reciprocal global partnership. Practices included movement towards inclusion of bi-directional exchanges, revisions in memorandum of understandings (MOUs), and negotiation of partnerships. Aspiration towards a more reciprocal relationship include expansion and refinement of bi-directional exchanges, formal evaluation of the global partnership, and to increase the quantity and quality of partnerships.

Participants viewed the inclusion of bi-directional exchanges (i.e. opportunities for Global South students to visit Global North countries) as an indicator of how their partnerships were becoming more reciprocal. Karen emphasized this movement towards reciprocity by stating:

> We have some institutions who actually send students to [the host country] to have clinical experiences... but [those sending organizations] have never received our students to study in their institutions. Where other universities or nursing colleges [send us] students, and we send [them] students – that is what we call exchange.

All participants recognized that the purpose of bi-directional exchanges for Global South students had been different when compared to their Global North students. Although the purpose for both types of exchanges were to further educate students, how the exchanges were executed, differed. For example, participants shared that uni-

directional exchanges for Global North students were executed as a short-term transcultural nursing experience. By comparison, bi-directional exchanges for Global South students were executed by providing post-secondary and graduate education to Global South students at Global North organizations. Furthermore, participants addressed the barriers to bi-directional exchanges for Global South students, which were issues related to funding and/or obtaining visas for travel. David shared:

> The reason [bi-directional exchanges] ha[ve] not happened is … funding … there are few [host students'] who can afford such an expensive trip … they would need external funding and those opportunities are pretty limited. A second challenge is visas - getting visas are hard and expensive.

One source of data in this study was the analysis of a 2011 and 2018 MOU and the differences between the MOUs also supported the idea that the global partnership was moving towards a more reciprocal relationship. The differences between the 2011 and 2018 MOU were the content included and the discourses used to describe the content. For example, the 2011 MOU was more mechanical and prescriptive in its description about each partners roles/responsibilities and listed them separately. The 2011 MOU also did not mention information about the qualities and goals of outcomes of the global partnership. Whereas the 2018 MOU listed both partners roles/responsibilities collectively and included information about the qualities and goals of outcome of the global partnership. Additionally, some of the words used in the 2018 MOU included "mutual equality", "bilateral relationship", "mutual interest", "reciprocity of benefits", and "mutual consultation and negotiation". Furthermore, Susan supported the MOU analysis by mentioning that there had been changes made to the MOU within their

partnership and these changes were reflective of host organizations beginning to benefit from the partnership. Susan also expressed the desire to continue revising future MOUs by stating:

> The first [MOU] agreement was [signed] over 20 years now. The current agreement was signed in 2018 [and] it has been all around mutual benefit.... [host organization] start[ing] to benefit. So, that motivate[ed] [the host organization] to really want to build and re-build the relationship [and] it was the reason why we beg[a]n to revise the MOU, so, [the host organization] [would be] able to do more.

Participants also mentioned that the revisions made to the MOUs have allowed for the most recent evolution in partnerships, which include sending partners assisting host partners in research activities. For example, Karen shared how the sending organization faculty helped them with certain research activities:

> [Sending organization name] is our long-term collaborative institution school of nursing and research.... I am the Principal Investigator (PI) in one of their studies. We have been collaborating in research where [sending partners] came and helped [host partners] in writing manuscript and grant wining proposals... this [was] one of the collaborations we have benefited [from] so much.

Participants were beginning to negotiate what they want in future partnerships related to study-abroad programs. This negotiation was made apparent as Karen shared their host organization was no longer signing MOUs with partnerships that only benefited one side:

> We have had problems, as I have already alluded to, that most of our partners, they were the ones benefiting [and] our students were not benefiting. Our university was saying, 'we can no longer continue with these partnerships when only one side benefit [and] our students do not benefit' … The MOU were no longer signed unless there was a demonstration that there would be an exchange or [sending organizations] would bring resources.

Participants provided a few suggestions to continue the movement towards more reciprocal relationships regarding bi-directional exchanges. Participants from partnerships that did not have bi-directional exchanges voiced their desire for such exchanges in future partnerships. David noted this desire by stating:

> [Global South students] desire [to participate in bi-directional exchanges] so much [and] that is one of the things we hear in feedback: "[Global South students] see [Global North students] coming this way, why do we not get a chance to go that way?"

Participants from partnerships that had bi-directional exchanges expressed the desire to have the same standards and practices during such exchanges for both Global South and Global North students and faculties. For example, Karen shared that when Global South students were on bi-directional exchanges, they were not allowed to do patient care in Global North countries. Karen questioned why differences in standards and practices existed between the two groups:

> But the other issue that we have noted [was] that when our students from [Global South countries] [went] to [Global North] countries, … most of the times they

> d[id] not provide care to patients because they [were] not allowed to. Why [were] students from [Global North] countries able to care for our patients?

In other cases, exchanges for Global South partners were not in place despite participants stating that they would want these opportunities for faculty and students alike. Karen noted:

> The other exchange visits that we normally have, students come with their faculty members [from the sending country] over to this side in [the host country] – but it is very rare to have lecturers or faculty members from [the host country] escorting students over to that side... we would appreciate if [Global South] faculty members could be a part of the exchange [as well]. - Karen

Participants expressed the desire to formally evaluate the global partnership to continue the movement towards reciprocal relationships. Participants shared that formal evaluations of study-abroad programs were provided to only Global North students to enhance future study-abroad programs. Participants also mentioned they were not asked to evaluate the global partnership, management of finances, or if the objectives of the MOU were met. Daniel expressed the desire to participate in formal evaluative measures by noting, “Putting an emphasis on making sure that everything mentioned on [the MOU] [and] on any partnership, is met, and how do you meet it? By your measure of the performance”. Daniel also mentioned the need to assess how finances were managed within the global partnership by stating, “I think the expectation [should be] making sure the finance goes to the project [and] meeting the goals of the projects.”

Most participants hoped to continue the movement towards more reciprocal relationships by increasing both the quantity and quality of partnerships. Some

participants thought an increase in the quantity of partnerships would lead to an increase in reciprocal partnerships. Karen explained their desire for more mutual partnerships by stating:

> We need more [reciprocal partnerships] because when you get more of them, the more you are exposing your institution abroad ... So, we need more [partnerships] on the mutual, not just sending their students to this side or just faculty members just coming to this side to learn whatever we are doing, but we also want to go to the other side, to learn what they are doing.

Chapter 5

5 Discussion and Implications

Four overarching themes were identified that largely determined host organizations' perspectives on global partnered nursing study-abroad programs. Theme 1 "Navigating Prejudice, Pride, and Planting a Seed: Global North Students as Intermediaries" revealed that Global North students were a symbol for the uneven power imbalance in the partnership and they were viewed as both contributors and risks to the study-abroad program. Thus, Global North students played an intermediary role between sending and host partners and this thesis revealed the need to more accurately define these students' role in the partnership. Furthermore, this thesis recommends including critical orientation for pre-departure and debriefing training for Global North students attending nursing study-abroad programs. Theme 2 "Fostering Qualities of Partnership through Longevity and Sustainability" identified the qualities of a reciprocal partnership, which were mutuality, inclusivity, respect, collaboration, understanding, and active listening. The qualities became essential components that determined how well the components were being operationalized within the partnership. Long-term partnerships between sending and host organizations enacted the essential components and thereby promoted a more reciprocal relationship. Moreover, formal evaluation of global partnerships is necessary. Theme 3 "Meeting Needs vs. Creating Needs: Contradictory Costs/Benefits of Global Partnerships" highlighted the contradictory costs/benefits of the financial aspect of how these global partnerships met host countries' needs but also in the process created further needs. Global North partners need to begin empowering Global South partners by exploring different funding models that can support a two-way flow of

resources and sustainability. Furthermore, this thesis recommends Global North partners initiate an assessment of resources, costs, and benefits. Theme 4 “Working towards Reciprocal Relationships: Practices and Aspirations” discussed the practices necessary to support the movement from a one-sided relationship to a more reciprocal relationship and their aspirations to continue this movement. Policy changes in HICs are needed to promote further inclusion and refinement of bi-directional exchanges to work towards more reciprocal relationships. Last, global partnerships between study-abroad programs should more frequently incorporate research activities that include Global South partners.

Theme 1 “Navigating Prejudice, Pride, and Planting a Seed: Global North Students as Intermediaries” revealed that participants often disclosed more about the global partnership, specifically their interactions with Global North students, as they physically interacted more with them. Thus, Global North students acted as essential intermediaries in the global partnership between sending and host partners. Global North students also symbolized the uneven power dynamic between partners as participants discussed the subtle unconscious prejudices, discriminations, and prideful attitudes they discerned in the students during study-abroad programs. Yet, participants simultaneously desired that the study-abroad experience would ‘plant a seed’ in the Global North students to eventually return and further help host countries with time and/or resources. All participants emphasized that Global North students need to be better prepared psychologically, socially, culturally, and emotionally about what to expect in host countries as a possible solution to the unconscious prejudices, discrimination, and prideful attitudes of Global North students. Last, from a critical theory lens, terms such as

‘unconscious prejudice’ are typically not used, as the historical and current-day structures of discrimination are likely to be made more explicit with the use of language of racism, white supremacy, and paternalism. However, the language of unconscious prejudice was used in this thesis because of how participants talked about Global North students to remain true to their interpretations. Further research should explore the theme of unconscious prejudice alongside more explicit discrimination such as racism.

Given the emphasis on Global North students in the participant responses, global partnerships need to more accurately define their role as intermediaries between sending and host partners. Prior research revealed that study-abroad programs recognize three stakeholder groups in these global partnerships: the students, the receiving institution, and the sending institution (Crump & Sugarman, 2010; Lear, 2020; Ouma & Dimaras, 2013). Although Lear (2020) contends that each group has a unique role to play for a successful study-abroad trip, they offer no further elaboration. Yet, the universities involved must consider whether Global North students are their ambassadors or independent actors with different goals/objectives. This study, following Crump and Sugarman (2010), considers Global North students as actors with different goals/objectives and, thus, they act as intermediaries in this partnership. Intermediaries generally may pose new challenges for universities by imposing new power imbalances and impeding direct communication. For example, Sharpe and Dear (2013) documented an unequal power imbalance between sending institution, host institution, and a local non-governmental organization (NGOs) for a study-abroad program. The authors realized the NGO acted as an intermediary between sending and host partners and the NGO had their own unbalanced power-laden relationship with the host community (Sharpe & Dear,

2013). Further research needs to consider Global North students as actors with different goals/objectives in this global partnership and how that altered status impacts the global partnership between sending and host partners. Analyzing how Global North students' role impacts global partnered study-abroad programs requires applying the GHR principle of *authentic partnering* (Plamondon & Bisung, 2019) as partnership types may be another factor that has not yet been considered as impacting global partnerships.

Almost all participants in the study emphasized the importance of further student training and orientation to develop greater respect and understanding of host country realities. While prior research suggests that pre-departure training and debriefing is an important preparatory component of nursing study-abroad programs, few studies have elaborated on what this preparatory package should look like (Chan et al., 2018; Johanson, 2017; Lear, 2020). Furthermore, the few studies that have incorporated preparatory information for students have focused on topics that do not address a critical orientation to study-abroad experiences (Lear, 2020) despite numerous scholars' recommendations (Asenso et al., 2013; Bagnasco et al., 2020; Gower et al., 2017; Jones & Miles, 2017; Naidu, 2020). Critical orientation needs to be added to pre-departure training and debriefing that includes information on the historical, political, economic, social, and cultural factors that have impacted the relationship between sending and host countries, which would involve GHR principles of *responsiveness to causes of inequities* and *humility* (Plamondon & Bisung, 2019). With this critical orientation to pre-departure training and debriefing, Global North students may have a better understanding of how health inequities in the host country are rooted in unfair distribution of resources and power globally and remain rooted in attitudes of learning as opposed to knowing. Adding

a critical orientation to training may also bring awareness to students of their unconscious prejudices, discrimination, and prideful attitudes described by participants in this study, prior to attending study-abroad programs. As a solution, one participant mentioned how their host organization provided their own "cultural orientation" to Global North students on their arrival. The participant believed this was a necessary adjunct to the preparation that the sending organization provided as they were the experts in providing this "cultural orientation" to students. Much of the literature focuses on sending organizations' preparation of Global North students with only one recent study also identifying the important role of receiving institutions in preparing and orienting students on arrival (Lear, 2020). Thus, these thesis findings support recommendations to include a critical orientation to pre-departure and debriefing training for Global North students attending nursing study-abroad programs co-designed by both the sending and hosting organizations, but further research is needed on the features of its specific incorporation.

Theme 2, "Fostering Qualities of Partnership through Longevity and Sustainability", indicated that participants that had long-term partnerships more often expressed the qualities that encompassed an equitable global partnership. These qualities included mutuality, inclusivity, respect, collaboration,
understanding, and active listening, which then became essential components for enacting mutual knowledge sharing, bi-directional exchanges, and a more sustainable form of capacity building. By comparison participants in short-term partnerships more often stated that they hoped for these components to be present in future global partnerships. Additionally, the operationalization of these components was more one-sided for short-term partnerships: knowledge sharing benefited Global North students, bi-

directional exchanges were not present, and a less stainable form of capacity building was experienced. Furthermore, in theme 4, “Working towards Reciprocal Relationships: Practices and Aspirations”, participants who came from long-term partnerships were also refusing to sign MOUs with one-sided partnerships. This suggests that long-term partnerships may be important prerequisites to initiating and envisioning more reciprocal partnerships.

Prior research also supports the value of maintaining long-term partnerships between global partners. For example, prior examination of global partnerships such as that between the Canadian Association of Midwives (CAM) and the Tanzania Midwives Association (TAMA) highlight the necessity of long-term individual and organizational relationships that are of benefit to both parties (Sandwell et al., 2018). Further iterations of Global South and North partnerships may provide important models to explore study-abroad programs. Crump and Sugarman (2010) provide guidance on how to develop well-structured programs where all partners mutually benefit by maintaining long-term partnerships (Crump & Sugarman, 2010). Prior research on global health partnerships has identified an orientation to long-term partnership and an overall *commitment to the future* as an important aspect of meaningful partnerships (Plamondon & Bisung, 2019). Likewise, this research suggests that fostering long-term partnerships between sending and host organizations within study-abroad programs encourages a reciprocal relationship between partners.

Participants shared that formal evaluation of study-abroad programs were only completed by Global North students. Some participants requested a formal evaluation should include sending and host partners. Participants wanted transparent evaluations

related to how finances were being managed in the partnership and whether or not the original objectives signed on the MOU were met. Prior research indicates that evaluations within the context of study-abroad partnerships are lacking and often put undue emphasis on Global North students' experiences (Crump & Sugarman, 2010; Johanson, 2016; Kulbok et al., 2012). Evaluations that are carried out on global partnerships are inconsistently applied, lack in formality, and focus on outcomes of the relationship, rather than the quality of relationships (Ouma & Dimaras, 2013; Plamondon et al., 2021). Similarly, participants in this thesis focused more on the outcomes of partnership as opposed to the functionality of partnership. Therefore, more research on the functionality of the global partnership in formal evaluations is needed. Such information can lead to a better understanding of how long-term global partnerships function. Incorporating formal evaluation on partnerships that include all partners equally promotes the GHR principle of *inclusion* (Plamondon & Bisung, 2019). Inclusion of different perspectives and priorities that invited the expertise and values of Global South participants were important aspects of reciprocal partnership among those interviewed in the study.

In theme 3, “Meeting Needs vs. Creating Needs: Contradictory Costs/Benefits of Global Partnerships”, the contradictory costs/benefits of the financial aspect of these global partnerships created a paradox of meeting host countries needs but also creating further needs. Participants recognized their need for requiring and accepting financial assistance from Global South partners, which then led to a dependency/reliance on them for development of the local economy and infrastructure. This paradoxical relationship unconsciously perpetuated paternalism as the intent of Global North partners was to ‘do good’ for host partners/host countries; however, these benevolent actions created a

dependency on the partnership, which ultimately interfered with the long-term autonomy of host partners/host countries.

Participants mentioned that, when it came to finances, the relationship was one-sided and dependent. Host partners relied on sending partners to finance not only the study-abroad program, but the projects and local infrastructure changes that arose due to hosting such programs. The pandemic illuminated this dependency/reliance as not receiving Global North students for the past two years not only placed host countries into difficult financial situations, but also stopped and/or stalled projects created through study-abroad programs. Prior research also has identified that the university of origin (sending organization) is typically the main funder for study-abroad programs (AUCC, 2014; Da Silva Cavalcante et al., 2018). Participants in this thesis expressed a desire for funding mechanisms that enable host countries to be less reliant on sending countries for financial support in the future. The literature has begun to recognize the need to have transparent discussions about finances between partners in study-abroad programs (Ouma & Dimaras, 2013). Thus, it is imperative that global partnerships explore different funding models that can enhance two-way flow of resources and sustainability of host country initiatives. Global North partners need to better support Global South partners through sustainability funding to continue projects created through study-abroad programs.

Participants expressed the desire for sending organizations to come with their own resources for study-abroad programs to prevent resource drain in already-resource constrained environments. Previous research on global health partnerships (GHPs) are often portrayed as inherently beneficial and benevolent due to the human, material, and

financial resources typically flowing from the Global North to Global South (Plamondon et al., 2021). Moreover, GHPs have a complex history that has been shaped by legacies of colonialism whereby Global North research and economic interests are carried out in the Global South (Plamondon et al., 2021). The necessary flow of materials and resources from Global North partners typically viewed as 'good' can obscure the ways in which partnerships can reinforce colonial histories of inequities in resources and power. Furthermore, participants in this thesis mentioned that hosting study-abroad programs created additional responsibilities for host partners, for which they were not always financially compensated. The issue of fair and reasonable compensation that recognizes the contributions of Global South staff and partners in GHPs have not yet been discussed in detail in the literature (Plamondon et al., 2021). Therefore, this thesis recommends study-abroad programs to conduct a costs/benefits assessment at the institutional level on factors such as resources, staff, and time. Such information can reveal how Global North partners may deplete resources in host countries during study-abroad programs and how they will mitigate (e.g., perhaps pay fees if they deplete resources). This study recommends placing the responsibility on Global North partners to initiate such costs/benefits assessments due to their economic and power advantage. Placing the responsibility on Global North partners affirms what Crump & Sugarman (2008, p. 1457) state that "sending institutions have a moral obligation to ensure that the patients and host institutions in which these programs take place are at minimum not left worse off as a result of this collaboration ... mutual and reciprocal benefit should be the goal." Yet, the costs/benefits assessment should involve more equitable input from both Global North and Global South partners.

In theme 4 “Working towards Reciprocal Relationships: Practices and Aspirations”, participants shared current practices such as including bi-directional exchanges, revising MOUs, and negotiating partnerships. These initiatives support moving from a one-sided relationship to a more reciprocal relationship, which reflects the aspirations of participants. Participants suggested how to refine bi-directional exchanges, future MOU revisions, and increase the quality and quantity of mutual global partnerships.

One practical aspiration consistently provided by participants was further inclusion and refinement of bi-directional exchanges. All participants desired bi-directional exchanges, yet only two long-term global partnerships had them in place. Prior research supports this finding as a literature review on nursing study-abroad programs discovered that only two out of 23 papers analyzed incorporated bi-directional exchanges (Kulbok et al., 2012). Additionally, numerous scholars noted that study-abroad programs where Global South students studying in Global North countries are far and few between (Harris et al., 2017; Jones & Miles, 2017; Ouma & Dimaras, 2013; Zuchowski et al., 2019). Aligned with prior research (Ouma & Dimaras, 2013), this thesis points to the need for more bi-directional exchanges to be beneficial for host organizations.

This thesis found that the type of study-abroad program attended by Global South students differed from programs attended by Global North students. Global South students participated in long-term educational exchanges, such as obtaining a degree, masters, and/ or PhDs, as opposed to the short-term transcultural immersion experiences that Global North students attended. This finding sheds light on the imbalance between

the experiences of the respective organizations in terms of long-term versus short-term exchanges. Furthermore, participants discussed issues regarding finances and visa entries as barriers that hindered Global South students' ability to participate in bi-directional exchanges. Prior research reveals that even in Global North countries, the largest barrier of entry for study-abroad programs were finances as students and/or their families typically finance such trips (AUCC, 2014). Due to the economic disparities between Global North and Global South countries, as well as the economic discrepancies between sending and host organizations, the issue regarding finances is magnified for host organizations in LMICs. Historically, it has also been much easier for Global North students to enter countries in the Global South due to visa entry requirements. For example, prior to the pandemic, the process of obtaining an entry visa was quite simple for Global North students from Canada to enter Africa (Government of Canada, 2022a; 2022b), yet the inverse required a more arduous application process for Global South students (Government of Canada, 2020; Timbu, 2022). Therefore, this thesis recommends policy changes at the international level to ease border measures and requirements in HICs and for sending organizations to engage in advocacy and other methods to assist with financial barriers for Global South students and/or faculty to live and study in HICs.

Participants shared that when Global South students attended bi-directional exchanges in Global North countries, they were not allowed to provide patient care. Participants requested standards/practices be the same for both Global North and Global South students on such exchanges, which would allow for more reciprocal partnerships. While this recommendation appears simple, it is a complex, multi-layered issue. For

example, in Canada, universities partner with hospitals and agencies and sign detailed legal agreements to allow Canadian nursing students to practice nursing care at the bedside (Arthur Labatt Family School of Nursing, 2022; Council of Ontario Universities, 2013). Such agreements in Ontario do not mention the clinical placement of international nursing students (Council of Ontario Universities, 2013). This oversight makes it difficult for Global South students to be able to practice nursing care in HICs. Policy changes at the international level are needed in HICs to begin considering the role of international nursing students to be a part of clinical placements in hospital settings.

Despite the challenges and complexities involved in participating in global study-abroad partnerships, participants spoke to the possibilities of working towards reciprocal relationships with their Global North partners. Participants discussed how partnering with Global North countries for study-abroad programs were beneficial as it helped address gaps in services due to resource constraints and brought in resources/funding that otherwise would not be available. Participants repeatedly stated that partnering also created global recognition for the host organization, which could then lead to other potential global partnerships. Similar findings in the literature echoed that North-South GHPs strengthen ties with international partners (AUCC, 2014; Ouma & Dimaras, 2013) and enhanced visibility of host organizations internationally by influencing national policy making as well as obtaining recognition from international and local NGOs (Sandwell et al., 2018). Participants also reported being active in reviewing and revising MOUs and including research activities as part of their relationship with Global North institutions. Prior literature indicates that most research in LMICs continues to be led and singly authored by Global North actors. Co-authorship and collaboration in research may

be one method to develop opportunities for meaningful engagement and reciprocity (Kulbok et. al, 2012). Therefore, future partnerships should consider revising MOUs more frequently to incorporate research activities and other collaborative initiatives that actively include Global South partners. Such a commitment aligns with the GHR principle of *shared benefit* (Plamondon & Bisung, 2019).

5.1 Strengths and Limitations

A key strength of this study was having participants from multiple global partnerships as opposed to one specific partnership. Including multiple perspectives of host partners from different global partnerships provided a novel contribution to the field, by examining cross-cutting factors that may shape global study-abroad programs between Global South and Global North countries in diverse settings.

The study also had limitations, especially with regards to the small sample size and inclusion of participants only from Africa. Attempts were made to include participants from continents such as South America and Asia; however, due to the added costs and time requirements related to translation and transcription services, they were not feasible for the researcher to pursue. Furthermore, the researcher audio-recorded, as opposed to also videorecording the interviews due to ethics approval. The limitation to having cameras turned off was it removed the human interaction aspect of in-person interviews such as non-verbal cues through facial expressions. Although facial expressions were not able to be assessed during interviews, other non-verbal cues were noticeable during the interview such as voice tone and speed. Last, internet connectivity issues arose during interviews, yet it posed minor issues as once the internet connection returned, the participant was asked to repeat what they had originally said. Future

research should explore the perspectives of host country participants from Latin America and Asia, investing in language and translation support to enable meaningful engagement with these groups.

5.2 Conclusion

Informed by a critical social theory paradigm and the six principles of the Global Health Research framework, this study employed a situational analytic approach to explore host organizations' perspectives of global partnered study-abroad programs. This study included accounts from Global South partners on their experiences with global partnered study-abroad programs and addressed how power differentials and economic factors impacted their partnerships at the partner, institutional, and international levels. The study identified four themes: (1) Navigating Prejudice, Pride, and Planting a Seed: Global North Students as Intermediaries; (2) Fostering Qualities of Partnership through Longevity and Sustainability; (3) Meeting Needs vs. Creating Needs: Contradictory Costs/Benefits of Global Partnerships; and (4) Working towards Reciprocal Relationships: Practices and Aspirations. These findings speak to the importance of fostering long-term partnerships between sending and host partners that anticipate and proactively address resource drain and power differentials that are bound to occur at the partner, institutional, and international levels as a result of global inequity. Strategies at the institutional level, such as critical pre-departure training, inclusive and comprehensive evaluation of the partnership, and inclusion of Global South partners through research activities, as well as policy changes at the international level can help all partners work towards more reciprocal partnerships. Ultimately, awareness of the accounts of host

organizations' perspectives allows for the refinement of nursing study-abroad programs to be reciprocal and equitable for all partners involved.

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Appendix A

Definition of Terms

Study-abroad Program. For the purpose of this thesis, study-abroad programs are defined as academic placements involving faculty and students at either sending or host universities (Kulbok et al., 2012). Study-abroad programs may be uni-directional, where visiting students travel to a host country (Lees & Webb, 2017), or bi-directional, where visiting and host students trade places, which has been often referred to as an exchange program (Crump & Sugarman, 2010). Study-Abroad Programs are often used synonymously with the term's "global health practicum (GHP)", "international medical elective (IME)", "nursing education exchange", "international service learning", "global health training program", "global health programs", "learning abroad" and "international education exchange".

Global North. For the purpose of this study, Global North is defined as "those countries found mainly, but not exclusively, in the northern hemisphere, characterized by high levels of wealth" (Castree, Kitchin, & Rogers, 2013a). In this thesis, Global North is used interchangeably with "High-Income Countries (HICs)" and instead of "First World" or "Developed Country" as these discourses are less pejorative (Horner, 2020).

Global South. For the purpose of this study, Global South is defined as "the countries of Africa, Asia, Latin America, and the Caribbean, often used in preference to alternative terms such as the developing world or Third World. There exists considerable social, economic, and political diversity within the Global South, which includes the majority of the world's countries" (Castree, Kitchin, & Rogers, 2013b). In this thesis, Global South is used interchangeably with "Low-to Middle-Income Countries

(LMICs)" and instead of "Third World" or "Developing Countries" as these discourses are less pejorative (Horner, 2020).

Culture. This thesis used a constructivist perspective, which views culture as the product of social constructions, rather than an essentialist perspective, which views culture as a set of defined values, beliefs, and practices shared by a group (Carpenter-Song et al., 2007). A constructivist perspective defines culture as "a dynamic relational process of shared meanings that originate in the interactions between individuals" (Carpenter-Song et al., 2007, as cited in Garneau & Pepin, 215, p. 10). This perspective considers an individual in an evolving social context as someone who can influence and can be influenced by different conditions, such as historical, political, economic, and social contexts (Garneau & Pepin, 2015).

Appendix B

Table 1

Key search terms

Search terms
(“study abroad" OR "exchange programs" OR "student exchange") AND "nurs* students” OR "nurs* education") AND ("experience" OR “perspective")
(“study abroad" OR "exchange programs") AND "host country” OR "host organization" OR “host institution”) AND (“international collaboration” OR “international cooperation” OR “global partnership”) AND ("nurs*")
(“study abroad” OR “student exchange” OR “exchange program”) AND (“nurses” OR “education, nursing”) AND (“history”)
("study abroad" OR "student exchange" OR "exchange program*" OR "international education") AND (nurs*) AND (“history” OR “evolution” OR “curricul*”)
(“study abroad” OR “exchange program” OR “student exchange”) AND (“reciprocity”)
(“study abroad” OR “exchange program” OR “student exchange”) AND (“power imbalances” OR “power”)
“nursing” AND “history” AND “colonialism”

Appendix C

Table 2

Literature search inclusion and exclusion criteria

Criteria	Inclusion	Exclusion
Time Period	Not Applicable	Not Applicable
Language	English	
Types of articles	Published in a peer-reviewed journal	Articles that were editorials or discussions or personal opinions Articles not available through Western University's online database
Literature Focus	Global partnered study-abroad programs in healthcare Internationalization of higher education Colonial history of nursing	

Appendix D

Email Script for Recruitment

Subject Line: Invitation to participate in research

Study Title: Host Organizations' Perspectives of Partnered Global Study-Abroad Programs

You are being invited to participate in a study conducted by Jessica Pop, RN, under the supervision of Dr. Susana Caxaj, PhD. The purpose of this study is to highlight the unique perspectives of host organizations on partnered global study-abroad programs. This information can be utilized for the refinement of study-abroad programs in nursing that emphasizes reciprocity of all partners.

Briefly, the study involves one to two one-on-one interviews via Zoom™ where we will ask you questions about your perspective about global study-abroad programs. Each interview will take approximately 45 - 75 minutes. You do not need to answer every question and are able to refuse any question at any given time. The interviews will occur remotely using Zoom™ due to COVID-19 restrictions. Audio recording of the Zoom™ meeting is preferred; however, you are still able to participate if you do not agree to be recorded.

I have attached the Letter of Information and Consent to this email, which provides a more in-depth explanation about this study. If you would like more information on this study, please contact the researcher at the contact information given below.

Email is not a secure form of communication as it has some privacy and security risks. It is possible that information could be intercepted by unauthorized people (hacked) or

otherwise shared by accident. This risk can’t be completely eliminated. We want to make you aware of this.

Thank you,

Dr. Susana Caxaj, PhD

Western University

Jessica Pop, RN

Western University

Appendix E

Letter of Information and Consent

Host Organizations' Perspectives of Partnered Global Study-Abroad Programs

Letter of Information and Consent – Participant

Principal Investigator

Dr. Susana Caxaj, PhD, Nursing

Western University

Additional Research Staff

Jessica Pop, BScN, Masters Student

Western University

Invitation to Participate

You are being invited to participate in this research study about host institutions' perspectives on partnered global study-abroad programs because you work for a host institution that offers study-abroad programs for international students in your country of origin.

You are eligible to participate in this study if you work for a host organization that offers study-abroad programs for nursing students in your country of origin.

2. **Why is this study being done?**

The purpose of this study is to highlight the unique perspectives of host organizations on partnered global study-abroad. This information can be utilized for the refinement of study-abroad programs in nursing that emphasizes reciprocity of all partners.

3. **How long will you be in this study and what will you be asked to do?**

If you agree to participate you will be asked to have one to two one-on-one meetings via Zoom™ answering multiple questions provided by the researcher over a four-month period. Each interview will take approximately 45 - 75 minutes. You do not need to answer every question and are able to refuse any question at any given time. The interviews will occur remotely using Zoom™ due to COVID-19 restrictions. Audio recording of the Zoom™ meeting is preferred; however, you are still able to participate if you do not agree to be recorded.

4. **What are the risks and harms of participating in this study?**

There are no known or anticipated risks or discomforts associated with participating in this study.

5. **What are the benefits of participating in this study?**

You may not directly benefit from participating in this study but information gathered may help us understand how to promote equitable partnerships in study-abroad programs.

6. **Can participants choose to leave the study?**

If you decide to withdraw from the study, you have the right to request (e.g., by phone, in writing, etc.) withdrawal of information collected about you. If you wish to have your information removed please let the researcher know and your information will be destroyed from our records. Once the study has been published, we will not be able to withdraw your information.

7. **How will participants' information be kept confidential?**

All identifying information that is collected, such as your name, title, and organization will be stripped from the data and only available to the research team (Dr. Susana Caxaj and Jessica Pop). This information will not be published in study reports. If the results of the study are published, your name will not be used.

Pseudonym initials will be developed for the data you provide and will be used in the dissemination of the data. Direct quotes using pseudonym initials will be used.

The researcher will keep all personal information about you in a secure and confidential location for seven years. A list linking your pseudonym initials will be kept by the researcher in a secure place, separate from your study file.

The data will be stored on a secure server at Western University and will be retained for a minimum of 7 years. Your data may be retained indefinitely and could be used for future research purposes (e.g., to answer a new research question). By consenting to participate in this study, you are agreeing that your data can be used beyond the purposes of this present study by either the current or other researchers.

8. **What are the rights of participants?**

Your participation in this study is voluntary. You may decide not to be in this study. Even if you consent to participate you have the right to not answer individual questions or to withdraw from the study at any time. If you choose not to participate or to leave the study at any time it will have no effect on your care/employment status and academic standing.

You do not waive any legal right by consenting to this study.

We will give you any new information that may affect your decision to stay in the study.

9. **Whom do participants contact for questions?**

If you have questions about this research study, please contact:

Principal Investigator

Dr. Susana Caxaj, PhD, Nursing

Western University

Additional Research Staff

Jessica Pop, BScN, Nursing

Western University

If you have any questions about your rights as a research participant or the conduct of this study, you may contact The Office of Human Research Ethics (519) 661-3036, 1-844-720-9816, email: ethics@uwo.ca. This office oversees the ethical conduct of research studies and is not part of the study team. Everything that you discuss will be kept confidential.

This letter is yours to keep for future reference.

Written Consent

Host Organizations' Perspectives of Partnered Global Study-Abroad Programs

Letter of Information and Consent – Participant

Principal Investigator

Dr. Susana Caxaj, PhD, Nursing

Western University

Additional Research Staff

Jessica Pop, BScN, Nursing

Western University

I have read the Letter of Information, have had the nature of the study explained to me and I agree to participate. All questions have been answered to my satisfaction.

CONTACT FOR FUTURE STUDIES

Please check the appropriate box below and initial:

___ I agree to be contacted for future research studies

___ I do NOT agree to be contacted for future research studies

I agree to be audio-recorded in this research.

___ YES ___ NO

I consent to the use of my data for future research purposes.

___ YES ___ NO

_____	_____	_____
Print Name of Participant	Signature	Date (DD-MM-YYYY)
_____	_____	_____
Print Name of Person	Signature	Date (DD-MM-YYYY)

Appendix F

Written Consent

Host Organizations' Perspectives of Partnered Global Study-Abroad Programs

Letter of Information and Consent – Participant

Principal Investigator

Dr. Susana Caxaj, PhD, Nursing

Western University

Additional Research Staff

Jessica Pop, BScN, Nursing

Western University

I have read the Letter of Information, have had the nature of the study explained to me and I agree to participate. All questions have been answered to my satisfaction.

CONTACT FOR FUTURE STUDIES

Please check the appropriate box below and initial:

___ I agree to be contacted for future research studies

___ I do NOT agree to be contacted for future research studies

I agree to be audio-recorded in this research.

___ YES ___ NO

I consent to the use of my data for future research purposes.

___ YES ___ NO

_____	_____	_____
Print Name of Participant	Signature	Date (DD-MM-YYYY)

_____	_____	_____
Print Name of Person	Signature	Date (DD-MM-YYYY)

Appendix G

Interview Guide

Demographic Information:

We would like to get a sense of our participants' background. Would you be willing to share some demographic information with me (yes/no)?

If yes:

*Great, if there are any questions that you would prefer not to answer, do just let me know.

a. What is your age?
b. What is your educational background?
c. What is your occupation?
d. What is the host organization and sending organization?

*Note: if there is hesitation at any point, the researcher will probe with "would you rather not share this information" to ensure comfort with answering these questions

Interview Questions:

1. What is your experience with the global partnered study-abroad program?

Possible Probe Questions:

- *What are your expectations of [sending institution] throughout the global partnership?*
- *What do you believe are [sending institutions] expectations of [host organization] throughout the global partnership?*

2. How do you feel about the global partnership?

Possible Probe Questions:

- *What are the benefits of this global partnerships?*

- *Are these benefits (if any) mutual (go both ways)? If so, how and why?*
- *What are the unintentional consequences of this global partnership (if any)?*
- *Are these unintentional consequences (if any) mutual (go both ways)? If so, how and why?*

3. How would you describe the relationship between the institutions?

Possible Probe Questions:

- *How are all voices shared throughout the collaborative process involved in this global partnership?*
- *How are all voices not shared throughout the collaborative process involved in this global partnership?*
- *Who do you believe has the stronger voice in the global partnership, sending or host institution – Why? Can you share an example?*
- *How is power shared throughout the collaborative process involved in this global partnership?*
- *How is power not shared throughout the collaborative process involved in this global partnership?*
- *Who do you believe has the most power in the global partnership, sending or host institution? – Why? Can you share an example?*

4. What motivates the [host institution] to participate in this global partnership?

5. What do you think motivates the [sending organization] to participate in this global partnership?

6. What would you say is successful about the global partnership?

Possible Probe Question:

- *What is a strength of this global partnership?*
- *Can you tell me about a positive experience you had with this global partnership?*

7. What would you say are the challenges/problems about the global partnership (if any)?

Possible Probe Questions:

- *What is a weakness of this global partnership?*
- *Can you tell me a challenging experience you had with this global partnership?*

8. If there is something that could be improved in the global partnership, what would it be?

9. How do students from the host country feel about traveling abroad to Global North countries?

12. How has COVID-19 impacted global partnerships between host and sending institutions?

Appendix H

Table 3

Situational map

Human	Nonhuman	Discursive	Historical	Symbolic	Cultural	Political
Nursing Students (A.A; B.B; D.D.; C.C.; E.E.)	MOU (A.A.; D.D.; C.C.; E.E.)	Expectations - Sending organization "worries" about students meeting expectations (A.A)	Racism + Prejudice/ + Discrimina-tion (A.A; B.B.)	"giving" opportune-ities to the local people (A.A; B.B.;D.D.)	Culture shock (A.A; C.C.) -Language (A.A) -Food (A.A) -Homesick (A.A.) -Cultural orientation – E.E.	Worry about safety of students (A.A; B.B.; C.C.; E.E)
Sending Organization Faculty (A.A; B.B; D.D; C.C.; E.E.)	Administrative (A.A; B.B.; C.C.; E.E.) Accommodation Transportation Itinerary	Fears about what student think about Africa (A.A)	Impacts of COVID-19 -projects (B.B; D.D.; C.C.; E.E.)	Life saving (A.A; C.C)	Becoming a part of the culture in host country (A.A)	Asking partners to bring their own resources – E.E.
Host Organization Staff (A.A; B.B.; D.D, C.C.;E.E.)	Budget/costs (A.A; B.B; D.D; C.C.; E.E.)	Knowledge sharing (A.A; B.B.; D.D.; C.C.; E.E.)	Bi-directional exchanges (A.A; B.B.;D.D.; C.C.; E.E.)	Capacity Building: "Don't give a person a fish, rather, give them a hook" (D.D; C.C.; E.E)	Western is "more open" and Host country is not as "open" (A.A)	Host country is resource poor environments
Community members - Orphans -Patients (A.A)	Activities in host country ex. safari/beach (A.A; C.C.)	Opportunities (A.A; B.B.; C.C.;E.E.) -We learned from them (A.A) - Get a chance to work with them (A.A; C.C.) -learning and growing (B.B)	Dependency on Global North -Financial (B.B; D.D.; C.C.) -To solve problems (D.D.) -Health Service		Different background /perspectives (A.A; B.B.;D.D.; C.C.; E.E.)	Bi-directional exchange programs: host country struggles with: -Visa's -Funding

			Provisions (D.D.; C.C) -Wants their help in every way (E.E.)	
Translators (lack there of) (A.A)	Evaluative reports (A.A; B.B.;D.D.;C.C.; E.E.) -submitted by students + Assessment tools that host organization uses (A.A) -informal reports (B.B) -Transparent evaluative measures to show financial reports (D.D.) -Feedback (C.C.)	Fair And equal relationship [unspoken words] (A.A;B.B.;D.D.;C.C.;E.E.)		Realities (C.C.): -Sharing realities with Global North students (C.C.)
Other health professional students (B.B.)	Requirements for student travel (A.A)	Purpose (A.A)		
Church Related Groups (B.B.;D.D.)	Roles (B.B)	Misunderstanding (A.A) - Did not hear our voice		
Sending Country Governments	Age of students (B.B)	Prepare (A.A; C.C.)		
Host Country Governments	Outcomes for students (B.B)	Trust (A.A;B.B.)		
Lawyers involved in writing up MOU	Characteristics of the Relationship (D.D.; C.C.; E.E.)	Challenges (A.A; C.C.; E.E.)		
Nursing Body in Sending Country		Hopes for values in partnership (B.B; D.D.) - Maintaining Dignity of host members (B.B) -Attitude of learning vs. knowing (B.B) - Mutuality (B.B.)		

Nursing Body in host Country	Exposure to different ways of thinking (B.B; C.C.) -Sustainability (D.D.) -Capacity Building (D.D;C.C.)
	Willingness (C.C.) -host country is "willing" to ex. receive students, share knowledge, organize placements, etc

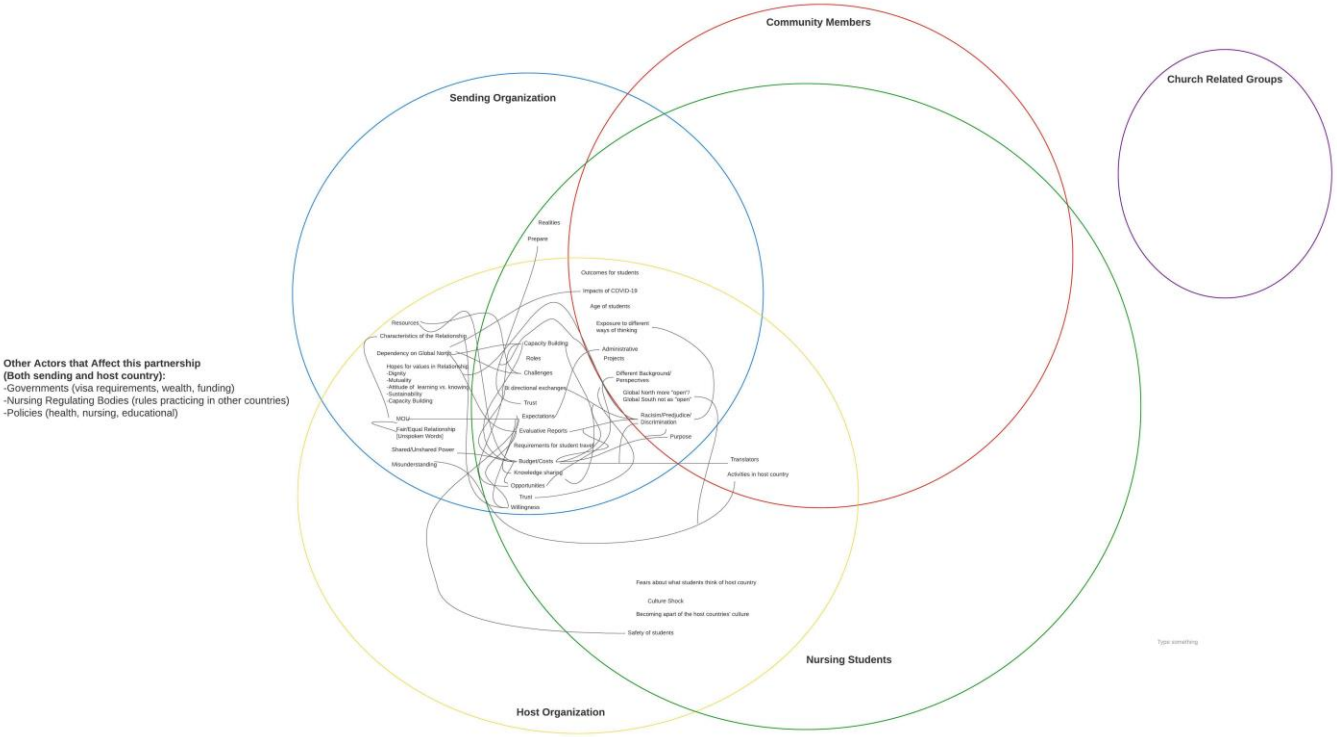
Situational Map: Elements

Note. The legend of the above table was color coded by participant responses as follows: (1) color black: all participants or some participants, in this case which participants were indicated; (2) blue: A.A.; (3) red: B.B.; (4) green: D.D.; (5) purple: C.C.; (6) orange: E.E.; (7) yellow: actors that are "unseen" that were not "said" by participants.

Appendix I

Social Worlds/Arenas Map and Positional Map

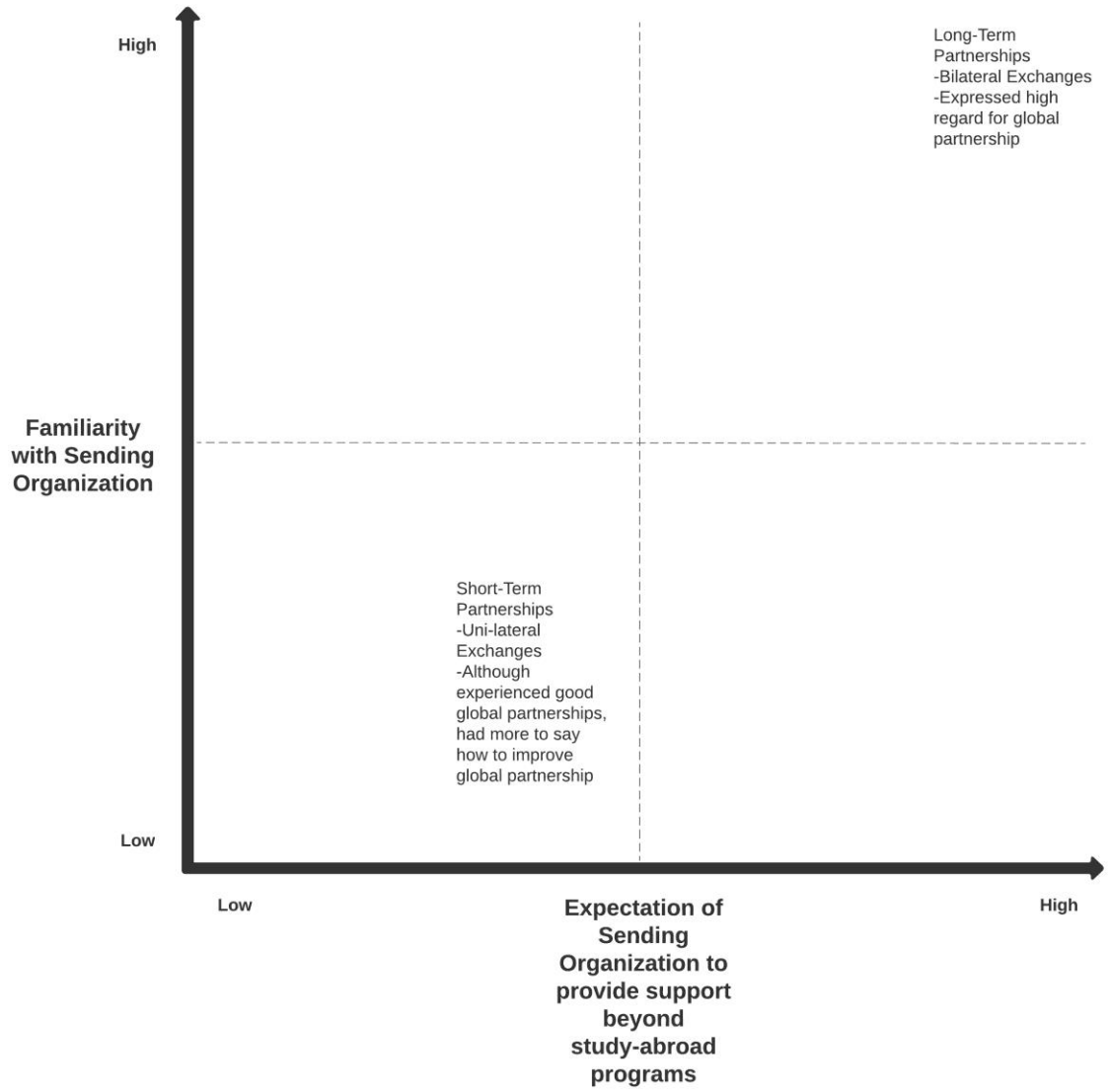
Social Worlds/Arenas Map:



Social Worlds/Arenas Map Link:

https://lucid.app/documents/view/5854b865-9cf6-47dc-9db3-1a48d62d7381

Positional Map:



Positional Map Link:

https://lucid.app/documents/view/30f3b0cd-5be6-48d6-9acd-a313ef936733

Curriculum Vitae

Name: Jessica Pop

Post-secondary Education and Degrees:
McMaster University
Hamilton, Ontario, Canada
2011-2015 BScN

The University of Western Ontario
London, Ontario, Canada
2019-Present MScN

The University of Western Ontario
London, Ontario, Canada
1995-1999 Ph.D.

Honours and Awards:
Irene E. Nordwich Foundation Award
2020

McMaster University
Recognition Awards
2013-2015

Related Work Experience
Teaching Assistant
The University of Western Ontario
2020-2021

Graduate Assistant
Dr. Susana Caxaj
2021

Professor/Counselor
Conestoga College
2016-2021

Publication:

Pop, J. C., Caxaj, C.S., Oudshoorn, A. (2022). Mentorship in nursing education: A concept analysis. *Journal of Nursing Education and Practice, 12*(8), 23-30.