Developing Nurse Educators and Leaders Through a Collaborative Effort

Human Resources for Health Program
Rwanda, East Africa

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Objectives

• Relate the challenges in nursing education in the African context
• Appreciate the challenges
• Identify effective measures
• Propose possible interventions
Significance to Nursing

• Implications for
  – Global health nursing practice and education
  – Global health education program implementation
  – Global health collaborative effort guidelines
  – Rwanda Education and Health ministries
  – Rwanda Higher Education Council
  – Rwanda Nursing and Midwifery Association
  – Rwanda Nursing Council

Masters of Science in Nursing
Launched (8 Tracks) in October 2015
Background

- Outcomes of the Rwanda Genocide (April 1994)
  - Death of 20% of the population (est. 1 million people)
  - Destruction of existing government infrastructures
  - Health: highest infant mortality in the world in 1994
  - Stagnation of development country wide

  - A hopeless case???? NOT SO!

Background (continued)

Rwandan Genocide and Destruction

Post-Genocide Reconstruction/Rebuilding

- Population
- Providers per patient ratio
- Life expectancy
- University of Rwanda
  - Students
  - CMHS Schools
    - Medicine
    - Nursing (5 sites)
    - Dentistry
    - Public Health
    - Physiotherapy

Nursing Practice
- HRH Clinical Experts
- Procedures and standards
- Rwanda nursing staff
- Students in clinical setting

Nursing Education
- HRH Faculty Experts
- Academic training programs
- Rwandan faculty mentorships
- Nursing students
Methods

**HRH**
- Consortium collaborative – Twining approach
- Varied nursing expertise and background

**Structure**
- Team Teaching
- Team Supervision

**Composition**
- Practice managers, staff nurses and educators
- District/referral hospitals; Rural – Urban campuses

**Implementation**
- Authentic assessment – student managed portfolios
- Teaching-Learning approach, class-field, group assignments
**Outputs**

- **Student Demographics**
  - Gender:
    - Female - 12
    - Male - 2
  - Region:
    - Rural - 6
    - City/Urban - 8
  - Employer:
    - Hospital - 8
    - School of Nursing - 6

- **HRH Collaboration**
  - Varied expertise
  - 1-2 year commitment

- **Teachers and Twining**
  - Pairing
  - Team teaching

- **Staff Development**
  - Faculty-twin
  - Student staff
<table>
<thead>
<tr>
<th>Input</th>
<th>Process</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Attendance</td>
<td>In-class Mon – Wed At work Thurs - Sunday</td>
<td>Remedial (5) Effect changes at work</td>
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<tr>
<td>Curriculum Writing</td>
<td>Syllabi preparation Team teaching - planning</td>
<td>Skills transfer Structured MScN tracks</td>
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<tr>
<td>Research</td>
<td>RIG Committee Interest sub-committees</td>
<td>Knowledge development Multi-country collaborates</td>
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<tr>
<td>Course Resources/Readings</td>
<td>Moodle platform use Donations Desktop copies</td>
<td>Textbooks Projectors Extra forums – Writing, Stats</td>
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<tr>
<td>Mentorship</td>
<td>Twining – Pairing Co-teaching</td>
<td>Present at conferences Net-working Publishing together</td>
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<tr>
<td>Clinical Assignment</td>
<td>Co-supervision and guidance</td>
<td>Student research topics Feed back process</td>
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<tr>
<td>ELM Team Planning</td>
<td>Frequent meetings ELM Huddles</td>
<td>Improved communication Transfer of skills</td>
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</tbody>
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Opportunities for Growth

Students

Sustainability

Staff

Environment

Field Practice
Lessons Learnt

- Diverse Expertise
- Cultural Diversity
- Faculty Support
- Planning
Conclusion

• Accomplishments
  – Successful completion of program work and thesis projects by >50% of the students
  – Consistency of expert faculty for purposes of program continuation
  – Capacity building – students and faculty
  – Mentorship of Rwandan faculty for advanced degrees: PhD and MScN
References


Murakoze Cyane! Thank you!