Extending the Global Reach of Community Health Nursing Education

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Acknowledgements: U of M

- Funding provided by the Office of the Vice Provost for International Affairs--University of Michigan, Ann Arbor
- Philomena Meechan, Instructional Learning Lead, Language Research Center
- Todd Austin, Desktop Support Specialist Senior, Instructional Support Services
- Angela Wan, Research Assistant
- Becca Pickus, Research Assistant

Acknowledgements: FSIL

- Dean Hilda Alcindor, BA, RN, Dean: Faculté des Sciences Infirmières de l’Université Episcopale d’Haiti in Léogâne (FSIL)
- Faculty of Nursing Science of the Episcopal University of Haiti, Leogane, Haiti
Objectives

1. Discuss novel strategies for integration of global health concepts in an undergraduate community health nursing course.

2. Discuss the utilization of a private class blog for student discussion of contemporary global health issues.

3. Consider the benefits and feasibility of using videoconferencing with an international partner to provide virtual global health experiences to undergraduate nursing students.

Global Health...

- Research and practice that places priority on improving health and achieving equity in health for all people worldwide.
- Transnational health issues, determinants and solutions
- Many disciplines within and beyond the health sciences
- Synthesis of population-based prevention with individual-level clinical care

(Nulbok, Mitchell, Glick & Greiner, 2012)

Nursing and Global Health

- All nurses encounter a variety of cultures and beliefs wherever they practice.
- Immigration, travel and technology have allowed all parts of the globe to touch each other.

(Nulbok, Glick, Mitchell and Greiner, 2012)
Global Health and Community Health

Common themes link Global Health to Community Health course content

- Community assessment
- AACN Essentials; ACHNE Essentials
- Population Health
  - Vulnerable populations
  - Social Determinants and Health disparities

Background

- GOAL: Raise global health competencies of nursing students via clinical practice in Haiti.
- BARRIER: University travel restrictions!!
- IDEA!! Video-conferencing!
- LIMITATION: Only one clinical section (N=8 students) able to videoconference with FSIL
  - How to share the experience among ALL 70 USA students?
- IDEA!! The “World Class Blog”

Previous model of clinical
All Students & Groups United…

- By a common assignment
  - Community Assessment using the Community as Partner Model
    (Anderson & McFarlane, 2012)

U of M FSIL Videoconferencing
Why Videoconferencing?

- Facilitates cultural awareness.
  - International: 10 year collaboration between University of Japan & University of North Carolina - Wilmington (Kemppainen, et al., 2012)

The Plan

- Eight 2-hour Videoconferences
- U of M Students and FSIL students matched in small e-mail groups by assigned area of assessment (e.g., Education, Economics, …)
- Assignments for each conference
- Step-by-step Community Assessment
  - U of M students, Ypsilanti, Michigan
  - FSIL students, Leogane, Haiti

Success! Views of U of M Students

- "FSIL students provided valuable insight into their lives and culture"
- "Most valuable was learning about the students and their personal experiences, this could not be obtained via internet"
- "Understanding how they felt about the issues facing their country. Getting a personal opinion about health care in Haiti was useful"
- "The experience of obtaining a global health perspective without leaving campus"
- "Thank you for such an incredible experience"
Success! Views of FSIL Students

• “I think that you must continue with this exchange between the young people of these two communities. This videoconference helped me to enrich my vocabulary and also to see what I have in common with other young people, and what differentiates us.”

Success! Views of FSIL Students

• “It was a good thing for us students, I liked that the emphasis was placed equally on culture in the communities.”
• “Thanks to this videoconference, my medical English has improved”

Challenges- Videoconferencing

• MANY interrupted sessions (technical problems)
• Language barriers
  • “Initiate e-mail communication early in the experience” (U of M student)
  • “Quality was fine, allow students to lead discussions and help plan topics” (U of M student)
• “The only small difficulty aside from the technical problems was with English, but that improved with the help of my partner” (FSIL student)
Lessons Learned & Next time

<table>
<thead>
<tr>
<th>Barrier</th>
<th>Proposed</th>
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<tbody>
<tr>
<td>Language differences</td>
<td>Teach U of M students to speak slowly</td>
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<td></td>
<td>Medical English &amp; language support for FSIL</td>
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<td></td>
<td>Electronic Community of Practice (electronic repository of resources)</td>
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<td>Low-bandwidth internet</td>
<td>Additional funding for infrastructure</td>
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<td>Limited application for the total class &amp; global health</td>
<td>Revise lecture content; each clinical group to have &quot;global&quot; partner (virtual, local or otherwise)</td>
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<td>Preparation</td>
<td>More opportunities for students to interact outside of the formal conferences</td>
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<td>Weekly discussions between faculty in both sites</td>
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<td>Student Q &amp; A with each other before</td>
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Why Blog at all?

- Overcome time & distance barriers
- Sharing & Peer feedback
- Reflection, Deeper connections between didactic & clinical world
- Establish a professional and scholarly identity within an undeniably technological world
- (Ladyshewsky & Gardner, 2008; Norris & Gimber, 2013; Schmitt, Sims-Gidden, & Booth, 2012)

Strategies to connect students, clinical sections, and lecture content

- The World Class Blog—all students use.
- Clinical “group” postings according to steps in Community As Partner assessment model (A & M)
- Individual students can also add posts or respond
- Embedded Google Forms—collect data on communities
- Linked Google Spreadsheets—collect & compare data
The World Class Blog

- More fluid and interactive than Discussion threads
- Secure access (can limit who sees the blog)
- Greater visual appeal and use of multi-media
- “Pages” with resource material added as tabs.
- Blogger contains other features like “Polling”
- “Tags” (labels) for organizing and searching, e.g.
  - Clinical section
  - Topics such as influenza; disability; etc.
  - Student name
Blog Success!

- Comparing & Contrasting Communities
- Health Disparities
- Global Health
- "The most striking comparison between two communities for our group was that 80 percent of the population of Haiti is below the poverty level whereas Ypsilanti is listed at 26.4% below the poverty level. Ypsilanti is also the highest percentage of people below the poverty line of the communities that our class researched."
  - Student Quote from the World Class Blog

Blog Challenges

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<thead>
<tr>
<th>Challenge</th>
<th>Solution</th>
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<tbody>
<tr>
<td>Technical Skills needed</td>
<td>Hire students!</td>
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<tr>
<td>Time needed for faculty feedback</td>
<td>Hire teaching assistant to assist with feedback.</td>
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<td>build into faculty workload</td>
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<td>HIPAA Risks</td>
<td>Policy forms; constant monitoring</td>
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<td>Faculty skills</td>
<td>Build in STRUCTURED, MANDATORY IT training and support</td>
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<td>Limited Global Awareness for total group</td>
<td>Each group to link with local or virtual diverse group; Require images; other graphics.</td>
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<td>Bulk: Good but still limited Interactivity</td>
<td>Prioritize blog topics; increase reward structure</td>
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Conclusion

• “All that I have to say is good work. The initiative that you and our dean have taken was not easy, but it was fruitful. Therefore don’t step back in front of obstacles and difficulties.” (FSIL student)

References