

# CONNECTIONS

FALL 2014

## The Haiti Nursing Project

Global Connections in Nursing Education: Haiti and the United States,  
Students from the University of Notre Dame in Jacmel, Haiti come to the USA • 5 – 18 July 2014

By Eileen Specchio and Mary E. Kelley

### Meeting Global Needs

According to the International Council of Nurses priorities, Strategic leadership “is to empower nurses and nursing organisations to advance nursing worldwide through coherent, efficient, effective and judicious advocacy by and for nurses, nursing and health”

<http://www.icn.ch/about-icn/icns-mission/>.

The Haiti Nursing Project was an example of this global need.

The College of St. Elizabeth (CSE) and Trinitas School of Nursing (TRI SON) offered “The Haiti Nursing Project”, a short-term educational program for twelve (12) junior students from the University of Notre Dame in Jacmel, Haiti in July 2014. This summer’s experience was conceived by Sr. Janet Lehmann, a Sister of Charity (SOC) of NJ who is currently Dean of Nursing at the Universitie in Jacmel and had worked previously with Dean Mary Beth Kelley of TRI SON and Dr. Eileen Specchio of CSE.

### Competency-Based Learning

Sr. Janet Lehmann was concerned that the principal method of teaching in Haitian Nursing Schools is memorization. She wanted students to experience a simulation experience to improve the competence of the nurses. The award winning simulation lab at TRI was used for classes using scenarios created for health concerns common in lower economic countries. These scenarios provided opportunities for students to practice their skills with feedback and to

increase the opportunities to use critical thinking skills.

***Sr. Janet Lehmann was concerned that the principal method of teaching in Haitian Nursing Schools is memorization. She wanted students to experience a simulation experience to improve the competence of the nurses.***



### Content Development and Program Planning

The educational content of this program was based on needs identified from the World Health Organization and the International Council of Nurses goals and from the planners past experiences with global health. The social determinants of health were considered in designing the program including health promotion, reducing disease burdens, and lowering risk factors. During the planning stages, we focused

# CONNECTIONS

on the emotional and social preparations. Meetings were held frequently during the year prior to the experience. The majority of volunteer faculties were alumni of TRI and CSE. Our search for translators lead to a high number of Haitian alumni volunteering. The Haitian volunteers taught, translated for non-Haitian faculty and facilitated socialization. Many took time off from work because they felt so deeply committed to “giving back to their country”. After much discussion, the objectives and content were planned.

Haiti Program Objectives	
<b>1.</b>	Provide opportunity for students to become active learners through simulation learning.  (Rationale: Education in Haiti is frequently based on memorization due to lack of educational resources and due to passive education strategies with little precepting on clinical areas).
<b>2.</b>	Provide opportunity to learn one on one to increase familiarity and confidence with basic concepts and to practice clinical decision making in the simulation labs.
<b>3.</b>	Provide learning opportunities in the key areas of health concerns identified through World Health Organization and the International Council of Nurses.
<b>a.</b>	Hygiene, Sanitation/waste control
<b>b.</b>	Infectious disease, asepsis, and wound care
<b>c.</b>	Maternal emergencies - hemorrhage, eclampsia, and dystocia
<b>d.</b>	Women's health - STD's, HIV, Condom use, self-breast exam, breast feeding
<b>e.</b>	Cardiac disease - hypertension, stroke prevention, CHF- hydration/dehydration - fluid management
<b>f.</b>	First Aid and Disaster Management: infant, child and adult CPR, choking
<b>g.</b>	Mental health - communication/active listening, empathy, learned helplessness, domestic violence, parenting principles
<b>h.</b>	Children issues: malnutrition, assessment, diarrhea prevention and management, and choking

## Student Empowerment

The Haitian volunteers made a significant contribution to the education because they not only covered the content but also were passionate about empowering the student nurses to make a difference and to become advocates and leaders. In terminating the experience, time was devoted to preparing the students to return to school to consider ways of judicious use of their learning experience in an education system and government, which is more autocratic than the collaborative experience that they participated in here.

## Transforming Practice

During the experience, we noticed how we all developed such deep commitment to these 12 wonderful women who were trying to apply principles that they had memorized and had little previous feedback. During the focus group at the end of the experience, we noted the deep emotional response of the students to the experience. Many students expressed that they had learned many of the principles that were covered but did not have much information about interventions and had little opportunity to practice.



***None of the students knew Cardiopulmonary Resuscitation (CPR). By the end of the experience, all of the students were certified in CPR.***

## CONNECTIONS

None of the students knew Cardiopulmonary Resuscitation (CPR). By the end of the experience, all of the students were certified in CPR. One student spoke of the significance of learning how to prevent, identify and treat postpartum hemorrhage. She stated "the next time I see a woman hemorrhaging I will know that there is something we can do to help her." While stating this she became emotional because she knew people personally who had died of this. This experience transformed not just the Haitian students but it also transformed each of us who participated in the experience.

---

---

***This experience transformed not just the Haitian students but it also transformed each of us who participated in the experience.***

---

---

### Nightingale Initiative for Global Health

Sigma Theta Tau International (STTI) has supported The Nightingale Initiative for Global Health (NIGH). The Haiti Project was consistent with two of the goals of this initiative: to identify, share and actively encourage 'approaches that work' to create a healthy world; and to contribute positive solutions to the worldwide nursing shortage (Dickenson-Hazard) (n.d.).

### Philanthropic Support

The SOC/CSE/TRI collaboration was able to raise over \$40000 in donations through the Sisters of Charity network. We kept the expenses of the summer experience to the minimum. To this end, we are grateful to the support that we received from nursing professional organizations and agencies. Mu Theta-at-Large Chapter, NJSNA Region One, CSE Nursing Alumni, Trinitas Health Foundation, staff from Genesis Morris Hills Nursing Center, Morris View Nursing Center, Trinitas Regional Medical Center, St. Anne's Villa, Morristown Medical Center, TRI staff and TRI SON students, the Seton Associates, Sisters of Charity of NJ, St. Patrick's Catholic Church in Jersey City and Crossroads Church in East Orange. All contributed in a variety of ways, such as hosting dinner, buddying students, donations, and translating to name a few. TRI SON Student Nurse Association hosted lunch every day. On a Spirit of NJ cruise around the tip of Manhattan, each Haitian student had a buddy from TRI SON to guide them aided by volunteer translators.

### Sustaining Progress

A task force is currently developing future goals to continue to enhance the education at the Universite de Notre Dame in Jacmel, Haiti, including purchasing simulation equipment for the school. All classes during their visit were videotaped and the PowerPoints were translated and sent to the school. The current task force aims to establish a framework for partnership and sustainability in global health based on a model developed by DeSantis (1995) that tries to avoid being culturally inappropriate, raise unmet expectations, impose burdens on local health care facilities, and fails to engage the host partner's perspective, which inevitably ends with neither parties needs met. We feel that we have the key components to make this model work.



This article was submitted by Eileen Specchio, PhD, RN, Professor at College of Saint Elizabeth and Mary E. Kelley, LL.D, MSN, MEd, RN, CNE, ANEF, Dean of Trinitas School of Nursing at Union County College.

### References

- DeSantis, L. (1995). A model for counterparts in international nursing. *International Journal of Nursing Studies*. 12, (2), 198-209.
- Dickenson-Hazard, N. (n.d.). STTI Endorsement of Nightingale Initiative for Global Health (NIGH). Retrieved September 3, 2014 from: <http://www.nightingaledclaration.net/features/39-stti-endorsement>

**Bibliography**

Colin, J.M. ( 2006) Cultural and clinical care for Haitians. Retrieved from:

[http://www.in.gov/isdh/files/Haiti\\_Cultural\\_and\\_Clinical\\_Care\\_Presentation\\_Read-Only.pdf](http://www.in.gov/isdh/files/Haiti_Cultural_and_Clinical_Care_Presentation_Read-Only.pdf)

Davis, S. (2012). Recreating the Standard of Nursing Education in Haiti. Retrieved from

<http://www.pih.org/blog/recreating-the-standard-of-nursing-education-in-haiti>

Garfield, R. M., & Berryman, E. (2012, FEBRUARY). Nursing and nursing education in Haiti. *Nursing Outlook*, 60(1), 16-20. doi:10.1016/j.outlook.2011.03.016.

George, E. K. & Meadows-Oliver, M. (2013). Searching for collaboration in international nursing partnerships: a literature review. *International Nursing Review* 60, 31-36.

International Union Against Tuberculosis and Lung Disease (Feb 2007). Best practice for the care of patients with tuberculosis: A guide for low-income countries. Retrieved from <http://www.theunion.org/>

International Council for Nurses (2006). Reducing the impact of HIV/AIDS on nursing and midwifery personnel. Retrieved from <http://www.icn.ch/>

Mill, J., Astle, B.J., Ogilvie, L. & Gastaldo, D. (2010). Linking global citizenship, undergraduate nursing health concerns common in lower economic countries. education, and professional nursing curricular innovation in the 21<sup>st</sup> century. *Advances in Nursing Science* Vol. 33, No. 3, pp. E1–E11.

Salmon, M.E., Yan, J., Hewitt, H., & Guisinger, V. (2007). Managed migration: The Caribbean approach to addressing nursing services capacity. *Health Serv Res.* Jun 2007; 42(3 Pt 2): 1354–1372. doi: 10.1111/j.1475-6773.2007.00708.x

UNICEF (2014). Health Data: Haiti. Retrieved from: [Http://www.unicef.org/infobycountry/haiti\\_statistics.html](Http://www.unicef.org/infobycountry/haiti_statistics.html)

WHO and HHS (2009). Best Practices in Global Health Missions: (A Project of the [Center for the Study of Health in Mission](#)) BEST PRACTICES DOCUMENTS Retrieved from:

<http://csthmbestpractices.org/ConsensusDocuments.html>

and for short term missions: <http://csthmbestpractices.org/resources/SOEIntegration.pdf>

WHO and HHS (2009). The Health Education Program For Developing Countries . Retrieved from:

<http://www.hepfdc.info/>

WHO/ Unicef (2013). End preventable deaths: Global action plan for prevention and control of pneumonia and diarrhea. Retrieved from: [www.who.int](http://www.who.int)

WHO (2014). Health Profile: Haiti. Retrieved from: <http://www.who.int/countries/hti/en/>

**Sigma Theta Tau International**

**SHOWCASE**

*of* **REGIONAL EXCELLENCE**

Chapter projects must be consistent with the following categories identified by Hester C. Klopper in her Presidential Call to Action.

**Submit entries representative of the following:**

- Serve Locally: Connectedness
- Transform Regionally: Transformation
- Lead Globally: Servant Leadership

Select accomplishments occurring through the 2013 – 2015 Biennial period and prepare your application accordingly. Please check the details regarding eligibility requirements or submission deadlines, periodically via the STTI website.

For additional information contact Teresa Torsney, North America Region 14 Coordinator via E-mail at [sttregion14coordinator@gmail.com](mailto:sttregion14coordinator@gmail.com).

**COMMUNITY OUTREACH**

*Servant* Leadership

A Presidential Call to

**GRATITUDE IN ACTION**

**GIVE 90 MINUTES**

*of* **HEARTFELT SERVICE**

- ♥ Be a mentor ♥ Complete a walk/run for charity
- ♥ Participate in a neighborhood, cleanup activity
- ♥ Peel carrots and potatoes in a soup kitchen ♥ Reach out to a veteran ♥ Read a storybook to a hospitalized child ♥ Serve at a homeless shelter
- ♥ Visit a hospice ♥ Bring a bouquet to a senior citizens' center ♥ Volunteer at a food bank ♥

During STTI Founders Day Week

**05 to 12 October 2014**