

*International Service Learning
Experience in Ghana – Student and
Faculty Global Health Leadership*

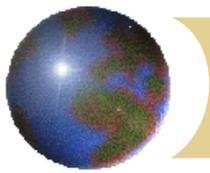
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Class of 2010

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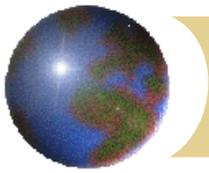


Nursing Students Without Borders (NSWB)

- ✦ Established at UML in 2008 by nursing students
- ✦ Faculty advisor since Fall 2008
- ✦ Three trips to Ghana (January 09,10,11)
- ✦ 31 senior nursing students to Ghana



Independence Square – Accra, Ghana

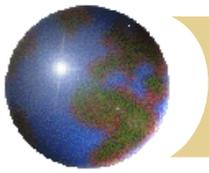


NSWB Mission:

To promote health empowerment through education, build networks to access health care services, distribute material donations to populations in need- domestically and internationally , while expanding the perspective of the nursing student and collaborating with community members

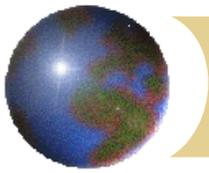
- ✦ Olive branches = peace and goodwill
- ✦ Borderless globe = we are all members of the same world
- ✦ Lamp of learning = warmth of caring and striving for excellence





Process from US to Ghana

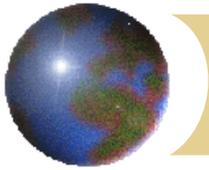
- ⊕ Ghana chosen due to stable and safe political environment
- ⊕ West Africa closer than East African countries like Kenya
- ⊕ First year worked with "A Broader View" a US based company
- ⊕ 2nd and 3rd year worked with AFRICED (Ghanaian NGO)
- ⊕ Many logistics in travel planning
- ⊕ Idea of international trip was supported by university and nursing department but no additional resources provided for planning or supervision



Challenges for International Service Learning in Africa

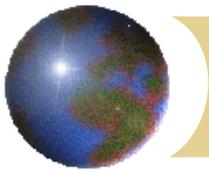
- ✦ Flights are long and expensive: \$1500
- ✦ Need at least 2 weeks to be effective
- ✦ Health issues
 - ✦ Immunizations: HepA, Yellow Fever + others
 - ✦ Antimalaria medications, GI meds
- ✦ Passport (\$165) + VISA (\$60)
- ✦ Transport of donated supplies is costly, customs red tape





International Service Learning (ISL) and nursing curriculum

- ⊕ No formal nursing course for ISL experience
- ⊕ Scheduled during Winter break (2-3 weeks)
- ⊕ Students were allowed to implement projects in Ghana that were used to fulfill requirements in a Spring Community Health Project course
- ⊕ Projects designed around identifiable health need Ghana
- ⊕ Project needs assessment done in Fall semester prior to departure
- ⊕ Faculty volunteered time for supervision



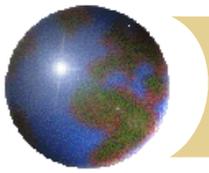
The projects

HIV Awareness Program

- ❖ Audience - youth ages 13-19 in poor village affected by high HIV rates
- ❖ Goal – to educate on HIV prevention and dispels myths about disease transmission
- ❖ Program implemented in '09 & '10
- ❖ Nursing students responsible for curriculum, logistics, implementation and evaluation.



Nursing student discussing “one time” use of condoms to male youths



The Projects

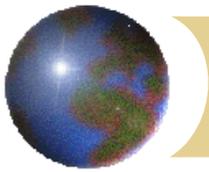
Dental Health



Donations of toothbrushes and teaching aids



- ✦ Visits made to 2 orphanages to teach about proper dental care
- ✦ Proper technique and nutrition

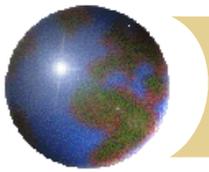


The Projects

Malaria Education

- ✦ Mothers of young children received teaching about malaria and proper use of bed net and thermometer
- ✦ Each mother received insecticide treated bed net and some also receive thermometer.
- ✦ 1 out of 3 children in Ghana do not sleep under a bed net
- ✦ Malaria kills one child every 30 seconds in Africa



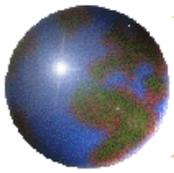


The Projects



Nutrition Education

- ✦ Classroom discussion in rural school and also at orphanage school
- ✦ Difference in food availability between US and Ghana
- ✦ Challenges with translation of content to the children
- ✦ Teaching supplies for activity transported from US (kids had never used glue-sticks)
- ✦ Classroom projects collected by village nurse to use to educate other community members.



Other projects

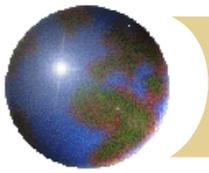
BP clinics

- ❖ Multiple BP clinics set up at villages
- ❖ Students learned about public health, screening techniques, patient education, and medication teaching



Water Purification Project

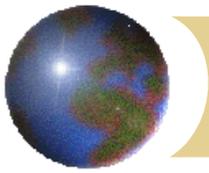
- ❖ UML students demonstrate procedure for purifying water to local village with contaminated water sources



Challenges for the UML Students

- ✦ Harsh living conditions
(bugs, heat, no water)
- ✦ Dislike of local food
- ✦ Air quality and other health risks (malaria, GI)
- ✦ Pedestrian safety, thefts, traffic in urban areas
- ✦ Unfamiliarity of traveling in foreign country, homesick
- ✦ Completing some academic assignments at end of long day





Benefits to UML Students

- ✦ Great exposure to community and public health principles
- ✦ Greater appreciation of how unhealthy environment and scarce resources affect overall health of a nation
- ✦ Inter-professional sharing with Ghanaian nurses
- ✦ Expanded world view
- ✦ Experience with massive and impromptu BP clinics
- ✦ Experience in program planning, implementation and evaluation
- ✦ Relationship with fellow US students strengthened.
- ✦ Recognized their own benefit of living and being educated in a developed nation
- ✦ Ability to be able to give back to society!



International Service Learning Experience

→ Personal and Professional Growth





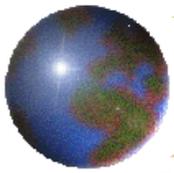
Principles of Community Health



Water... a basic need

- ❖ Water sources frequently contaminated
- ❖ Villages lack resources for safety modifications
- ❖ Children at risk for falling into wells and drowning

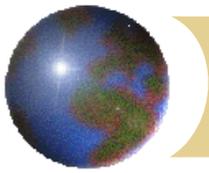




One year later.....



- ✦ With funds from UML a well was modified with a cover and other safety modifications.
- ✦ Joint project between NSWB, US donors, AFRICED and local village members

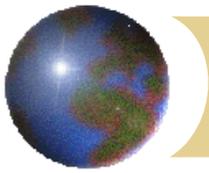


Advancing the Nursing Profession in Ghana



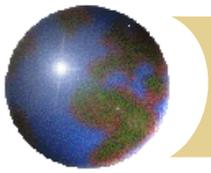
**First National Nurses Conference
Ho, Ghana. January, 2010.**

- **Collaboration**
- **Sharing Knowledge**
- **Continuing Education**
- **Improving Professional Partnerships**
- *Teaching the nurses in Ghana was our biggest contribution to creating some lasting impact for the health and welfare of the Ghanaian people*

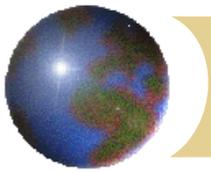


Student Quotes:

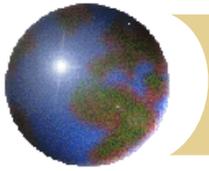
“Never could I have imagined I’d actually have an opportunity like this. I’ve always known my heart was in helping people, but this chance was beyond anything I thought I could ever do. I cannot even begin to describe how thankful I am for being given this special opportunity. The people I met, the places I saw, and the experiences I had during those three weeks are forever embedded in my memory. Not only am I changed as an individual, but as a nurse as well. As I make the transition from student to professional nurse, I recognize what I truly value about this profession and all that it has to offer”



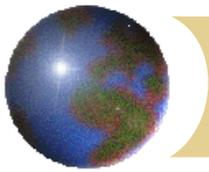
“In the process of preparing for such a journey, and then in the colorful, vivid, experiences of being in Ghana amongst people with so few material things, I saw myself growing and stretching into a person who will meet the world head on and be more grounded in my resolution to be a real contributor in the world”



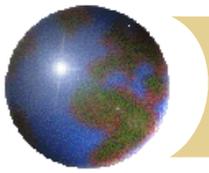
“The Ghanaian people are strongly resilient, adaptable, and at times seem very content with everything they have. Their sense of happiness and sense of community speaks volumes for what is sometimes oppressed, missing, and even seen as trivial in the United States”



“After my NSWB experience, I cannot see myself in a life confined to the United States. If nothing else this experience has made me realize that anything is possible, that I can achieve whatever I set my mind to, that health conditions can change, that no project is too big”



“Any situation that takes you out of your comfort zone is bound to be a memorable experience, but a situation that throws your world upside-down and inside out is bound to be a life changing adventure. I traveled to Ghana in December as a timid student nurse quickly brushing off the silent tear drops that fell during departure and I returned in January as a student nurse with more nursing skills than I ever could have learned in a classroom”



Last words: NSWB Motto

"Remember, if you ever need a helping hand, you will find one at the end of each of your arms. As you grow older, you will discover that you have two hands, one for helping yourself and the other for helping others".

(quote from Audrey Hepburn)

