Curriculum Development and Transcultural Service Learning in Post Earthquake Haiti

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Learner Objectives and Disclosure

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Has no conflicts of interest to disclose

Learner Objectives

1. Discuss the key elements of the transcultural service learning curriculum development

2. Describe the preparation for travel and in-country service learning experiences

3. Understand the impact on the community, students and faculty

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Haiti after the 2010 Earthquake

On 12 January 2010, shortly before 5 PM, an earthquake, with a magnitude of 7.0 occurred in the small Caribbean nation of Haiti. It was the most powerful earthquake to hit the country in 200 years (World Health Organization, 2010).
Haiti by the Numbers

1. Total population: 10.6 million
2. Life expectancy: 63 years for women and 61 years for men
3. Under age 5 mortality: 73 per 1,000
4. Number of doctors per patients: 1 per 1,250 in the cities/1 to 4,000+ in rural areas
5. Number of nurses per patients: <2 per 1,000
6. Population living below the national poverty line: 59%
7. Only 40% of the population have access to basic health care

World Health Organization (WHO), 2016
History of Course Development

- Incorporated York College Nursing Student Learning Outcomes:
  - Advocate for health policies that address local and global health issues through participation in nursing organizations.
  - Effectively communicate with diverse client populations and disciplines using a variety of strategies and respecting clients’ cultural beliefs and practices.

- Essential Curriculum Concepts
  Communication/Collaboration, Safety/Technology, Critical Thinking/Nursing Process, Leadership/Management, Professional Accountability/ Advocacy, Legal, Moral, Ethical and Research
Course Goals and Student Selections

- Engage students in experiential learning that integrates theory into practice and provide a service learning experience where students could contribute to delivery of health care to underserved population on a global level.

- Provide Nursing students and faculty the opportunity to work along with other health professionals at the Mission of Grace Medical Clinic, Orphanage, Elementary School, and Senior Home.

- Develop Faculty-Student and Student to Student Mentoring Experiences.

Student Selection

- Senior and junior nursing students-who have successfully completed at least one Med/Surg course in the program

- Submit a letter request-explaining why they should be selected.
Course Preparation

- Creation of a Syllabus
- Assigned student readings
- Research on Cultural, Healthcare, Economic and Social Issues
- Immersion in the Creole language
- Attend an eight hour orientation the week before traveling
Preparation for Travel

- Meetings with faculty and students
- Travel documents
- Packing day

Course Work

- Pre and Post conferences, Daily supervised clinical experiences, Daily journaling, Development of concept maps, Comprehensive plan of care, Focused assessments/patient Interviews, three reflection papers and a debriefing session within a week of returning home.
Key Guiding Questions

✧ Before I went, I thought?
✧ I brought?
✧ I saw?
✧ What did I leave behind?
✧ What did I take away?
✧ Now what?
Clinic
Elementary School in Carries
Senior Home in Carries
Orphanage in Carries
Community School in Cap Haitien
Farm in Cap Haitien
Student Experiences
Summary of Our experiences
Summary of Our experiences
Cohorts

2013 Cohort

Maria Blasco, Iddan Brown, Guadalupe Burdier, Larochelle Dayondon, Maria DiVito, Shane Headley, Toluwalase Jegede, Mery Mustafa, Natalie Tytman, Natalie Velasco, Laryssa Zephir-Toussaint, Dr. Renee Wright, Dr. Claudette McFarquhar and Katrina Moise

2014 Cohort

Poroma Babu, Iddan Brown, Vardley Gedeon, Colin Hall, Diana Mejia, Sandy Nelzy, Tiffany Noble, Linda Thomas, George Asmar, Katrina Moise and Kevin Glaudin

2015 Cohort

Donnika Clarke, Diana Mejia, Pierre Andre Elmira, Shanique Ivery, Michelle Muyibi, Sandy Nelzy, Med-Murielle Pierre, Annakay Rhule, Linda Thomas, Solange Wilson and Kevin Glaudin
Students’ Voices

“This exposure as a student nurse in Haiti has enriched my educational experience and allowed me to grow as both a scholar and young health professional. I hope to continue to promote health in underserved communities and the need for understanding cultural diversity, especially when providing health care.”

“Since my return to the United States, I have tried to stay focus on being a better individual. I have not forgotten about my experiences in Haiti or the few friends I have left behind. In fact, I say a prayer for them every night, in the hope that life will work in their favor.”

“No amount of research could have prepared me for Haiti. It was a surreal, exciting, confusing and frustrating experience.”

“I never realized how blessed I am to live in the United States, but at the same time I never realized how selfish I have been by turning a blind eye to the poverty and human injustices worldwide. I know I cannot save the world, but if I can at least save one person, then I know others can do it too, and if we all stood together, then the possibilities of change could be endless.”

“This experience has changed my view of Haiti; even though there are many problems in the country; it is a beautiful country with very humble and appreciative people.”

“Even though we could not always speak to the people their smiles showed what they were trying to say and I smiled back.”

“I was a little afraid about this trip, but I am very happy that I came and experience this for myself. I want to come back.”
Reflections on next Steps…
Questions & Answers


