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**Promoting collaboration between nurse educators and students in order to develop professional knowledge through writing and publishing about an international internship experience**

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Since 2009, the three-year nursing bachelor's degree in France has been designed with teaching units linked to competencies (Arrêté du 31 Juillet 2009 relatif au diplôme d'état d'infirmier). One teaching unit called 'Research Introduction' starts in Semester 4 and aims to develop students' knowledge about scientific literature resources in nursing, quantitative and qualitative methods in research, to understand the interest of research in nursing sciences to promote best practices and evidence based practices in nursing (Annexe III, IV, V, 2009) (Phaneuf, 2013).

This teaching unit is also focused on preparing students for their final studies essay. It should allow to transfer their new knowledge about research into a professional interest subject on which they have to investigate, to write and submit in front of a jury (Bouveret, Lima, Michon & Grangeat, 2012). But most of them don't publish their final essay or part of their work.

Being responsible of this teaching unit and engaged in promoting and supporting international internships for our institution's students (Erasmus internships as well as extra-European internships), two students who had previous international internship experience were offered to co-create and co-facilitate a class to prepare students for their upcoming international internship.

From that innovative collaborative experience, they were asked not to simply share peer-to-peer their experience but to explain it to the nursing community by writing an article for a nursing journal. Writing workshops were organized with these two students. General explanations about french nursing publications were given as well as writing styles and analysis of their practice referring to a theoretical framework two nursing educators wrote about. At the end, five persons worked on this project: two students, two nursing educators including one recently promoted as international nursing internship supervisor and the International Relations Project Manager.

This experience aims to promote collaboration between students and professors, companioning in writing and publishing to develop self-confidence for new graduates and to contribute to the corpus of nursing science.

**Biography**

Julie Benoit has a master's degree in nursing. She is a nursing instructor at the Regional Center for Health Profession within the Nursing Program, part of the Toulouse university health center.

Her professional route guided her to Canada where she spent numerous years and developed an experience going from intensive care to community health in remote areas and teaching nursing in Montreal before coming back to France to teach nursing sciences.

Interested in Evidence Based Practice, she aims at developing her own knowledge and transmit her passion for nursing research to second-year nursing program students where she teaches now in Toulouse, France.

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