

IMPROVING HEALTH OUTCOMES IN HAITI THROUGH NURSING EDUCATION



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COLLABORATING GLOBALLY TO TRANSFORM HAITI'S HEALTHCARE

Part I

Odiane Medacier, MSN, ARNP, FNP-BC



Learning Objectives

- The learner will be able to recognize why collaborations between nursing organizations and corporations are so important to address global health outcomes.
- The learner will be able to evaluate how Haitian American Nurses Association (HANA)'s Teaching Initiative impacted Faculté des Sciences Infirmières de Léogâne (FSIL) and ultimately Haiti's healthcare.
- The learner will be able to explain how to collaborate with nursing organizations and corporations to address global health outcomes.



Léogâne, Haiti



**Faculté des Sciences Infirmières
de Léogâne (FSIL)**

HANA Nursing School Initiative



HANA Nursing School Initiative

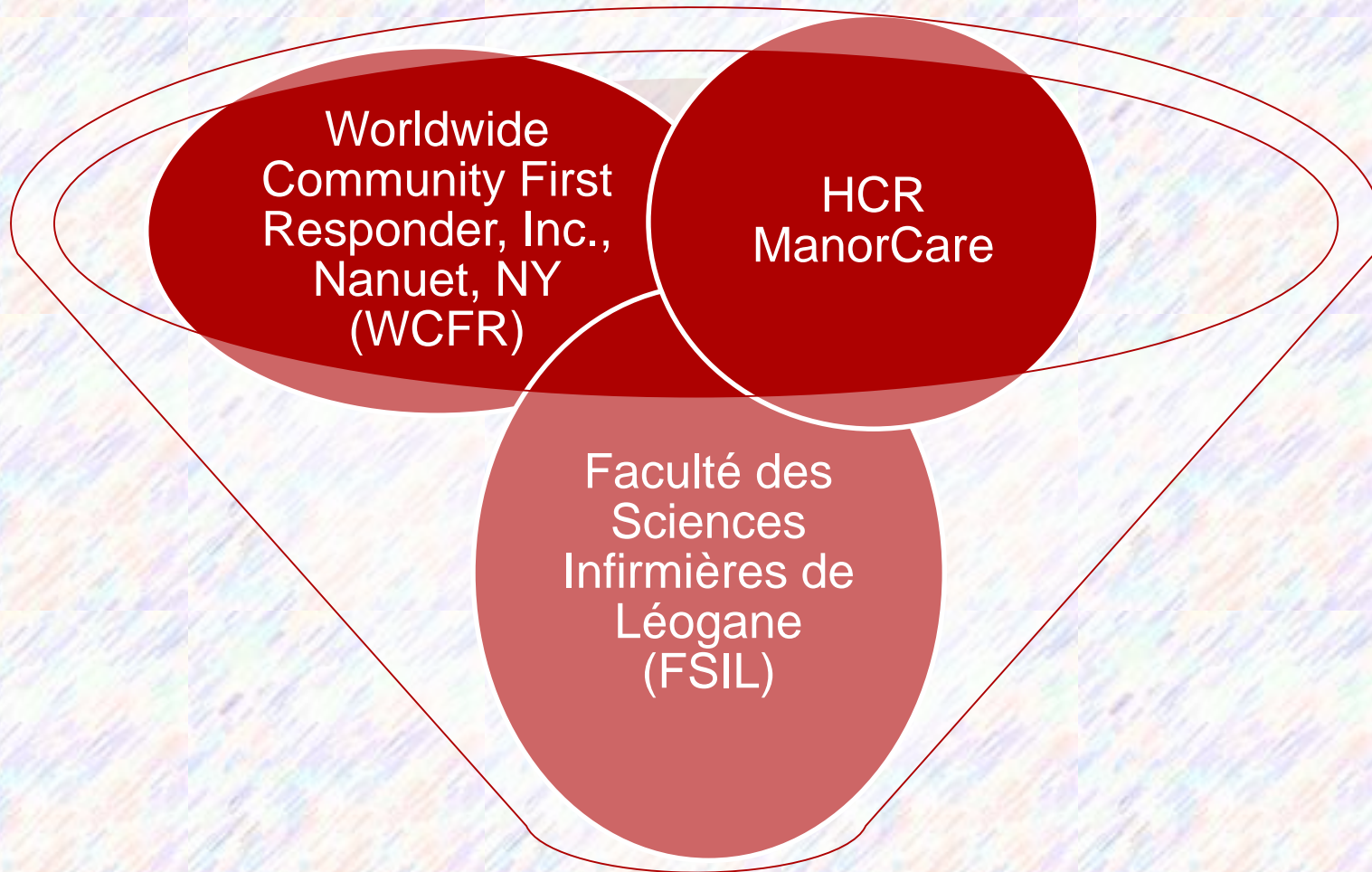
Collaboration



Teaching
Initiative

- 1. Innovative
- 2. Ground breaking
- 3. Culturally sensitive
- 4. Evidence-based practice

Collaborators



Goals of FSIL Initiative



HCR Manor Care Grant

- The grant was primarily used
 - ❖ To fund travel expenses for nurse educators volunteering to teach at FSIL.

Project Evaluation

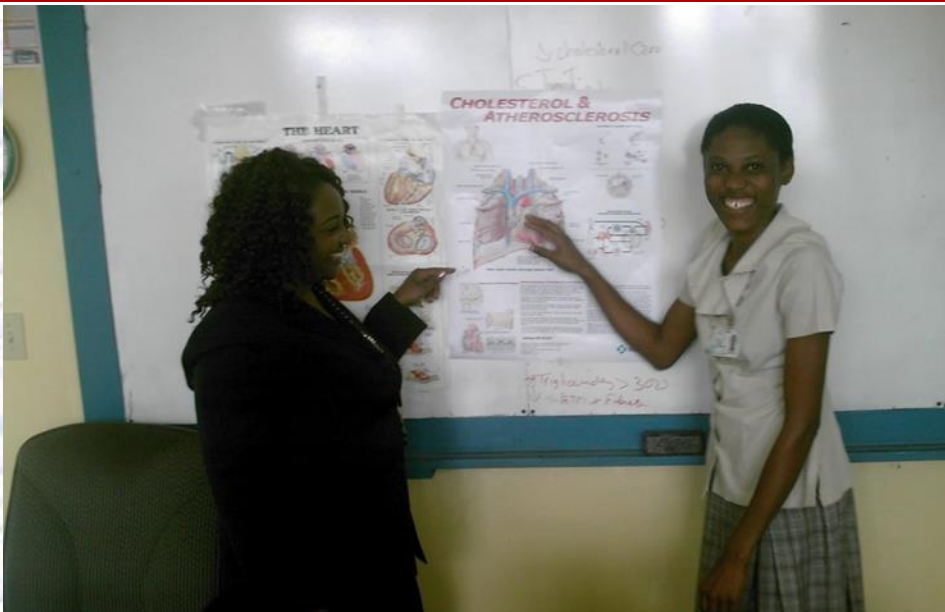
- 4 classes of FSIL students have graduated and earned their BSN degrees.
- 81 FSIL students have earned their BSN degrees.
- 19 FSIL graduates are studying to earn a Family Nurse Practitioner Master's degree.
- 116 nursing students are currently enrolled at FSIL.

Conclusion

- Through collaboration between nursing organizations and corporations
 - FSIL can provide education to nurses in order for them to become change agent to transform Haiti's health care system.

HANA Nursing School Initiative





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COLLABORATING GLOBALLY TO TRANSFORM HAITI'S HEALTHCARE

Part II

Jacqueline Cassagnol, RN, MSN, PMC



Learning Objectives

- The learner will be able to evaluate how Haitian American Nurses Association (HANA)'s Teaching Initiative impacted Faculté des Sciences Infirmières de Léogane (FSIL) and ultimately Haiti's healthcare.
- The learner will be able to explain how to collaborate with nursing organizations and corporations to address global health outcomes.

Introduction

- Worldwide Community First Responder (WCFR) is a non-profit/charitable organization with a mission “to prevent deaths worldwide through education and training”.
- WCFR provides health education, and worldwide community-based first response and first aid training.



Collaborations

- Within the last two years, WCFR initiated two projects in collaboration with HANA at Faculté des Sciences Infirmières de Léogâne(FSIL):
 1. Léogâne Community Health Project
 2. FSIL Disaster Preparedness Project





Purpose of Projects

- The purpose of the ***Léogâne Community Health Project*** is to identify the most pressing health problems in the Léogâne community, which can be addressed through community action.
- The purpose of ***FSIL Disaster Preparedness Project*** is to establish sustainable non-government policies and procedures for disasters at FSIL.

Project Goals

- The goals of the projects are:
 - to improve the quality of pre-hospital care.
 - to lessen the adverse medical effects created by natural disasters.

Léogâne Community Health Project

- FSIL students were trained to assess community health through surveys; analyze data collected; and recommend interventions to improve community health.
- They were divided into three groups; each assigned a section of Léogâne for a group project.



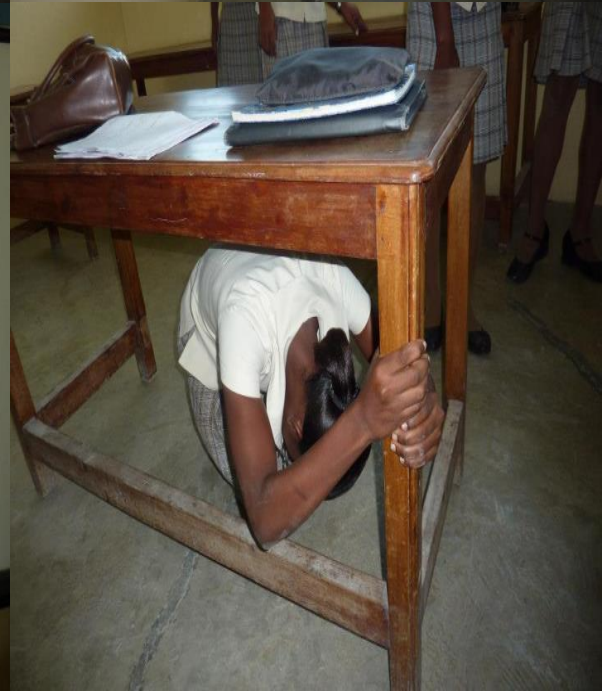
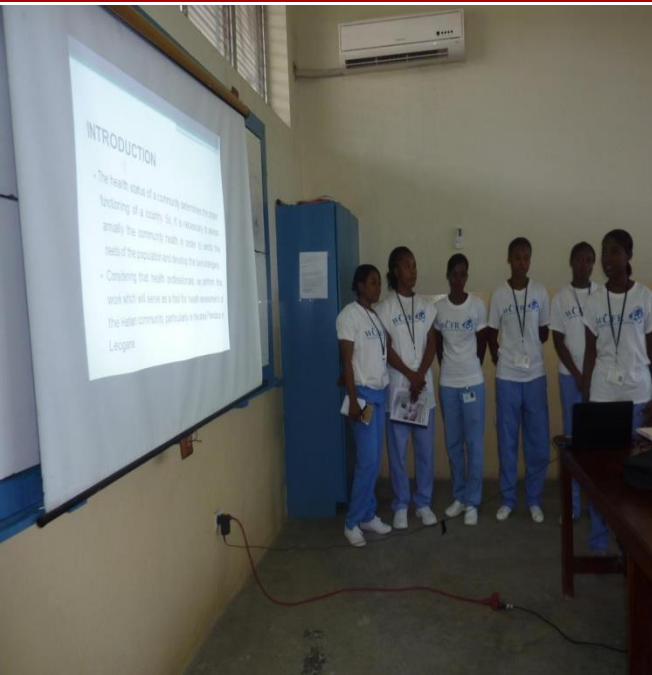
FSIL Disaster Preparedness Project

- FSIL students were trained to assess the FSIL community's risk and vulnerability for disasters; develop a disaster preparedness plan with a focus on earthquakes, flooding and hurricanes; and provide first response and first aid.
- They were divided into three groups; each assigned a natural disaster for a group project.



Project Evaluation

- The two projects initiated by WCFR in collaboration with HANA were evaluated through a pre and post- test given to the nursing students on community health and disaster preparedness.
- FSIL students were evaluated through group sub-projects and multiple choice exams.



Project Outcomes

- The Léogâne Community Health Project engages FSIL students in promoting healthy lifestyles in their community.
- The FSIL Disaster Preparedness Project engages FSIL students in making their community safer, better prepared, and more resilient to disasters.

Conclusion

- Through the Léogâne Community Health Project and FSIL Disaster Preparedness Project, WCFR, in collaboration with HANA, seeks to empower individuals in the Léogâne community and save lives.
- Although these projects are conducted at FSIL, they can be utilized for further interventions in improving health through education both in Haiti and in other parts of the world.

Improving Health Outcomes in Haiti through Nursing Education



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FILL IN THE BLANK.... THE EXPERIENCE OF A NURSE EDUCATOR IN HAITI

Louise Aurélien, EdD, MS, ARNP, NP-C



Learning Objectives

- The learner will be able to describe the teaching experience of a Haitian-American nurse educator in Haiti.
- The learner will be able to identify strategies used to overcome barriers and promote positive teaching/learning outcomes.

Introduction

- To introduce Haitian nursing students to interdisciplinary learning skills and delivery of care through experiential, interactive and didactic learning methods.

My Background

Haitian-American Nurse
Educator in the United
States



Faculté des Sciences
Infirmières de Léogâne (FSIL)

How did I get to Haiti?

Teaching Experience in Haiti

- **Student-teacher interactions**
 - Expert/Apprentice
 - Formal
 - Respectful

Teaching Experience in Haiti

- **Students' attitudes toward learning**
- **The majority of students**
 - Eager
 - Appreciative
 - Hard working
- **A couple of students**
 - Laid back

Teaching Experience in Haiti

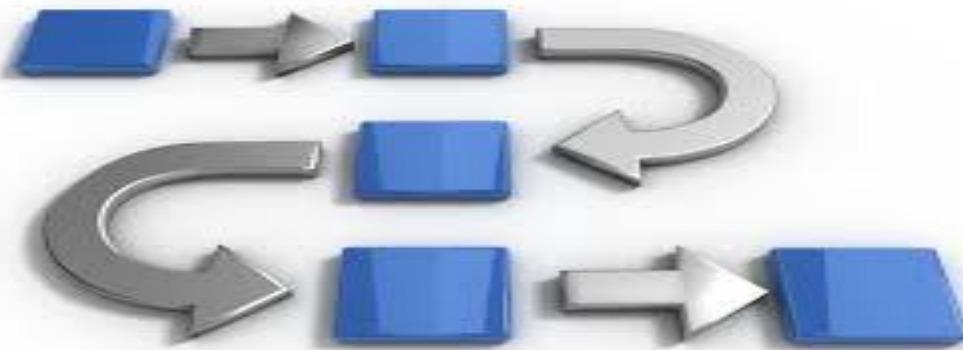
- **Teaching in many languages**
 - English
 - French
 - Haitian Creole

Teaching Experience in Haiti

- **What are the challenges???**
 - Environmental conditions
 - Literal translation of certain medical terminology may not capture the full meaning.
 - Mental preparation
 - 16-week course in 4 days

Teaching Strategies

- Assignments, class activities and exams were administered to afford nursing students the opportunity to correlate theory to practice in order to stimulate and develop **critical thinking skills**.



Strategies for Success

- **Lecture Handouts in English**
- **Lectures**
 - Taught in French, Haitian Creole , English
- **Assignments**
 - Group assignments/group presentations
 - Interactive classroom presentations



Strategies for Success

- **Preparation of assessment materials**
 - **Quizzes** in French/English
 - **Final exam** in French



Course Evaluation

- **What was the course success rate?**
 - 1. Pharmacology Course**
 - Quizzes & Final Exam
 - 100% success
 - 2. Pediatric Growth and Development and Pediatric Assessment Course**
 - Combination Assessments
 - Quizzes
 - Group Presentations



Conclusion

- Empowering future Haitian nurses with higher level of skills and education is a worthy investment necessary to revolutionize Haiti's health system while remaining true to the cultural roots.
- With flexibility the barriers were overcome and the students achieved the learning outcomes.





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EMPOWERING NURSING STUDENTS AT THE FACULTÉ DES SCIENCES INFIRMIÈRES DE LÉOGANE (FSIL) TO PROMOTE EVIDENCE- BASED PRACTICE (EBP) IN HAITI

Marie-Carole France, EdD, MSN



My Journey

- Haitian-American Nurse Educator at FSIL.
- International Nursing Faculty for Promoting Health in Haiti (PHH).



Learning Objectives

- The learner will be able to evaluate the importance of promoting evidence-based findings to improve health in Haiti.
- The learner will be able to recognize the role nurses play in promoting evidence-based practice in Haiti.

Introduction

- The priority of the FSIL initiative is to improve the health and quality of care in Haiti and to reduce health disparities.
- One of the goals to meet this vision
 - To promote nursing education in Haiti, as nurses play a major role in translating scientific knowledge into clinical practice.

Future Direction in Nursing Education

- Baccalaureate nursing students at FSIL to understand the importance of providing high-quality patient care based on research and scientific knowledge.

Evidence-Based Practice (EBP)

- Provides nurses with a vehicle by which they can provide the best and safest health care possible
 - It is a primary driver to transform health care treatments and decision-making.



(Houser, 2012)

Promoting Evidence-Based Practice (EBP) in Haiti

- Holds great promise for moving health care to a higher standards in order to yield the intended health outcomes.
- Through building a nursing knowledge base that can influence health care policy at agency and governmental levels.

Nursing Curriculum at FSIL

- Includes nursing research to introduce nursing students to the fundamentals and principles of the research process and the application of EBP into clinical practice.
 - Requires skilled reading, writing, and reasoning abilities
 - Identify concepts
 - Clarify unfamiliar concepts or terms
 - Question assumptions and rationale
 - Determine supporting evidence

Students Barriers to EBP

- Haitians manage their symptoms or illnesses by consulting family members, spiritual healers
 - Haitian health care providers as last resort.
- Home remedies are used first before seeking help
 - May include herbal preparations, massage, or over the counter medications.
- Intuition, experience, cultural norms and tradition, heritage.
- Metaphors – to understand what is known and what is unknown.
- The use of herbal medicine is passed on through generations.
- Illnesses specific to Haitians.

Barriers to Teaching EBP

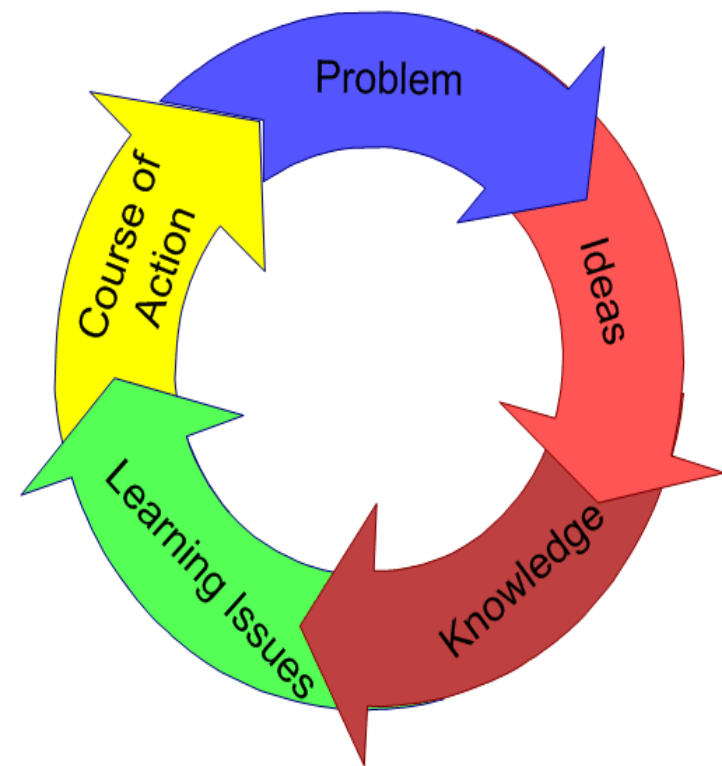
- Correcting misperceptions and redirecting students to reality based decision making.
- Lack of confidence in ability to critically evaluate empirical research.
- Language barrier.
- Environmental conditions.
- Limited authority or power to change practice based on cultural beliefs.

Innovative Teaching Strategy

- **Problem Based Learning (PBL)**

- Challenges students to think critically and become self-directed necessary to promote critical thinking skills, self-evaluation, interpersonal communication, and the ability to retrieve, access, and use information.
- Increases long-term retention of content.
- Facilitates students' attitudes towards learning.

Problem-Based Learning Process



(Bradshaw & Lowenstein, 2011)

Application of PBL in Nursing Research

- General orientation of nursing research - weekend trip to Haiti.
- Overview of the research process.
- Overview on how to conduct article critique.

Hybrid Nursing Research Course

- An online platform used to monitor desired outcomes
 - Posting required assignments
 - Students assume responsibility for their learning.
 - Communication
 - For questions requiring answers
 - Facilitate learning
 - Guide the students learning process

Effectiveness of PBL

- The nursing research course is suitable to implement this innovative teaching strategy.
- Still ongoing – course ends on November 2014.



Concern with Implementing PBL

- Student motivation
 - Need assistance with motivation as they are not familiar with this style of learning in Haiti's educational system
 - Not use to be accountable for their own learning
 - Not receiving enough reinforcement and guidance in the learning process using online platform.

Conclusion

- PBL instructional teaching model promoted a higher order of thinking, improved group collaboration, and provided students with a better understanding of nursing research process.
- By guiding the students' lifelong learning, nurse educators can empower FSIL students to become the voices that will transform the health care delivery system in Haiti.

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Thank you!!!
Questions???