International Academic Partnership in Vietnam to Promote Evidence-based Practice and Nursing Education

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Objectives

• Discuss the goal and accomplishments of the nursing partnerships across borders, nursing practice and nursing education in Vietnam.
• Describe the lived experience of the faculty as evidence-based practice is taught to master of nursing students.

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Global Collaboration: Nam Dinh University of Nursing

• Founded in 1960 and began as the Medical college of Nam Dinh
• Established March 16, 2004
• 2005: First Bachelor of Science in Nursing
• 2014: First Master of Science in Nursing
• By 2030, the University will increase to 8000-10000 students; annual enrollment will be 250-450 students in the post-graduate degree and 800-1500 student in the undergraduate degree
• Led by a Rector and 2 Deputy Rectors
• Multiple international partnerships
Master of Science in Nursing

• Aim: To train Master of Science in Nursing with political, ethical quality, consciousness of serving the people, the knowledge and high practical skills to practice standards in the nursing profession capacity at postgraduate level, capacity of working independently, creatively and detecting, solving the problems of nursing.

• 2 years of Full time study

• Louise Herrington School of Nursing: delivers 3 courses:
  • Evidence Based Nursing Practice – 3 hour credit course
  • Teaching Strategies in Nursing – 2 hour credit course
  • Nursing Leadership and Management – 2 hour credit course
Nursing in Vietnam

• Programs last 2 to 5 years
• No National standardized nursing exit exam
• No National nursing practice act or standards of practice
• Physicians are directors of nursing schools
• Efforts are in place to qualify for membership with International Council of Nurses
Evidence-Based Practice Students

- Come from all over the country of Vietnam
- 22 years to 42 years of age, married; young children
- Occupation: community nurse, teacher of ‘Basic nursing’, medical-surgical nursing, mental health nursing, pediatrics nursing, obstetrical nursing
- Lived on campus
- Hard-workers and desire to learn
- English language was secondary
Vietnamese Culture

• Organizational Culture trumps everything (Crow, Nguyen, & Deborough, 2014)
  • Hierarchy
  • Setting boundaries
  • Spoken and Unspoken Values
  • Saving “face” and respect
  • Friendships highly valued
  • Between the lines
  • Not time or schedule oriented:
    • last-minute, reactive culture
Education Culture
(Xu & Davidhizar, 2005)

- Respect for Teacher
  Parent outside of home
  Students stand to speak to teacher
  Speak when called upon
- Face and Associated Concepts
  “negotiated public image”
  Friends are family or extended family
  Sharing notes and study together – group work
- Verbal/nonverbal communication
  Indirectness
  Discourse pattern
  Silence
  Facial expressions
  Copy everything down from board
Our Course: Evidence-Based Practice

• Improve outcomes and promote best practices (Cleary-Holdforth, 2017)

• IOM – 90% of clinical decision should be based upon evidence (Brower & Nemec, 2017)

• Increasing interest in patient safety and quality

• Best research, clinical expertise, & patient preference (Melnyk & Fineout-Overholt, 2018)
Evidence-Based Practice Strategies

- Taught in two weeks
- Morning: lecture
- Afternoon: Group –work
- Research Critique
- Develop a PICOT question
- Review of Lit Matrix
- Group Project
- Final Exam
Teaching Barriers

• Internet
  • Active in the morning; non-existent or slow in the evening
• Journal articles
  • Use of Hinari
• Translator skill was variable
• Integrate Western medicine with traditional Asian medicine
Teaching Strategies: Cummins Model (Xu & Davidhizer, 2005; Abriam-Yago, Yoder, & Kataoka-Yahiro, 1999)

- Understanding the student: Building trust
  - Where they were from/What were issues encountered in nursing
  - What was their Master of Nursing Thesis project subject

- Group
  - Study in groups
  - Project
  - Test

- Reinforcement
  - Review daily
  - Write on ‘White-Board’
  - Reward System – candy, stickers, pencils, pens
DB

Quality of life
Postmenopausal
Self-efficacy of mothers during childbirth
Cervical cancer
Essential neonatal care
Pain management in labor and delivery

MEDICAL

Disphagia
N/V and nutrition in cancer pts
Diet in pts with DM
Foot care in pts with DM
Self care behavior
Care giver burden with Cancer pts

Education
How to teach Evidence-Based practice
Sleep quality in post-op
Pain management in post-op pts
Sleep disorder in pts with BPH
Psychosocial issues in pts with osteoarthritis
Wound care after surgery
Time frames for PICCs
Prevention in pts after short placement
Hand hygiene in nursing students
Standard precautions in nursing students
Rehabilitation post-op
Sleep disorder in cancer pts
Passion of nursing students
Teaching Strategies

• Language
  • SLOW DOWN SPEECH
  • Google Translate
  • Interpreter
  • Video in Vietnamese

• Gaming
  • Google translate directions

• Culture
  • Learn their culture; set high expectations (go over syllabus)
  • Make things visible
  • Establish routine
  • Safe learning environment
  • Pronounce names correctly
Evidence Based Projects: Guidelines

- Topic (Significance)
- Clinical practice recommendations
- Review of Literature of at least 5 articles
- Model (nursing theory or EBP model)
- PICO question & Key terms
- Definition
- Implications for practice
- Plans for change
Example of Evidence Based Practice Projects

- Oral Care for Ventilated Patients (best project)
- Early Mobilization for Patients
- Effect of Mediterranean Diet in Diabetes Control
- Adherence to Treatment in Patients with Hepatitis B Using a Medication Schedule
- Urinary Tract Associated Catheterization
- Risk of Falling Old People in the Community
- Nutrition for Peptic Ulcer
- The Effect of Education on Drug Use to Control Asthma
Cảm ơn bạn
References


