

## DEVELOPING GLOBAL LEADERS THROUGH INTERNATIONAL PARTNERSHIP: A COLLABORATIVE MODEL FOR GRADUATE NURSING PROGRAMS

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### Abstract

This paper presents a collaborative model for developing global leaders in graduate nursing programs, specifically through an international partnership between the University of Minnesota (UMN) and the University of Iceland (UI). The model, which relies on an innovative week-long immersion course, addresses the growing need for globally-minded nurse leaders capable of responding to the unique challenges of today's interconnected world. The immersive component included lectures, field trips, and a group project focused on the United Nations' 17 Sustainable Development Goals. Evaluation data from the cohorts in the biannual programs in 2022 and 2024 (n=55) showed high satisfaction rates, with more than 90% of students rating the course as good or very good. Qualitative feedback highlighted themes of shared nursing experiences, a greater appreciation of global health-care systems, and the universal need for effective communication. The program aligned with competencies outlined by major nursing organizations. This model offers a promising approach for graduate nursing education to prepare leaders capable of addressing complex, interconnected global health challenges.

**Keywords:** Global Nursing Leadership, Partnership, Graduate Nursing Education, International Collaboration, Cultural Humility, Cultural Competence, Sustainable Development Goals

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## **Introduction**

Global events are interconnected with the health and wellbeing of people at the local level, leading to the term *glocal* used in business, sociology and other disciplines (Anand & Pai, 2023). As the world becomes more and more connected through travel, communication, business, technology, and other avenues, we will continue to see impacts on people's lives from the local-to-global and global-to-local levels. Events occurring in one part of the world can have worldwide effects. The COVID-19 pandemic reached nearly every corner of the world. Wildfires in Canada and California affected air quality across North America. The financial crisis in 2008 triggered economic downturns globally. Climate change has become a global issue that transcends borders. In addition, the rapid spread of information and misinformation and technology affects global communities.

Global interconnection can also have positive impacts, including the rapid dissemination of information and supplies for disease prevention and treatment, as well as international collaboration for global solutions. These are only a handful of examples of ways in which the world is interconnected. Thus, it is imperative that nurse leaders develop a global perspective, with consideration of the unique needs at the local levels to prepare for and lead change.

With this *glocal* mindset, nursing instructors at the University of Minnesota (UMN) and the University of Iceland (UI) led an immersive week-long experience for students to enhance their global leadership skills and promote cultural humility and international collaborations. This paper introduces this innovative method used by nursing instructors from the UI and the UMN of the immersion experiences in 2022 and 2024. This program with an emphasis on leadership is offered during even years. Through this experience, students discussed their preconceived stereotypes and biases during the course discussions and identified how globally-minded nurse leadership can help address the unique needs of today's interconnected world.

## Background

The long-standing relationship between the UMN and the UI have led to multiple publications and projects. A 2019 article in this journal offered insight into the Collaborative Online International Learning (COIL) program offered between the two schools (Potter & Bragadóttir, 2019). Another described the immersion program offered during the odd years in which the course focuses on management through the use of a refugee case study set (Bragadóttir et al., 2020). This current paper reflects the immersion program offered in Iceland during even years with a focus on leadership, wherein students consider nursing leadership as a key to addressing *global* impacts on health. Both the even and odd year programs, while different in academic focus, are grounded in partnership principles.

## Partnership Principles

The underpinning of this international collaboration was the theory of partnership as expressed by Riane Eisler (Eisler, 2018a, 2018b; Eisler & Potter, 2014). In addition, global leadership competencies and teaching methodologies were incorporated into the curriculum as described below. Eisler's cultural transformation theory (2018a) identifies characteristics of societies across a spectrum from domination to partnership. The instructors involved in this course identified early on that the characteristics of partnership would be the foundation of the relationships, intentionally resisting characteristics of domination systems. The partnership characteristics incorporated into the collaboration between the instructors and students and throughout the program content included flattened hierarchies, equal respect for all genders, low tolerance of abuse, and promotion of respect and accountability (Eisler, 2018a).

Effective partnership hinges on open communication, mutual respect, and complementary skills, which were made clear in the course. Partners who communicate transparently and regularly, can navigate challenges and align their efforts towards shared goals. Trust and reliability are fundamental, as they ensure that each partner

can depend on the other to fulfill their responsibilities (Wymer & Stucky, 2022). Principles of partnership were promoted throughout the program.

**Partnership Culture among the Instructors.** Throughout the planning, immersion, and post-immersion reflection, instructors were fully present with one another as equal partners. With deep respect for one another, they listened and led, ensuring that everyone was able to contribute with full support. The environment was created in a way that each person could contribute ideas and thoughts without shame, and was celebrated for their unique contributions. By recognizing and fostering relationships, instructors were able to uplift the individual expertise of each person, which led to a rich and robust curriculum for the immersion program.

Instructors were committed to continuous improvement of the course, which led to enhanced productivity and a positive work environment. Eisler and Potter (2014) emphasized the necessity of moving away from traditional, top-down hierarchies toward a system where all members are valued and respected for their contributions. This shift mirrored the need for a collaborative spirit among the instructors, where professional interactions evolved beyond cooperation into relationships founded on mutual respect. Fostering a culture where instructors from both universities worked together toward common goals created a more inclusive and innovative environment. In the work, instructors maintained clear overarching objectives and collaboratively embedded the core content of the course to achieve the final outcomes.

Recognizing and celebrating successes, big and small, was another crucial aspect of partnership among the instructors. For example, instructor dinners and other informal gatherings served as moments to acknowledge achievements, boosting morale and motivating participants to continue their collaborative efforts.

**Partnership Culture among the Students.** Instructors worked to create a culture of respect, balanced participation, and assertiveness through guidance and modeling behavior. Clear communication guidelines were established, focusing on respect and

inclusivity. Instructors modeled the desired behavior, setting a standard for the groups by appreciating diverse perspectives and addressing conflicts constructively.

Instructors placed a strong emphasis on balanced participation in discussions and group activities, ensuring that everyone's input was heard. They addressed dominating behavior and discussed assertiveness to help individuals express their ideas confidently. Dominating behaviors such as students continuously speaking without letting others speak, leading without listening, or pushing the group forward to hastily complete the project were some of the behaviors that were addressed throughout the program. In addition, instructors led activities to encourage assertive behaviors in both dominant and non-dominant languages for all to be able to speak up and be heard in their teams. An inclusive environment was fostered by actively celebrating cultural and language diversity and being mindful of different communication styles (the Icelandic students tended to be more quiet and the U.S. students more vocal) and cultural backgrounds. Effective facilitation techniques ensured balanced and inclusive discussions, with instructors inviting quieter members to share their thoughts. Students also reflected on the unique ways in which the cultural and linguistic diversities contributed as strengths to their group projects.

In both 2022 and 2024, students faced limitations due to existing COVID-19 pandemic restrictions that precluded official visits to health-care workplaces as part of the itinerary. Some Icelandic students invited their counterparts from UMN to visit their workplaces in the hospital. This informal arrangement provided an invaluable opportunity for the visiting students to gain firsthand insights into the Icelandic health-care system, observe clinical practices, and engage with health-care professionals in a real-world setting.

Students engaged in conversations with one another beyond the topics of the course, about the similarities and differences between their lives, including culture, food, local events, and day-to-day life. These conversations were encouraged by instructors, with

added prompts during instructor rounding, as these conversations can lead to a richer understanding of global perspectives.

**Partnership Culture among the Instructors and Students.** The program incorporated activities to foster a positive partnership culture and enhance the learning experience for students and instructors. Morning check-ins allowed students and instructors to connect, set intentions for the day, and address any immediate concerns. Several of the check-in exercises were based on liberating structures, micro activities designed to build relationships and trust (Liberating Structures, n.d.). These check-ins were intended to create an environment supporting everyone's feeling valued and heard.

Constructive feedback sessions allowed instructors to identify areas for improvement and adjust their teaching practices accordingly. Drawing from reflections, objectives, and student feedback from the 2022 course, instructors redesigned and organized the course together. They modified group assignments to better align with these objectives, ensuring that collaborative efforts were both effective and meaningful. Throughout the immersion, they continued to gather feedback from students and make adjustments in real time to enhance the experience for students and the group at large. All these activities contributed to a culture of continuous improvement, ensuring that the program remained dynamic and responsive to the needs of participants.

### **Incorporating Global Leadership Competencies in Program Design**

The American Association of Colleges of Nursing (AACN; 2021) recently updated the core competencies for professional nursing education and within these new competencies highlighted the importance of advocacy, policy, and governance that promote social justice and health equity, to prepare global nursing leaders. It is critically important for nurses to understand the principles of global leadership, their connection to planetary health, and how to leverage the United Nations (UN) Sustainable Development Goals (SDG) in advanced nursing practice roles.

Nurse leader competencies as articulated by the American Organization for Nursing Leadership (AONL, 2023) underscore the functional knowledge, skills, abilities and personal characteristics necessary for leaders in health care. The AONL Nurse Leader Core Competencies describe 5 domains: Business Skills and Principles, Communication and Relationship Building, Knowledge of the HealthCare Environment, Professionalism, and Leadership; the anchor of these competencies is the “leader within” and the leadership domain connects all domains together (AONL, 2023, p. 1-2). Global nursing leadership competencies enable nursing leaders to effectively navigate the complexities of health care on an international scale and to drive improvements in global health outcomes. Specifically in this immersion course, the instructors worked to ensure that each learner demonstrated global nursing leadership competencies of:

### **Improving their Cultural Competence and Cultural Sensitivity**

The immersion experience was designed to help students develop a deep understanding of and respect for diversity and to enhance their ability to work with diverse populations. The instructors encouraged reflection on cultural differences in health-care practices and the impact of cultural beliefs on health behaviors and patient care.

### **Gaining Global Health Knowledge**

Students explored *glocal* health issues, challenges, disease patterns, and health-care systems across different countries. Discussions and field trips were incorporated to encourage a deeper understanding of public health principles including social determinants of health, epidemiology, prevention strategies, and health promotion on a global scale.

### **Communicating effectively through Project Work.**

Real-world projects were the basis for learners to apply strategic thinking with a global mindset. Within these projects, learners identified a health topic and related it to an SDG to determine an intervention to improve a specific population’s health need. This work was done in groups with a mixture of both Icelandic and US students, culminating

into a presentation where everyone participated in the development and presentation of the project.

### **Leveraging Interdisciplinary Collaboration and Partnership**

Learners explored how to engage in partnerships with international organizations, governments, and non-governmental organizations (NGOs).

### **Developing an Understanding of Global and Local Health Policies**

The ability to influence policy decisions was one of the focus areas of the instructor lectures and one-on-one consultation.

By focusing on these competencies, nursing leaders can effectively contribute to improving global health, addressing disparities, and promoting health equity worldwide.

### **Course Objectives**

The underpinnings of the immersion course began with the course objectives:

- Compare strategies to promote health and address health disparities in the global disease burden, with a focus on country-specific needs, strengths and resources.
- Assess the role and responsibilities of nursing - nursing leadership in the host country with consideration to local values and culture, community resources, and national and international policy.

The course objectives, aligned with AONL Nurse Leader Core Competencies (AONL, 2023) were realized through reading the various readings, reviewing websites, engaging in activities, completing assignments, and attending field trips. Appendix A at the end of the article shows how both Leadership and Global Competency Domains (bolded) and competencies (italicized) were realized in this course.

## Teaching Theories

The overarching goal of the course was to enhance students' *glocal* perspectives, cultural humility, and leadership skills. Students from both countries came to the immersive experience at the master's student and doctoral student levels, with significant theoretical knowledge of leadership. With this baseline knowledge, students engaged in more in-depth learning and competency development. The focus of the program was on the collaboration among the students, in which they compared strategies to promote health and address health disparities in the global disease burden, with an emphasis on country-specific needs, strengths, and resources. The instructors guided students to examine these issues on a global level, while being considerate of local values and culture, community resources, and the national and international impact of their actions, thus enhancing their *glocal* leadership skills.

The course was developed by combining the tenets of andragogy, collaborative learning, and experiential learning, to create an optimal experience for graduate-level learners. Andragogy, the education of adult learners, uses active and self-directed learning to build on learners' previous experiences (Knowles et al., 2014). It accounts for adult learners' self-concepts and the value they place on applying new knowledge immediately to real-life problems and concepts (Knowles et al. 2014). In collaborative learning, individuals work together as a group on a task or problem. The benefits of collaborative learning include the development of communities and social supports, improved communication, improved critical thinking skills, improved problem-solving, more motivation for students, active participation in learning, and opportunities for ongoing evaluation by their peers and by the instructors throughout the process (Laal & Ghodsi, 2012). Experiential learning, or learning by doing, is a cornerstone of global leadership development (Mendenhall et al., 2017). When individuals challenge their worldviews with exposure to other people, ideas, and cultures, there are enormous opportunities for growth and development both as a person and as a leader.

Though the overarching modality was collaborative, project-based learning, instructors also incorporated short lectures to provide context, field trips to locations of note, and

morning reflections to gain insights and encourage reflection on the experiences. Short lectures are a great way to synthesize large amounts of material and help spark additional discussions on key concepts (Dartmouth, n.d.). Field trips allow participants to connect with instructors and peers, and deepen learning (Fedesco et al., 2020). Critical reflection is essential in transformational learning, as it encourages students to examine their assumptions and evaluate new ideas and concepts (Billings & Halstead, 2020).

Developing an international collaboration involves many challenges, including effectively navigating cultural differences; upholding academic standards; and ensuring quality across different educational systems, funding, resources, and communication barriers (Waham et al., 2023). However, the benefits of collaboration are invaluable in developing global leaders: creating diverse perspectives; developing an inclusive framework of understanding; encouraging global research collaboration; developing cultural humility, curiosity, and cross-cultural skills; and preparing students to work in a diverse global workforce (Waham et al., 2023). The transformative potential of these experiences is enormous as students reevaluate previous assumptions and decide how to assimilate the new experiences and ideas into their understanding of the world. Reflection is a crucial part of the process, providing students the time and space to work through these challenges. Students must come ready and willing to participate in this process for it to be successful.

### **Immersion Program**

The immersion is offered as an elective course at both universities; in the UI Management and Leadership program, it is mandatory for students. Other students from the UI may also take the course. The course is offered at the University of Iceland in Reykjavik, Iceland. Students from the University of Minnesota travel to Iceland to participate in this week-long immersion experience.

The course includes readings, an intentionally crafted itinerary, course objectives, lectures throughout the week, and a group assignment focused on the UN's 17 SDGs

(UN, n.d.). The overarching objective for the week is for the students to collaboratively develop strategies to promote health and address health disparities with a global perspective that also accounts for national, local, and community values, culture, needs, and resources. Additionally, the course is intended to expand students' perspectives on global topics and enhance their cultural competence.

**Students' Educational Backgrounds.** Students from the UMN included students in the Doctor of Nursing Practice (DNP) programs (APRN and Leadership Specialties) and the Master of Nursing (MN) graduate program, an entry level program in nursing. These students are pursuing advanced nursing degrees to influence health care through various forms of leadership within health-care systems.

Students from the UI were enrolled in the Masters in Nursing Administration program as well as the Postgraduate Diploma in Nursing Management and Leadership from various interdisciplinary backgrounds. The immersion course was available to all graduate students in nursing, health science administration, and leadership programs, although most enrolled students were nurses.

**Program Details.** Before the immersion program began, students were given materials to review to prepare for the week-long experience. These resources included overviews of the 17 SDGs and the 2030 Agenda for Sustainable Development (United Nations, n.d.) They also were assigned to identify a topic that would benefit from nursing/health-care professional activation, innovation, problem solving, and leadership, and to align this topic with one of the SDGs. This pre-work prepared students for the SDG project described below, which began the morning of the first day in class and was threaded throughout the daily itineraries.

During May, the UMN students traveled to Reykjavik, Iceland for a one-week immersion. The immersion program began for the UMN students with foundational experiences and content about Iceland's history and culture to support their learnings for the week. The combined program was hosted by the UI School of Nursing in English. Each day began

with instructor-guided reflections and insights from the previous day before moving into a combination of relevant lectures, local speakers, and SDG group work, and ending with excursions to relevant exhibitions or museums. The program included group excursions in the Reykjavik community for students to incorporate into their project work. The scaffolding of lectures and excursions in the community allowed students to have a deeper dialogue around history, politics, culture, health care, norms, and other aspects of day-to-day lives and health.

**Immersion Assignment.** On the first day, students wrote the topics of interest from their assignment on post-it notes and placed them alongside the appropriate SDGs posted on the walls around the room (see Figure 1). They were encouraged to look at commonalities among the topics; consider whether they were local, regional, or global; and discuss why they were essential issues to be worked on by health-care leaders.

**Figure 1.** Student Topics Aligned with Sustainable Development Goals



Photo by Stephanie D. Gingerich

Students were then asked to form groups based on the topics of interest, with a balance of UI and UMN students within each group and a balance of students across all groups.

Students had blocks of time each day to work in these groups to develop a 20-minute class presentation for the final day.

## **Results**

### **Qualitative Results**

Qualitative comments accompanying the questions were predominantly positive. Frequent positive comments from both Iceland and US students were: “I loved the connections with the Icelandic/US students and the genuine relationships that we built - It was a joy to participate in the international experience.” “The professors’ presentations were easy to learn and understand - I learned so much about different global systems and challenges.”

Suggestions for course improvements included increasing information on Icelandic health care structures, increasing time for presentations on topics and issues, providing more detail on course structure, and increasing local field trips to health-care organizations. Comments included: “There were not enough lectures on the foundation of the Icelandic healthcare system, I would have liked to hear more about it from professors.” “It would have been nice to visit even more health institutions and see the Icelandic healthcare system in action.” These comments are used by course instructors to inform future programming.

### **Themes Generated from Qualitative Data**

Starting on Day 2, daily sessions began with a large group reflection on the previous day’s experiences. Each student was asked to contribute, with prompts focused on new insights from the day before. The themes identified from these discussions from the 2022 and 2024 cohorts were: Similarities and Differences in the Health-Care Systems; Ease of Communication among Students; How Well the Groups Connected; Commonalities as Nurses; Discovering How Many Issues were Universal; and the Importance of Ung Your Voice, Asking Questions, and Following Up. A UMN student in the 2024 cohort reflected on “how our passion for nursing is universal, and our ability

to problem solve issues is aligned. The similarities in our thought process are amazing. Nursing is so translatable.” Many of the students in the 2022 cohort also reflected on the “power of the nurse” and how proud they felt to be a nurse and part of this community.

One of the daily prompts asked students about the individual strengths they brought to the group work. In 2022, the two primary strengths reported were active listening and keeping organized. In 2024, the two primary strengths were strong collaboration and diversity of professional experience.

On the final day of the course in 2022, the students were asked, “How might I live as a global nurse?” The themes identified from that data included Needing to Look at Living more Sustainably, Using their Voices More as a Respected Profession, and Demonstrating Confidence as a Leader and a Role Model. On the final day of the 2024 course, the students were asked, “How will I use this experience as a future leader?” The students’ responses centered around Building Connections and Strong Collaborations, Looking at Health Care on a Global Level, and Feeling More Empowered to Use their Voices to Make Change. A UI student stated, “This has taught me to think about healthcare in a global way. I now have better insight into health care in the US and some of that amazed me. And at the end of the week it made me feel that in whatever part of the world we are, we could always connect and do better for healthcare improvement.”

Students from both countries expressed surprise and appreciation for how many similarities there were between their countries and peoples. They came anticipating large cultural and systems differences but found that many of the issues, particularly around immigration and global health, were similar. One 2024 student stated, “Signs of caring do not need a translation.”

Students also reflected on some key differences between the two countries. For example, Icelandic students expressed concern about the link between religion and health care in the US, leading to restricted access in some cases. American students

were surprised to find that universal health care, often idealized in the US, isn't necessarily universally equitable. These differences encouraged the students to reflect appreciatively on the resources they take for granted in their countries. For example, in the US, interpreter services are very accessible and easy to use. American students also spoke of the value of mid-level providers in an overtaxed system. In Iceland, health care and education are cheap and available, and students showed appreciation for the work of the nurses' union.

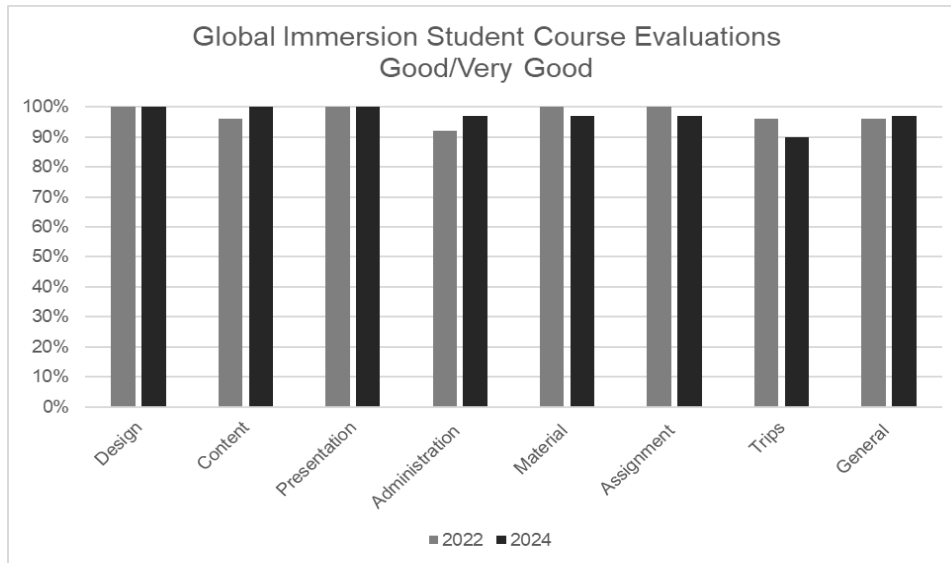
Being in a new space also provoked self-reflection in the American students. They spoke positively about Iceland's clean air, quiet environment, healthy food options, lack of security personnel at the hospital, and Icelanders' sense of national identity. It stimulated conversation about why American hospitals need so much security, and how many Americans' identities stem from familial origins in other parts of the world.

At the end of the course, both cohorts were asked to describe their experience from the week in one word. The most common words for the 2022 cohort were connection, togetherness, community, and empowered. The most common responses for the 2024 cohort were inspired, grateful, empowered, belonging, and knowledge.

### **Evaluations**

On the last day, all the students were asked to evaluate the course using the rating scale poor, fair, good, or very good. The survey questions related to the overall course design, course content, instructor and guest speaker presentations, course administration/course delivery/logistics, readings/course material, student assignments, field trips, and the course in general. Both in 2022 and in 2024 more than 90% of students rated the course good or very good (Figure 2). Items rated as fair in 2024 were "trips" (10%) and in 2022 Administration (8%).

**Figure 2.** Global Immersion Student Course Evaluations (2022N=30, 2024N=25)



## Discussion

This paper presents a collaborative model for developing global leaders in graduate nursing programs, specifically through an international partnership between the University of Minnesota and the University of Iceland. The model, which relies on an innovative week-long immersion course, addresses the growing need for globally-minded nurse leaders capable of responding to the unique challenges of today's interconnected world.

Importantly, the findings align with the leadership competencies defined by the AONL (2023). This alignment underscores the potential impact of the program on the future of graduate nursing education and practice. By exposing them to different health-care systems and cultural contexts, the program encourages students to critically evaluate their perspectives and to develop a more comprehensive understanding of global health issues. Participating in a week-long immersive experience is a key component of this program, as it provides a unique opportunity for students to engage in and learn about a different health-care system and culture, thereby broadening their perspectives and understanding.

Cultural humility, a vital aspect of global nursing leadership, is embedded throughout this program. “Cultural humility is active engagement in an ongoing process of self-reflection that informs deeper understanding and respect of cultural differences” (CDC, n.d.) This mindset fuels the journey of striving to continually learn about other communities, cultures, and countries that we work with while recognizing that the goal is not to become an expert but rather the journey itself (Greene-Moton & Minkler, 2019). The curriculum within program challenged students with practical skills such as effective communication and the curiosity to learn more about cultural nuances, essential for working with different populations. The immersion experience allowed students to apply their cultural humility and cultural competency approaches in real-world settings. By participating in field trips and group work in mixed groups of UMN and UI students, they gain firsthand experience in navigating cultural nuances in health care. Students practiced active listening, reflecting on ways in which they enhanced or detracted from dialogue within their groups, completed activities around self-reflection and awareness of their biases, and were prompted to ask questions to understand more about the various life and leadership experiences from their colleagues. These experiences were invaluable in helping students understand the complexities of cultural humility, cultural competence and its role in global nursing leadership.

The program evaluations and the reflections from students in both the 2022 and 2024 groups provide significant insights into the impact of international collaborative learning on graduate nursing education. These insights underscore the importance of cultural humility, interdisciplinary collaboration, and global leadership skills in nursing practice. Importantly, by integrating student feedback and evaluation outcomes, we understand the value of such programs and can use this information to guide future improvements. The course's success, as shown in the students' positive evaluations, underscores the importance of adaptability in educational course design. Instructors have continuously refined the course content and structure to align with student needs and global leadership competencies, with student feedback playing a crucial role in this

process. This iterative process reflects the dynamic nature of global health care and the need for nursing education to remain responsive to emerging trends and challenges.

Up until now, participants from the UMN have included only nurses, and in 2022 only DNP students. Including students from the Master of Nursing program was a strong addition to the curriculum in 2024. These students participated actively in the immersion experience and exhibited a high degree of self-awareness, initiative, and compelling interest in the subject matter of this course. Given the success, instructors plan to continue including MN students as well as students in other health-care programs to increase the diversity in professional experience and perspectives.

## **Conclusion**

The collaborative model for developing *glocal* leaders through international partnerships offers significant value to graduate nursing programs. As stated by Anand and Pai (2023), “the overarching goal of glocal health includes fostering a generation of students who have a deep understanding and commitment to reduce health disparities through community-engaged methods, who incorporate a fulsome understanding and broad exposure of the social factors which affect health...” (p. e1687). By integrating immersive experiences with contemporary assignments such as studying the nurse’s role in SDGs, this model enhances students’ global perspectives, cultural humility, and leadership skills. As the world becomes increasingly interconnected, the need for globally-minded nurse leaders will continue to grow. This analysis provides a foundation for further exploration and innovation in graduate nursing education, paving the way for future leaders to address the complex health-care challenges of our globalized world.

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**Appendix A**

American Organization of Nursing Leadership Competencies Aligned to Course Activities

| Competency Domain  | Topics/Readings  | Activities   | Assignments  | Field Trips  | Personal Reflections Each Day   |
|--|--|--|--|--|---|
| <ul style="list-style-type: none"> <li>Business Skills and Principles</li> <li>Financial Management</li> </ul>             | <ul style="list-style-type: none"> <li>US and Icelandic health-care systems and how they are financed.</li> <li>Researched the 17 UN SDGs and connected these to their group’s topic. (Commonwealth Fund. 2020; Statistics Iceland, n.d.)</li> </ul> | Small group discussions among UI and UMN students                                    | Presentation: Each student group chose a topic aligned to an SDG, prepared and delivered a presentation on this topic.   | UI students hosted the UMN students in their clinical areas. | Prompt: What were some of your expectations and assumptions?  |
| <ul style="list-style-type: none"> <li>Communication and Relationship Building</li> <li>Relationship Management</li> </ul> | US and Iceland language, culture and norms. (Icelandic Saga Database, n.d).  | Using the COIL platform for joint learning, relationship building, and communication | The work of developing and delivering the presentation was shared equally.   | National Museum of Iceland and social excursions             | Prompt: What are your impressions and insights about working together?                                      |
| <ul style="list-style-type: none"> <li>Knowledge of the HealthCare Environment</li> <li>Economics and Policy</li> </ul>    | US and Iceland health-care systems (Organisation for Economic Co-operation and Development, 2023)  | Lectures by UI and UMN professors about the health-care environment                  | Pre-immersion assignment: Identify a societal issue that would benefit from professional health-care leadership, activation, innovation, problem solving, and leadership | UI hosted the UMN students in their clinical areas.          | Prompt: What insights have you gained about nursing leadership?   |
| <ul style="list-style-type: none"> <li>Professionalism</li> <li>Health Equity and SDH</li> </ul>                           | (United Nations, n.d.)   | Explore the SDGs, choose one to explore further                                      | Connect one of the 17 SDGs to the issue.   | National Museum of Iceland: Explored Icelandic history       | Prompt: What similarities and differences do you notice between the Icelandic and U.S. health-care systems? |
| <ul style="list-style-type: none"> <li>Leadership</li> <li>Systems and Complex Adaptive Thinking</li> </ul>                | (Laxness, 1997)  | Collaboration, effective communication working on topic                              | Established a shared vision and created a strategy to address the topic.   |  | Prompt: What insights have you gained about the role leaders can play in global health care?                |