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Collaborating Centres For Nursing & Midwifery Development



LINKS

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Nursing & Midwifery Links aims to disseminate information on the Global Network of WHO Collaborating Centres for Nursing and Midwifery Development and publish technical-scientific articles related to Nursing and Midwifery in the light of WHO's program of work.

THE CONTENTS OF PUBLISHED ARTICLES EXPRESS THE VIEWS OF AUTHORS AND DO NOT NECESSARILY REFLECT THE VIEWS AND OPINIONS OF THE GLOBAL NETWORK OF WHO COLLABORATING CENTRES FOR NURSING & MIDWIFERY DEVELOPMENT SECRETARIAT.

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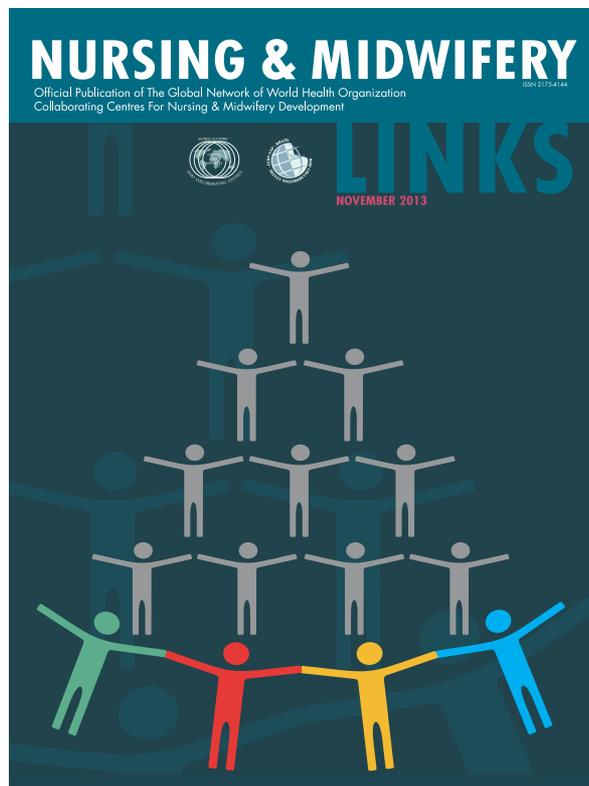
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EDITORIAL



Celebration's Coordinator Isabel Mendes between Mi Ja Kim and Barbara Parfitt, former Secretary General GNWHOCC N&M

Celebrating the 25th year anniversary of the Global Network

This year is remarkable to the Global Network of WHO Collaborating Centres for Nursing and Midwifery Development as we are celebrating the 25th year anniversary of the Network, what gives us an opportunity to review our achievements and to advance planning for a successful future in consonance with our mission.

One of our main goals during this term as Secretariat is to value and learn from our past and to keep the memory of the Network alive. Revisiting the history of our

Network gives us a clear view of Nursing and Midwifery importance in advocating for people's health.

Therefore, it is our honor to share with you in this issue of Nursing and Midwifery Links some of the activities developed by the Secretariat as well as from members in 2013. Among them, we highlight the celebrations of the 25th year anniversary of the Global Network, the 25th year anniversary of the Collaborating Center in Brazil and the 20th year anniversary of PANMCC which took place in Ribeirão Preto, São Paulo, Brazil, in November 2013.

Members and partners of this Network are key to this evolution process and as such, we invite you to continue building this history with us!

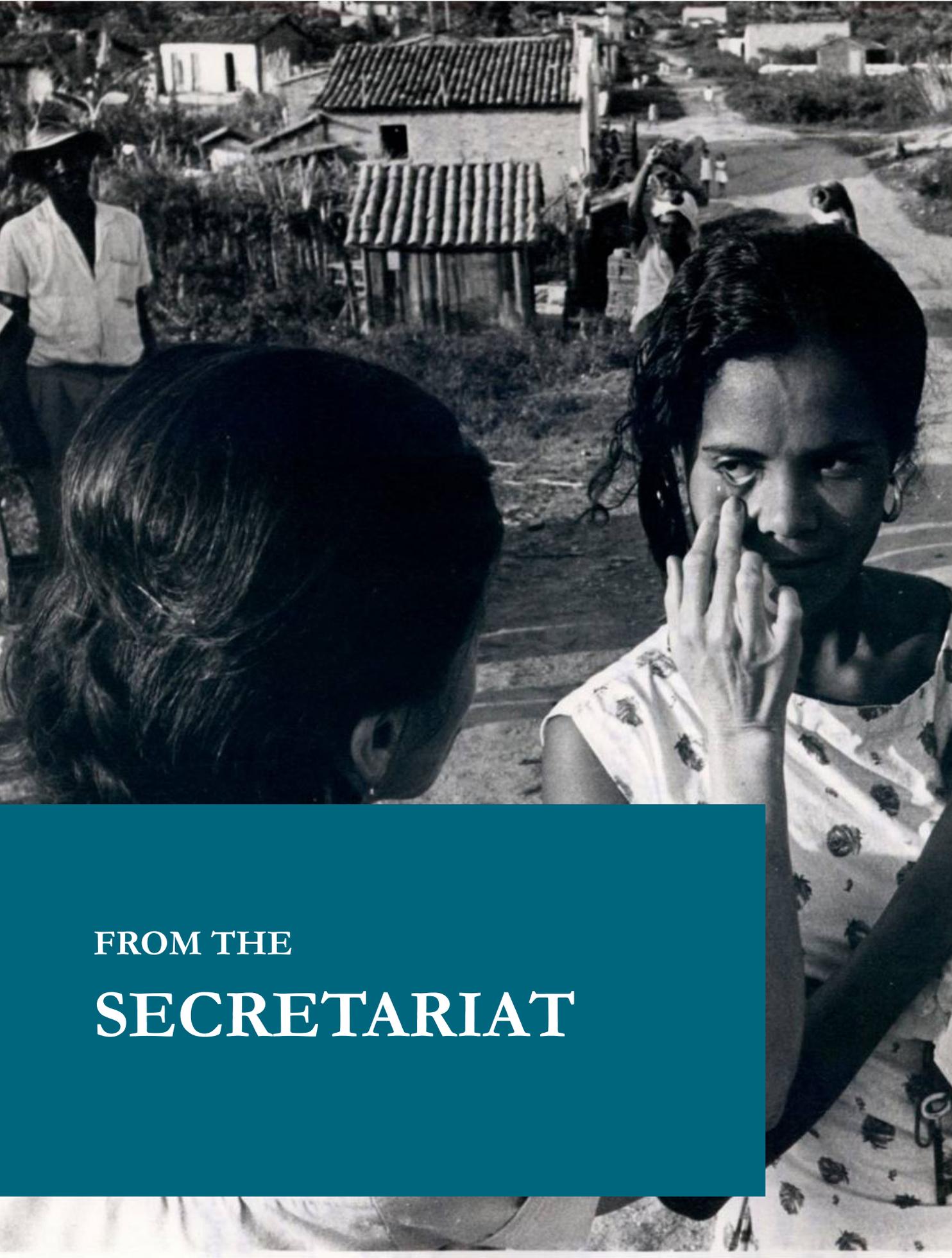


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Global Network of WHO Collaborating Centres (WHOCCs) for Nursing and Midwifery Development
University of São Paulo at Ribeirão Preto College of Nursing



FROM THE
SECRETARIAT



Triple Celebration in Brazil highlights the 25-year history of the Global Network

*by Isabel Mendes and Carla Ventura, University of São Paulo at Ribeirão Preto College of Nursing,
WHO Collaborating Centre for Nursing Research Development*

In November 2013, the Secretariat of the Global Network of WHO Collaborating Centres for Nursing and Midwifery Development, represented by its Secretary-General and Executive Coordinator, recalled to the public the history of this network, which in 2013 celebrates 25 years of operation. With the theme Nursing leadership and its network action as innovation drivers it was also celebrated the 25th anniversary of the Brazilian Collaborating Centre, linked to the University of São Paulo at Ribeirão Preto College of Nursing, and also the 20th anniversary of the PANMCC Network - Pan-American Network of WHO Collaborating Centres in the Region of the Americas in the areas of Nursing and Midwifery. Such celebrations were added to the celebration of the 60th anniversary of the University of São Paulo at Ribeirão Preto College of Nursing, which hosts the Secretariat of the Global Network since 2008.

It was a unique opportunity to bring together the first and last Secretary-Generals of the Network, before it was installed in Brazil, respectively Dr. Mi Ja Kim, from the University of Chicago School of Nursing, USA, and Dr. Barbara Parfitt, from the Glasgow Caledonian University School of Health and Life Sciences, Scotland. All members of the Global Network were invited to participate, as the Panel was broadcasted live.

The Director of the WHOCC for Nursing Research Development, Brazil, remembered the 25-year

path of the Centre, revisiting the important milestones that made the College to be nationally and internationally recognized and contributed to its first designation as a WHOCC in 1988 and successive redesignations in 1993, 1997, 2002, 2006 and 2010. As Professor Isabel Mendes has been Chair of PANMCC from 2003 to 2005 and considering that the Brazilian Centre is member of the Regional Network, it was also important to gather its former Chairs: Andrea Baumann, Madeline Naegle, Judy Mill, Lynda Wilson and the current Paz Soto, who brought their perceptions about the Twenty years of Nursing entrepreneurship in the Americas with the PANMCC Network: evolution of its mission and vision. The first Chair of this Network, established in 1993, Professor Shaké Ketefian, despite having been invited as well, could not attend.

The initiative was very well received by the invitees, and was enriched and enlightened by the presence of Annette Mwansa Nkowane, Technical Officer, Nursing and Midwifery, at the Department of Health Systems, Policies and Workforce at WHO, Geneva. She spoke about the partnership of WHO with the Global Network and the challenges and achievements in Nursing and Midwifery in the last years.

At the occasion, the Secretariat paid a tribute to the Vice-Dean in Office of the University of São Paulo at Ribeirão Preto College of Nursing, Professor



Celebration event speakers



Isabel Mendes and Silvana Mishima

Silvana Mishima, RN, PhD, institution which promoted the event Nursing innovations in a changing world, of which this great international panel was part. The panel was moderated by Professor Carla Ventura, LL.M, PhD, Deputy Director of the WHO Collaborating Centre for Nursing Research Development, Brazil, and Executive Coordinator of the Global Network.

This momentum was registered as to perpetuate the history written by these expressive leaderships is in the archives of the Global Network, some of which shared within this issue of the Nursing and Midwifery Links.

The video made to celebrate this occasion and presented at the end of the Panel is available at the following link

http://youtu.be/l8m_byGbDykNursing
innovations in a changing world

November 7-8th, 2013
Ribeirao Preto, Sao Paulo, Brazil

Panel: “Nursing leadership and its network action as innovation drivers”

November 7th, 2013 – 2 to 5.30pm

“The Brazilian Collaborating Centre in 25 years of network engagement”

Isabel Amélia Costa Mendes, RN, PhD (University of São Paulo at Ribeirão Preto College of Nursing)

“Twenty years of Nursing entrepreneurship in the Americas with the PANMCC Network: evolution of its mission and vision”

Margaret Andrea Baumann, RN, PhD (University of McMaster, School of Nursing, Canada)

Madeline Naegle, RN, PhD (WHO Collaborating Center in Geriatric Nursing Education, USA)

Judy Mill, RN, PhD (University of Alberta, Faculty of Nursing, Canada)

Paz Eugenia Soto Fuentes, RN, MsC (Pontificia Universidad Catolica de Chile)

Lynda Wilson, RN, PhD (University of Alabama at Birmingham, USA)

“WHO and its 25 years partnership with the Global Network of Collaborating Centres in Nursing and Midwifery”

Mi Ja Kim, RN, PhD (University of Illinois at Chicago, USA)

Barbara Parfitt, RN, PhD (Glasgow Caledonian University, School of Health and Life Sciences, UK)

Annette Mwansa Nkowane, RN, PhD (WHO)

Panel moderator: Carla Arena Ventura, PhD (University of São Paulo at Ribeirão Preto College of Nursing)



Andrea Baumann



Carla Ventura



Annette Mwansa Nkowane



Barbara Parfitt



Judy Mill



Mi Ja Kim



Isabel Mendes



Isabel Mendes, Annette Mwansa Nkowane and Carla Ventura



Paz Soto



Madeline Naegle



Lynda Wilson



Isabel Mendes and Carla Ventura



Annette Mwansa Nkowane and Isabel Mendes



Judy Mill and round table speakers



Mi Ja Kim, Annette Mwansa Nkowane, Isabel Mendes and Barbara Parfitt



Speakers



Next Secretariat of the GNWHOCC 2014-2018 elected

*by Isabel Mendes, Carla Ventura, Secretariat of the Global Network of WHO Collaborating Centres
for Nursing and Midwifery Development*

It is our pleasure to register that the WHO Collaborating Centre for Nursing, Midwifery and Health Development at the University of Technology, Faculty of Nursing, Midwifery & Health, Australia, will host the Secretariat from August 2014 to July 2018.

The process follows the calendar below

Timeline for Nomination, election and transfer of the Secretariat

May 2013: Guidelines circulated to membership with Call for Nominations.

May 13–31st 2013: Period for nominations for new Secretariat.

June 2013: Executive Committee reviews nominations for eligibility; eligible nominations and ballot form circulated to membership.

July 2013: Result of election announced.

July 2013–June 2014: Orientation period.

July 1st 2014: New Secretariat commences.

Candidates were the WHOCC for Nursing Human Resources Development and Patient Safety, University of Miami - School of Nursing and Health Studies, USA, which had 12 votes (48%), and the other one was the WHOCC for Nursing, Midwifery and Health Development - University of Technology - Faculty of Nursing, Midwifery & Health, Australia, which won the election with 13 votes (52 %).

We thank both University of Miami and University of Technology, Sydney, for their candidature and congratulate University of Technology on its election!

The transition period has already started and news will be disseminated to all members as the process continues.

The Secretary-General will be Professor John Daly, RN, PhD, who will assume the position on July 29th 2014, at the end of the General Meeting to be held in Coimbra, Portugal.



John Daly, RN, PhD, elected Secretary-General (August 2014 – July 2018) and Isabel Ameilia Costa Mendes, RN, PhD Secretary-General (July 2008 – July 2014)



2013 General Meeting of the Global Network of WHO Collaborating Centres for Nursing and Midwifery Development

*by Isabel Mendes and Carla Ventura, University of São Paulo at Ribeirão Preto College of Nursing,
WHO Collaborating Centre for Nursing Research Development*

On May 20th 2013 the General Meeting of the Global Network of WHO Collaborating Centres for Nursing and Midwifery Development was held at the Melbourne Convention and Exhibition Centre, during the 25th Quadrennial Congress of the International Council of Nurses (ICN), held in Melbourne, Australia, from May 18-23, 2013, organized by the Global Network.

John Daly and Michele Rumsay, from the WHO Collaborating Centre for Nursing, Midwifery and Health Development at the University of Technology, Faculty of Nursing, Midwifery & Health, Australia, were of vital importance, as without their support and assistance the meeting could not have occurred.

The Objectives of the meeting were to Review main activities developed by the Secretariat from July 2012 to April 2013, to report updates on the activities developed by WHO Collaborating Centres for Nursing and Midwifery, to discuss 2014's Meetings and the 10th Conference of the GNWHOCCNM and the Secretariat Election Process, according to the agenda below:

AGENDA

1. Welcome Remarks

Isabel Amélia Costa Mendes, Secretary- General, Global Network of WHOCC for Nursing and Midwifery Development.

2. Introductions

Delegates from WHO Collaborating Centres.

3. Report of activities developed by the Secretariat from July 2012 to April 2013.

Isabel Amélia Costa Mendes and Carla Arena Ventura (GNWHOCC).

4. Reports from Members.

5. 2014 Meetings and 10th Conference of the GNWHOCC for Nursing and Midwifery Development (July 24-25 2014, Coimbra, Portugal).

6. GNWHOCC Secretariat Election Process.

Isabel A. Costa Mendes - University of São Paulo at Ribeirão Preto College of Nursing - WHOCC for Nursing Research Development – Brazil

Carla Ventura - University of São Paulo at Ribeirão Preto College of Nursing - WHOCC for Nursing Research Development - Brazil

Maria Auxiliadora Trevizan – University of São Paulo at Ribeirão Preto College of Nursing - WHOCC for Nursing Research Development – Brazil

Dana Tscannen - University of Michigan - School of Nursing - WHOCC for Research and Clinical Training in Health Promotion Nursing – USA

David Vlahov - University of California at San Francisco - School of Nursing - WHOCC for Research & Clinical Training in Nursing – USA

Franz Wagner - German Nursing Association -

Among directors, delegates from Collaborating Centres and Observers, 20 participants from 13 WHOCCs and 03 observers attended the meeting, according to the list below.

WHOCC for Nursing – Germany

Joanne Profetto-McGrath - University of Alberta
- Faculty of Nursing - WHOCC for Nursing and Mental
Health – Canada

John Daly - University of Technology - Faculty
of Nursing, Midwifery & Health - WHOCC for Nursing,
Midwifery and Health Development – Australia

Junko Tashiro - St. Luke's College of Nursing
- Department of Nursing - WHOCC for Nursing
Development in Primary Health Care – Japan

Mary Moleki - University of South Africa -
Department of Advanced Nursing Sciences - WHO
Collaborating Centre for Postgraduate Distance
Education and Research in Nursing and Midwifery
Development - South Africa

Michele Aebersold - University of Michigan -
School of Nursing - WHOCC for Research and Clinical
Training in Health Promotion Nursing – USA

Michele Rumsey - University of Technology -
Faculty of Nursing, Midwifery & Health - WHOCC for
Nursing, Midwifery and Health Development –Australia

Nilda Peragallo Montano - University of Miami
- School of Nursing and Health Studies - WHOCC for
Nursing Human Resources Development and Patient
Safety - USA

Noriko Katada - University of Hyogo - Research

Institute of Nursing Care for People & Community -
WHOCC for Nursing in Disaster and Health Emergency
Management – Japan

Ntombikile Mtshali - University of KwaZulu-
Natal – School of Nursing - WHOCC for Educating
Nurses and Midwives in Community Problem-solving –
South Africa

Pamela S Autrey - University of Alabama
at Birmingham - School of Nursing - WHOCC on
International Nursing – USA

Sun Ah Kim - Yonsei University College of
Nursing - WHOCC for Research and Training for
Nursing Development in Primary Health Care – Republic
of Korea

Reiko Sakashita - University of Hyogo - Research
Institute of Nursing Care for People & Community -
WHOCC for Nursing in Disaster and Health Emergency
Management – Japan

Fernando Henriques - Nursing School of
Coimbra – Portugal

Sue Kim - Yonsei University College of Nursing
- WHOCC for Research and Training for Nursing
Development in Primary Health Care – Republic of
Korea

This interaction and discussion time was very
important to the continuous and increasing development
of our Network.







Preparing the 10th Conference of the Global Network in Coimbra, Portugal

by Isabel Mendes, Carla Ventura and Maria Trevisan, University of São Paulo at Ribeirão Preto College of Nursing, WHO Collaborating Centre for Nursing Research Development, Brazil

Preparatory meetings for the events that will be held in July 2014 are being scheduled by the Global Network Secretariat with the Nursing School of Coimbra. In October the Secretary General and the Executive Coordinator of the Network, the President and Vice-President of the Portuguese School met in Montevideo, Uruguay.

In November the team of the Network Secretariat have been in Coimbra for new preparatory meetings, which resulted in the detailed program which is in the event session of this issue.

Invited speakers are being contacted and as confirmations are received by the organizing committee

names will be published on the conference website (<http://www.who2014.com>).

Through the Nursing School of Coimbra, the X Conference is being supported by the Portuguese Government, represented by Dr. Eva Falcao, Director of International Relations at the Ministry of Health, Portugal.

The picture below shows members of the organizing committee of the event during the coffee end of the November meeting. Professor Fernando Henriques, Vice President of Nursing School of Coimbra also participated in these meetings.



Antônio Fernando Amaral, Maria Auxiliadora Trevisan, Aida Cruz Mendes, Isabel Mendes, Maria Conceição Bento, Eva Falcão, Carla Ventura, Ananda Fernandes and Maria Neto Cruz Leitão.

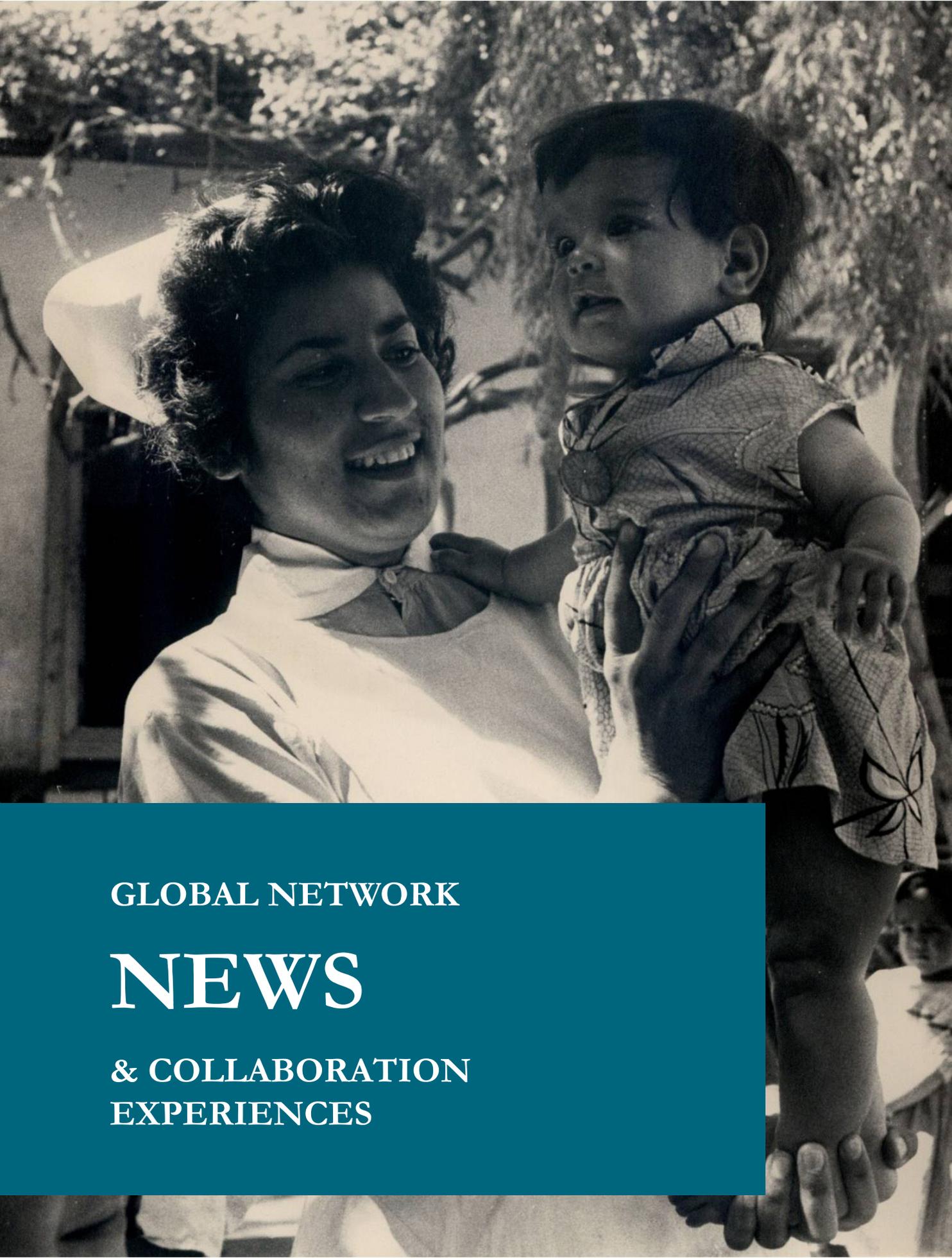


Global Network of WHO Collaborating Centres
for Nursing and Midwifery Development

The Scientific Conferences organized by the Global Network of WHO Collaborating Centres for Nursing and Midwifery Development aim to gather the nursing and health leadership of members of this important Network for interaction and mutual transfer of knowledge and for strengthening of nursing and midwifery power.

The 10th Conference will be held in Coimbra, Portugal, in July 2014.
Join us!





GLOBAL NETWORK

NEWS

& COLLABORATION
EXPERIENCES



INHA University, Incheon, Korea January 2013 - December 2013

*by Ok Kyung Ham, RN, PhD, MCHES,
Department of Nursing, INHA University*

I am an associate professor at Inha University, Incheon, South Korea. Recently, I have evaluated effects of cardiovascular health promotion programs offered to low-income women, and also evaluated counseling programs for obese children in Korean elementary schools. As a visiting scholar in the University of Pennsylvania School of Nursing, I would like to promote international cross-cultural collaboration in health disparity research with Dr. Eun-ok Im, and to learn latest trends in NIH funded research. After completing my visiting scholar program, I would like to advance community-based participatory research to empower disenfranchised people and to reduce disparities in health between groups.

Currently, I have submitted two abstracts entitled 'Differences in Psychosocial and Behavioral Characteristics Between Normal Weight and Overweight/Obese Children in South Korea' and 'A Counseling Program Combined with Music Skipping Rope Exercise: Implications for Practice with Overweight/Obese Children' to the American Public Health Association and the American Academy of Nursing, respectively for conference presentations. With the help of Dr. Im, I am also working on the manuscript entitled 'Effects of a Transtheoretical Model Based Counseling Program on Obesity Among Korean School-Aged Children' for submission to one of the major nursing journals.



Left to right: Drs. Eun-Ok Im
and Ok Kyung Ham



Penn Nursing Anesthesia Program & HUP deliver surgical care to Santiago, Guatemala

*by Russ Lynn, MSN, APN, CRNA
Program Director, Nurse Anesthesia Program, University of Pennsylvania
School of Nursing, WHO Collaborating Centre for Nursing and Midwifery Leadership*



Left to right: Rebecca Goode, Jennifer King-Wilson, Aaron Reed, Gonzalo Bautista, Jake Bevilaqua and Josh Fogarty

Another successful surgical mission to Central America! In early March 2013, a group of 6 Student Nurse Anesthetists, 3 CRNA preceptors (and two Penn Surgeons) traveled to Santiago, Guatemala, to provide surgical care to 28 people ranging in age from 4 to 68 years of age for procedures ranging from emergent C Sections to hernia repairs. This opportunity for our students provided them with an immersion into another culture and healthcare system, and afforded them an experience to see healthcare through another lens. The students developed a poster presentation describing their experience for presentation at the Pennsylvania Association of Nurse Anesthetist State Meeting in May, 2013.

In addition to providing care, our students

conducted in-service education twice daily to the entire hospital staff covering CPR and ropic trauma assessment and training -- skills the majority of hospital staff did not have prior to our time there. These topics were requested by the hospital administrator following a mass casualty situation this past December when this very small facility was overrun with 27 victims from a truck accident. Many local Guatemalans travel standing in the back of small pick up trucks and one of these vehicles ran off the road and into a tree ejecting all passengers.

The Student Anesthetists represented Penn Nursing very well while in Guatemala and will be true assets to our profession after graduating in May! They are: Jennifer King-Wilson, Rebecca Goode, Jake Bevilaqua, Gonzalo Bautista, Aaron Reed and Josh Fogarty.

Interested in Penn's Nurse Anesthesia Program?

- Program Overview
- Faculty
- Beyond the Classroom
- Admissions
- Apply Now
- FAQs
- Questions: Contact: Russ Lynn

<http://www.nursing.upenn.edu/crna/Pages/CRNA-Welcome.aspx>



Left to right: Josh Fogarty providing anesthesia to a pediatric patient



University of Pennsylvania School of Nursing Faculty receive Global Health Awards

*by University of Pennsylvania
School of Nursing, WHO Collaborating Centre for Nursing and Midwifery Leadership*



Dean Meleis Honored for Women's Health Work

Afaf I. Meleis, PhD, DrPS(hon), FAAN, the Margaret Bond Simon Dean of Nursing, received the Phyllis N. Stern Award at the 19th Congress of the International Council on Women's Health Issues in Bangkok, Thailand, on November 16. The Phyllis N. Stern Distinguished Lectureship, named in honor of ICOWHI's founder and past counsel general, recognizes an internationally renowned leader in women's health issues.

Dr. Meleis is counsel general emerita of ICOWHI and the International Council of Nurses Global Ambassador for the Girl Child. With a career dedicated to the health of women and girls, Dr. Meleis has created international academic partnerships, developing relationships with the United Nations and other international organizations dedicated to equity and well-being. In 2011, Dr. Meleis published *Women's Health and the World's Cities* with Dr. Eugenie L. Birch of Penn Design and Dr. Susan M. Wachter of the Wharton School.



Dr. Aiken Receives Global Health Project Award

The Consortium of Universities for Global Health has recognized Linda H. Aiken, PhD, RN, of the University of Pennsylvania School of Nursing with the 2013 Velji Project of the Year Award.

The Consortium of Universities for Global Health has recognized Linda H. Aiken, PhD, RN, of the University of Pennsylvania School of Nursing with the 2013 Drs. Anvar and Pari Velji Global Health Project of the Year Award for her global research and leadership using performance measures to demonstrate the critical impact of nurses on hospital patient outcomes. Her research, spanning 15 countries, yielded the largest-ever cross-national study of the nurse workforce and quality and safety of hospital care. Dr. Aiken directs the Center for Health Outcomes and Policy Research at Penn Nursing and is an authority on causes, consequences, and solutions for nurse shortages around the world.

Dr. Aiken's research, which is widely cited, demonstrated for the first time that even in countries with differently organized, financed and resourced healthcare systems, professional nurses are the cornerstone of safe, effective, patient-centered, and affordable hospital care. Specifically, her research shows that mortality rates, complications, and staff turnover are lower and patient satisfaction and safety grades of hospitals are better when nurses have at least a bachelor's degree education, care for fewer patients each, and when the care setting includes a supportive, problem-solving management and good relations between doctors and nurses. "These landmark findings have transformed healthcare environments for nurses and patients. National healthcare leaders have used the evidence to better plan for quality and safe and cost effective healthcare," said Penn Nursing Dean Afaf I. Meleis, PhD, DrPS(hon), FAAN.

Dr. Aiken is Guest Editor of a Special Issue for the *International Journal of Nursing Studies*, Feb. 2013,

50:2; 141-300, ISN 002-7489. The issue is entitled Nursing Workforce and Outcomes Research from RN4CAST and beyond. RN4CAST, a project funded by the European Commission's Seventh Framework Programme, studied work environments impact upon nurse recruitment, retention and patient outcomes in 12 European countries, the US, Botswana, China and South Africa.



Dr. Richmond to Receive Hall of Fame Award

Therese Richmond, PhD, CRNP, FAAN the Andrea B. Laporte Endowed Chair will receive the Sigma Theta Tau International Nurse Researcher Hall of Fame Award.

Dr. Richmond is nationally and internationally recognized for her research in post-injury disability and firearm violence and for addressing the interaction between physical injury, age, and the psychological aftermath of the injury to improve recovery after traumatic injury. She is the co-founder, and served as Research Director for more than 10 years, of the Firearm & Injury

Center at Penn.

Dr. Richmond holds a secondary appointment as Professor of Nursing in Surgery at the Perelman School of Medicine, is the Research Core Co-Director for the Philadelphia Collaborative Violence Prevention Center; is a Senior Fellow at the Leonard Davis Institute of Health Economics; a Fellow at the Jerry Lee Center for Criminology and the Center for Public Health Interest at Penn. She is the Director of the Hillman Scholars Program in Nursing Innovation, an integrated BSN-PhD program.

Dr. Richmond will be presented with the award at the 24th International Nursing Research Congress on July 22-26, 2013 in Prague, Czech Republic.



Dr. Sarah Abboud receives Leboy Davies Fellowship in Gender, Sexuality & Women's Studies

Congratulations to Sarah Abboud for her award, the Leboy Davies Fellowship in Gender, Sexuality & Women's Studies. The fellowship was created to honor two wonderful pioneers in the fight for women at Penn, Professors Phoebe Leboy and Helen Davies, both of whom were distinguished senior faculty members in the health sciences. Sarah will receive \$1,000 for her dissertation work, Understanding Virginity from the Perspectives of Arab Women. Her mentors are Lynn Sommers, Loretta Jemmott, and Sarah Kagan.



University of Pennsylvania Alumnae Care to Change the World

*by University of Pennsylvania School of Nursing,
WHO Collaborating Centre for Nursing and Midwifery Leadership*

Dr. Spatz' Mentee, Benjamas Thussanasupap, BSN, MSN Receives Princess's Pin of Honor from Her Royal Highness, Princess Srirasm, Thailand



On June 5, 2013, Benjamas Thussanasupap, received the Princess's Pin of Honor on June 5th, 2013 from Her Royal Highness, Princess

Srirasm, the Royal Consort to the Crown Prince Maha Vajiralongkorn of Thailand. The Princess presided over the opening ceremony of the conference "the 4th National Breastfeeding Conference" at the Miracle Grand Convention Hotel, Bangkok. The theme of the conference was "Smart Breastfeeding Smart Citizen" and was held from June 5th-7th, 2013. In Thailand, the National Breastfeeding Conference is held every 2 years. The conference was as a stage to share breastfeeding knowledge with multiple organizations, including government and non-government organizations, medical and nursing organizations, public health organizations, social and community organizations. The conference included special lectures, 4 workshops, oral presentations, and poster presentations.

Dr. Spatz mentored Benjamas while she was a Visiting Scholar at the SoN, July 2011 to January 2012 to write her dissertation research "Development of a community-based breastfeeding promotion model for

working mothers, Ban-Bueng Community Medical Unit, Chonburi Province." During her visit at Penn, Benjamas commented, "Dr. Spatz has fully filled and transformed me in all dimensions – nursing education, nursing research, nursing practice, and leadership. I learned Dr. Spatz' teaching styles and techniques, I audited her breastfeeding courses, and attended several conferences at which she was a speaker. Dr. Spatz gently integrated the art of nursing care and independent roles of nurse in order to inspire and motivate students and nurses to provide the best breastfeeding care to mothers - infants, and family. I shadowed her to attend "the Expert Panel on Breastfeeding", at the 2011 American Academy of Nursing Conference (AAN). In that elite circle of famous breastfeeding scholars/researchers, I learned about their research; and the way that they brainstormed and crystallized ideas. No camera could take pictures of this, and no recorder could record their voices as much as captured in my heart and head! One sentence for the end of this story is "Penn Nursing Science - Care to Change the World" this statement is the truth!





Alumni Happenings!



Karen Lee, FHNP '10, Building Leaders in North Korea Refugee Community: a letter to her faculty

Karen Lee, FHNP '10

I was a FHNP/Global Health minor student from 2008-2010, and have since realized just how special those years were and how much of an impact they continue to have on my life today. I am halfway through my Fulbright Scholarship period in Korea, during which I have been working to empower and build leaders within the North Korean refugee community. I was also given an additional opportunity to work with the Korean government on their official development assistance (ODA) project to develop a Maternal Newborn and Child Health program in Cambodia. Somehow, despite my often feeling like I am completely out of my league in the work we are doing, I have been designated as the Field Leader and have been conducting the qualitative needs assessment in one of the provinces for the past week and a half. It is my first time navigating, let alone being so actively involved in, such a huge scale project and I can only attribute my success in staying afloat during this time, as well as during our pre-departure preparations, to the things I learned at Penn... essentially, to the things I learned from each of you. I was one of those students who often questioned whether I had made the right choice in choosing nursing as a career, and now I have nothing but gratitude for the perspective it's given me on health and people as they exist in their natural contexts. We've learned that interviewing is an art, and in the field, especially, it becomes quickly evident as to who possesses the skills required to understand an interviewee on such complex levels. When I am asked where I got my experience in qualitative interviewing or in the field, even with all the current training I get from the experts on our research team, I just say, "This is what nurses do... this is how we learn, how we're trained to think, and how we interact with people." Whether our work is medical, administrative, or social/anthropological in nature, I feel

like I am able to transition comfortably and that is entirely because of what my prior nursing experiences have required of me. It's amazing how no other profession can cover quite so many bases. Through lectures, discussions, HPI exercises, clinical visitations, and global health field study trips, I learned lasting lessons from you all and am sincerely grateful.

Karen recently wrote us:

I can hardly believe it's already been a year since I've returned to the States. Even now I can honestly say the sentiments written in this email have not changed. I'm excited to continue building on the strong foundation of my Penn education!

Penn Alumna Makes a Difference in Rwanda

Emily M. Hall MSN '06 MPH '07



Emily M. Hall MSN '06 MPH '07: While working in Rwanda during 2008 and 2009, part of my work focused on building nursing capacity at a district hospital in the eastern province. With the birth of as many as six new babies each day and 20 initial prenatal appointments each week, the nursing staff providing maternity care in our hospital had a 24 hour a day, 7 day a week job. Our unique program offered experienced clinicians the opportunity to share knowledge with their Rwandan colleagues while collaborating at the bedside in our rural hospital.

By addressing training needs, we introduced our Rwandan colleagues to skills that help bring the best clinical care to our patients. In the prenatal care clinic, where ensuring healthy births is the priority, screening for pregnancy complications, such as high blood pressure and infections, complements prevention efforts against malaria and tetanus. Here, we mentored and trained Rwandan nurses in determining gestational age and expected date of delivery. Accurately estimating the

arrival of a newborn is very important in rural Rwanda, where getting to the health center may take much as 6 hours or more on foot. By learning how to use a Doptone, ultrasound technology used to listen for fetal heart sounds, nursing staff assess the fetus's development and expectant mothers can hear the heartbeat of their growing babies. Providing comprehensive prenatal services means healthier moms and babies.

In the labor and delivery room, we worked side by side with Rwandan nurses and midwives, using patient cases to teach best practices for the rural patient population. As these are referral centers for high-risk cases from the rural health center network, nurses work with women who are facing miscarriage, pregnancy complications, or prolonged labors. Team trainings on lifesaving emergency measures, such as newborn CPR and prevention of hemorrhage teach nurses how to handle the most difficult cases.

This program paved way for many nursing focused training programs at collaborating hospitals and health centers in Rwanda. Nurses in the rural setting are the foundation of the health system for the majority of the world. At the health centers located away from a district hospital, nurses are supported by doctors one day a week or sometimes less. Therefore, investing in nurses is an investment in the lives of patients.

Demere Kasper, BSN '10, RN - Making a Difference in Afghanistan

Demere Kasper, BSN '10, RN



Demere Kasper taking blood pressure

We held an International Women's Day celebration at an Afghanistan Uniformed Police (AUP) checkpoint down to our West in Zamto Valley, and the Deputy District Chief of Police brought all of his wives, female relatives and other females from the valley to the checkpoint for the program. Susan (my teammate), Heila (our interpreter) and I sat down with all of them and spoke to them about the future school in Mya Neshin and the hope that eventually they would be able to teach young girls, but that it would start out as a boys' school. We also showed them pictures of women's shuras*, women's soap making projects and girls' schools in other parts of Afghanistan. I checked everyone's blood pressure, and Susan handed out pots, pans, Tupperware and the women's jackets. All in all, it was pretty successful.

Twenty-seven women attended, which is the largest official gathering of women in Mya Neshin since the last women's shura which was held in 1998. There were close to thirty-five children running amuck.

In an attempt to reach more of the villages, Susan and I created a community health radio series that have been airing on the local radio. We are currently on episode number six, and have five more to record. Surprisingly, we have received feedback that even the Taliban enjoy and support the community health radio series, because they are for the good of the community. The topics we've covered have been health, hygiene, hand washing, child nutrition, vaccines and common childhood illnesses, burn care (villagers tend to put toothpaste and mud on burns), hydration and clean drinking water. All of the episodes are big hits, as most patients at the clinic mention the broadcasts when they see us. One older man that we see quite often told us that his daughter has taken the hygiene episode to heart as she now carries around a bar of soap with her, washing her hands after almost every activity. A five year old boy we saw the other day at our clinic proudly showed us his clean hands and clean ears. Another trio of young boys told us that they showered and washed their hands and ears before coming to see us at the clinic.

Another initiative we have been working steadily on is the implementation of the Community Health Worker program. Reportedly seven women and seven men finished the first third of the three-part training to become Community Health Workers at the beginning of this past week. This is a huge accomplishment, especially because Susan and I were able to successfully lobby the Provincial government to provide a trainer to actually come out to Mya Neshin. Originally we were going to train them, and we had only identified three couples who were interested, but our community health radio messages generated enough interest that the volunteers doubled and we were able to get an official Afghan trainer from Kandahar City. We did provide the provincial manager for Afghanistan Health and Development Services (AHDS) with the initial CHW kits. At the end of the month we are having another Cultural Support Team (CST) (that's the type of team I am currently serving on – CST 42), who is a midwife by trade, come out to the district to teach a female health seminar. We hope to identify willing women who can attend two-day emergency birth training later this year, and we'll have the same CST come back out to train them.

*shura: means consultation in Arabic. Shuras have permeated every level of governance in Afghanistan for years, but almost all have been exclusively male.



The International Home Care Nurses Organization (IHCNO)

by Samira Hussney, MPH, WHO Collaborating Center for Home Care Nursing, Frances Payne Bolton School of Nursing, Case Western Reserve University, USA



The Inaugural International Home Care Nurses Conference, *The Future of Health Care is at Home*, was held June 25-28, 2013 at Case Western Reserve University, Cleveland, Ohio. It was co-sponsored by the WHO Collaborating Center for Home Care Nursing at the Frances Payne Bolton School of Nursing, Case Western Reserve University. The conference was a

great success. Sixty home care nurses from 10 different countries attended the conference. Thirty one (31) paper and poster presentations were presented on the different topics related to research, administration, education, and specialty care in home health. The 2nd IHCNO Conference will be held in Singapore October 8-11, 2014 with more details about the conference to follow.



Transforming Violence and Conflict into Hope and Innovation in the Democratic Republic of Congo

*by Antonia Villarruel, University of Michigan School of Nursing,
WHO Collaborating Centre for Research and Clinical Training in Health Promotion Nursing*



UMSN's Dr. Janis Miller is leading a project aimed at creating both a research center and long-term solutions in the Democratic Republic of Congo (DRC). Dr. Miller and her U-M colleagues are partnering with Dr. Denis Mukwege, founder of the Panzi Hospital, and Dr. Gustave Mushagalusa, Chancellor of Evangelical University of Africa. Dr. Mukwege is an internationally known leader in human rights and medical care for his efforts during the ongoing DRC conflict. Together, they are working to strengthen research capacity and systematically evaluate what programs are working and where there needs to be improvements. Areas of focus include caring for women affected by rape or childbirth complications, cervical cancer screenings, malaria transmission, and mental health care. The grant, "Transforming Violence and Conflict into Hope and Innovation: Establishing a Center of Excellence for Training and Research in Bukavu, DRC," is from U-M's Global Challenges for a Third Century Program.

Clean Water Project in Mexico



Two UMSN graduates recently joined three medical students and with three cadets from West Point US Military Academy to participate in a water purification project in Tabasco, Mexico. This collaboration was part of the Eleanor Josaitis Global Initiative at Focus. It involved local stakeholders in various cities in Mexico where natural disasters, such as flooding, earthquakes and other environmental issues reduce access to potable water. The group also spent a month in Mexico to work with national and local organizations to assess the most vulnerable populations and implement a pilot disaster relief program.

Collaboration with Mexican Peers to Prepare for New Era in Nursing



Two nurses from UMSN, Dr. Barbara Brush and Megan J. Eagle, were invited to la Universidad Autónoma de Nuevo Leon in Monterrey, Mexico to help address aspects of nurses' expanded scope under the new universal policy, Seguro Popular. Their visit and collaboration included a two-day workshop focused on diabetes and obesity which have extremely similar rates, patterns and challenges in both countries. Both universities centered in on what nursing faculty could offer to society as we confront the impending wave of diabetes. Monterrey and Michigan hope to continue this series of workshops in the future while bringing several UMSN students along to participate in the conversation.

Cuidate – A Sexual Risk Reduction Program with the Center for Disease Control



UMSN's Dr. Antonia Villarruel has developed and implemented an evidence-based program, Cuidate, which is aimed at lowering rates of pregnancy and sexually transmitted infections in Latino youths. The program incorporates Latino culture to help youths make safer decisions about sex and is the first of its kind designed specifically around expectations of gender and "machismo". Drs. Villarruel and Aebersold were funded by the National Institute of Health to test the feasibility of training facilitators in a web-based multi-user virtual environment. Facilitators from agencies that serve Latino and youth populations are being trained to use Cuidate. Trainers participate virtually through the use of Second Life™, an online environment that UMSN has successfully used for training nursing students.

Decreasing Maternal Mortality in Africa



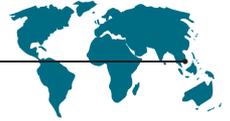
Many women in Zambia opt for home births because of the distance and difficulty getting to a health care facility. However, the African country has one of the highest maternal death rates in the world. UMSN Clinical Associate Professor Jody Lori, Ph.D., CNM, FACNM,

FAAN, believes maternal waiting homes (MWHs), which provide a safe place for women to stay before, during and after delivery, can help save mothers and their children. She and UMSN Professor Carol Boyd, Ph.D., RN, FAAN, were recently awarded a grant from Merck for Mothers to evaluate the acceptability, feasibility, and sustainability of MWHs. Dr. Lori led a similar initiative in Liberia with successful results. "We learned so much about building and sustaining MWHs in that process and we can bring that knowledge to Zambia," says Dr. Lori. "We have specific strategies like building a sense of community ownership in MWHs, utilizing community groups to increase health seeking behavior around childbirth, and establishing community-supported income-generating activities."

U-M Developing Nursing Program in Ghana

A team of UMSN and U-M Health System professionals and students are working with their peers in Ghana to develop an Emergency Medicine Collaborative. Ph.D. student Sue Anne Bell, MSN, FNP-BC, and colleagues developed a 12-month nursing education program designed to graduate specialists in emergency nursing. A member of the team goes to Ghana to teach for two weeks every month. Using a "train-the-trainers" approach, a goal of the program is for current students to eventually become the educators. The first cohort of approximately two dozen students graduated in August. Bell estimates after three or four graduating classes the Ghanaian emergency nurses will assume leadership of the program. "In ten years when the current students are the leaders in emergency nursing for Sub-Saharan Africa, I can say I had a small piece in making that happen, and I'm really proud of that," says Bell. "I'd also like to see sustainability and to see our program that's training nurses in the city of Kumasi used throughout the rest of Ghana and Western Africa."





WHO Global Policy Group meeting and reports from Chiang Mai

*by WHO Collaborating Centre for Nursing and Midwifery Development,
Faculty of Nursing, Chiang Mai University, Thailand*

This past year has been a very active one for WHO CC#203. Firstly, we were greatly honored to have provided liaisons for delegates attending the WHO Global Policy Group meeting in Chiang Mai. These delegates included the WHO Director-General, Dr. Margaret Chan and Deputy Director-General Dr. Anarfi Asamoah-Baah, and WHO Regional Directors and their staff. FON provided loan of equipment and materials for the meeting which took place 10-13 March 2013.

Associate Professor Dr. Kannika Kantaruksa and Assistant Professor Apirach Indarangkura Na Ayutthaya were invited to attend the WHO meeting on “Global Consultation on Producing and Developing an Appropriate Midwifery Workforce for Low and Middle Income Countries” in Geneva, Switzerland this past December 2012. The meeting focused on reviewing and updating midwifery competencies; discussing the benchmarks for the planning of midwifery services; and discussing the implications of benchmarks and faculty development in six high burden countries. Meeting delegates were expected to play a key role in providing faculty development.

Professor Dr. Wipada Kunaviktikul and Assistant Professor Apirach Indarangkura Na Ayutthaya attended the WHO Regional Meeting on Strengthening Midwifery Education and Service, and the WHO South-East Asia Nursing and Midwifery Educational Institution Network

(SEANMEIN) meeting. Dr. Wipada was invited to be a featured speaker and panelist. Dr. Wipada presented on “Transformative education in the 21st Century” and led the discussion on future collaborations and activities of SEANMEIN. She was also invited to be a speaker on the “Management of Quality Midwifery Service” panel at the WHO Regional Meeting on Strengthening Quality of Midwifery Education and Service. Both meetings took place 30 July – 1 August in Bangkok, Thailand. Dr. Wipada is a representative for WHO CCs in Nursing and Midwifery for the SEARO region. We look forward to helping to foster greater collaboration in region!

WHO CC#203 held 4 workshops for WHO Fellows from Myanmar, Sri Lanka and Bangladesh. Three groups received intensive one-week trainings in either Nursing Leadership and Management, Nursing Education (Curriculum Development and Research), or Elderly Nursing. A group of four nurse-midwives from Bangladesh attended a one-month training in Nursing and Midwifery Curriculum Development and Research Methodology. All trainings concentrated on updating Fellows’ clinical knowledge, their teaching skills, strengthen their foundation in research methodology, and to convey the importance of relying on evidence-based research and practice. WHO CC#203 will continue to host trainings for additional Fellows in the coming months.



Delegates from the WHO Global Policy Group meeting
in Chiang Mai



University of California San Francisco WHO Collaborating Center for Research and Clinical Training in Nursing

by University of California San Francisco, WHO Collaborating Centre for Research and Clinical Training in Nursing.

The UCSF WHO Collaborating Center has been very active over the past few years. Faculty members from the center have particularly been working in the areas of mentoring/training and research.

In recent years, faculty members from UCSF have been invited by universities around the world to share their expertise in clinical areas, as well as information about graduate level training. During 2012-13 UCSF has provided assistance to universities, non-governmental agencies, and bilateral organizations in Malawi, Ethiopia, Kenya, Tanzania, China, Japan, Peru, Colombia, Honduras/Roatan, Mexico, Portugal, Norway, Finland, and Switzerland among others. Areas of mentoring and training have included nursing education, nursing research, nursing administration, nursing workforce, midwifery, and specific clinical areas such as HIV/AIDS. UCSF values these rich opportunities for transfer of knowledge and skills, as well as two-way exchange of ideas and innovation. In addition, the WHO Collaborating Center, through funding from the U.S. government, continues to support predoctoral students and postdoctoral fellows each year for in-depth study in the area of HIV/AIDS and also in tobacco control.

The UCSF WHO Collaborating Center has also been working closely with the UCSF School of Medicine; Johns Hopkins University, Baltimore, USA; Makerere University, Kampala, Uganda; Muhimbili University of Health and Allied Sciences, Dar-es-Salaam, Tanzania; University of Botswana, Gaborone, Botswana; University of Nairobi, Nairobi, Kenya; University of Pennsylvania, Philadelphia, USA; and the University of Washington, USA on the Afy Bora project. These universities, working together have established four twinning centers that focus on medical and nursing education in Africa. Currently, the team of universities is working conjointly to train a small group of young professionals selected as potential future global health leaders. Training focuses on development of research and management skills. Faculty from both the Schools of Medicine and Nursing

have participated in the training, all of which takes place in Sub-Saharan Africa. Additionally, two UCSF SON masters graduates have participated in the one year training programs in Africa.

As part of the WHO Collaborating Center, UCSF also houses the UCSF International Nursing Network for HIV/AIDS Research. In the past seven years, the Network completed its fifth international multi-site study, "Exploring the Role of Self-compassion, Self-efficacy and Self-esteem for HIV-positive Individuals Managing Their HIV". Four manuscripts have been published from this international study and six others are in review. A sixth study is currently being planned. These collaborative studies are an opportunity not only to increase knowledge in the area of HIV/AIDS care, they also allow for international mentoring of principal investigators, and well as research training for students at each site. The next Nursing Network meeting will take place in January 2014 in Puerto Rico.

The project Building Nursing Workforce & Nursing Training Capacity in Malawi is a joint project with a NGO (non-governmental organization) working in Malawi and USAID; the project was initiated in 2010 and will be completed in 2015. This project utilizes UCSF midwifery and Family Nurse Practitioner faculty to build nursing capacity in in-service nurses in the areas of Basic Emergency Obstetric and Newborn Care (BEmONC) and HIV and ART testing and treatment. Partnering with the Kamuzu College of Nursing, University of Malawi and Jhpiego we have trained more than 400 in-service Malawi nurses in the first 3 years of the project. In 2012-13 activities to train clinical preceptors for nursing students were developed and a 2 week course conducted. Likewise, clinical teaching strategies for faculty were identified and a 5 day workshop on clinical teaching was co-developed and taught by Kamuzu College of Nursing and UCSF.

The UCSF WHO Collaborating Center has

also been working in the area of tobacco control. Dr. Ruth Malone has collaborated with the WHO Tobacco Free Initiative on activities related to the Framework Convention on Tobacco Control (FCTC), a global tobacco control treaty. WHO's Tobacco Free Initiative (TFI) has convened an expert panel on tobacco industry activities and is preparing a report based on their findings to inform treaty deliberations and implementation, and Dr. Malone serves on the expert panel. In collaboration with WHO Tobacco Free Initiative, WHO's Nursing and Midwifery program and others, a plan is being developed for a global nurses' network on tobacco control (community of practice). Dr. Malone has consulted on the planning document and is an advisor. She will review the next iterations of the plans and help disseminate information about the network once it is developed. The team attended a meeting at the World Conference on Tobacco and Health in Singapore in March 2012. Dr. Malone is also working to establish an internship program at TFI for health policy nursing students.

In Fall 2011, the UCSF School of Nursing initiated a Global Health Minor, affiliated with the WHO Collaborating Center. This program offers students the opportunity to examine nursing issues that affect

the global community, ranging from infectious diseases in other countries, to refugee concerns within the San Francisco Bay Area. With a focus on health disparities and program planning, this minor prepares students to become experts and leaders in nursing care at the local, national and international level. As of June 2013 twenty-five students have completed the minor and obtained a certificate from UCSF SON in Global Health. The minor is the most popular of all minors offered in the SON and after achievement of the nursing minor students are given a certificate of completion.

In July 2013 UCSF SON, which has been engaged with a non-governmental organization, Project Mercy, in Ethiopia for two years, sponsored two faculty, two doctoral students, and three masters students on a combined research and clinical experience in rural central Ethiopia. One doctoral student works with Project Mercy to further a project in the development of a midwifery workforce to improve the attendance at childbirth by skilled birth attendants. The study will be done in collaboration with the nursing program at Hawassa University and Project Mercy. The photos below were taken in Yetebon, Ethiopia of UCSF faculty and students and Project Mercy staff.





JSPS Asia Africa Science Platform Program



by Dr. Yoko Shinpuku, Prof. Shigeko Horiuchi, Dean Michiko Hishinuma, Ms. Kaoru Nakajima, St. Luke's College of Nursing, WHO Collaborating Centre for Nursing

Report from Asia Africa Midwifery Research Center at St. Luke's College of Nursing Tokyo

Exchange program in 2013 with Muhimbili University of Health and Allied Sciences, Tanzania

As we started the collaboration with Muhimbili University of Health and Allied Sciences (MUHAS) in 2011, we invited 3 midwives from Tanzania to our college, and we sent our 6 graduate students in Midwifery and 2 faculty members to MUHAS this year. Our current project aims to develop a Master's program in Midwifery in MUHAS. The exchange program enhances knowledge sharing and personal communication between the two institutions heading toward the same goal.

From MUHAS to St. Luke's:

Midwives from Tanzania learned midwifery

education and practice in Japan

We invited 3 midwives from Tanzania. All of them are from Muhimbili National Hospital, which is located in the same place as MUHAS in Tanzania. Two of them were young clinical midwives who are potential Master's students in Midwifery. What interested them most was the St. Luke's Birth Clinic, which enables midwives to implement midwifery-led model of care. The other visitor was the Director of Nursing Service in Tanzania, Ms. Agnes Mtawa. After visiting St. Luke's and receiving the lectures, she is now interested in developing continuing education courses for nurses and midwives in Tanzania. We are heading to expanding our collaboration to increase learning opportunities for midwives in Tanzania.



Learning from Dr. Shigeko Horiuchi At St. Luke's Birth Clinic



Trying "ubuzuna" at a delivery room

Announced changed in midwifery practice after “Humanized Childbirth” seminar

While they stayed in Japan, we held a seminar about Midwifery practice in Tanzania. Three of them prepared for presentations about midwifery practice in Tanzania. As it was a quite rare opportunity to invite African clinical midwives to share their knowledge and practice, more than 80 people gathered for the seminar. A presenter told a story which delighted us. She told that she and her colleagues had attended the seminar of “Humanized Childbirth” which we held in Tanzania in 2012. At the seminar, St. Luke’s faculty and graduate students showed how we implemented “Women-Centered Care (WCC).” In WCC, women and health care providers are equal, and women are empowered for decision-making of their own care. At the seminar in 2013, she announced that they put the curtain in non-private delivery room to provide privacy to birthing women. This small change means the beginning of huge movement among midwives in Tanzania; now they have the autonomy to change their practice based on clients’ needs.

From St. Luke’s to MUHAS:
Japanese students’ experience in Tanzania

Our activity also aims to increase global leadership of young researchers in Japan. For this purpose, we sent 6 graduate students in Midwifery with the supervision of 2 faculty members. The graduate students of St. Luke’s gave presentations about maternal health and midwifery in Japan at MUHAS and Muhimbili National Hospital. We were trying to show some ideas of practice or care which might be applicable to Tanzania, e.g., maternal handbook, maternity mark, acupuncture, home delivery, etc. Students also learned a lot from midwives and nurses in Tanzania. They stated that many things were different in Tanzania; however, midwives and nurses think the same way as we do. They also stated that they were not quite sure what they could do for colleagues in another country, but they would continue to think and hope to come back some day to contribute to the country. We hope our project will sustain as young researchers participate in collaboration with nurses and midwives in Tanzania.



With Ms. Mtawa at Muhimbili National Hospital



With Children in Bagamoyo



Visit our website for more information:
Asia Africa Midwifery Research Center
<http://www.ap.slc.ac.jp/mt5/asia-africa/>



Developing Networks and Capacity building

*by Aiko Yamamoto, RN, Ph.D, Hatsumi Kanzaki, RN, Ph.D,
Xiaoyu Wu, RN, Ph.D, Akiko Kurotaki, RN, MHSc., University of Hyogo,
WHO Collaborating Centre for Nursing in Disaster and Health Emergency Management*

Term of Reference: Carry out a leading role in the continued development and sustainability of effective national, regional and global networks and systems for nursing and other health professionals involved in health emergency management

One of global networks related to disaster nursing is the Asia Pacific Emergency and Disaster Nursing Network (APEDNN). The network was formed to build the capacities of nurses and midwives to fully contribute to coordinated and effective prevention, preparedness and response efforts; improved service delivery, and the building of community resilience during times of emergencies and disasters. Ms. Kathlyn Fritch who is nurse adviser at WHO-WPRO developed the network. APEDNN was convened the annual meeting by the World Health Organization (WHO) Regional Offices for the Western Pacific and South-East Asia Regions every year.

Our faculties of RINCPC took part in the meeting and exchanged opinions about disaster nursing in Bangkok this year. It is necessary for extension of the APEDNN that the APEDNN will be collaborated with related organizations, such as the World Society of Disaster Nursing (WSDN), the World Association for Disaster and Emergency Medicine (WADEM) and each country's Nurses Association and others. It also adds elderly people as vulnerable people in an assessment sheet for community resilience.

Term of Reference: To implement national and regional training needs assessments and, develop implement and evaluate training programs for the public and professionals involved in disasters and emergency management situations

Disaster mitigation education for junior high school students have been conducted since 2007 in cooperation with Akashi City in Japan. The contents

of education included a simulation of an evacuation center life and disaster mitigation game developed by faculties. In this education, students have to think about the evacuation strategies, and discussed how to evacuate with their parents and neighborhoods too. The students were expected to influence disaster preparedness among their parents and community peoples. An automated external defibrillator(AED), basic life support(BLS) and the community association chairman (community leader) game were provided. In the community association chairman (community leader) game, students learn the importance of daily communication with neighborhoods and how to communicate with them at the time of disaster. The community association chairman (community leader) game was introduced to participants of APEDNN in 2013.



A fundamental training for the relief nurse was provided in relation to the Hyogo Nursing Association, Japan. The contents of the lecture were “fundamental knowledge of disaster nursing”, “roles of nurses in the disaster cycle”, “roles of nurses at the shelter”, “roles and challenges of disaster support nurses”, “actual activities at the shelter”, “exercise for triage”, “exercise for mental health care” and others. As many as 97 nurses had the lecture for two days.

An extension course titled was “How to teach the Disaster Nursing” for nursing professionals including nurses and faculties has been given since 2010. The course included “How to teach a disaster nursing”, “Contents of

a lecture – how to care the vulnerable peoples, nursing in mid-long phase after disasters, legal system deal with disaster, and others”. Ministry of Education, Culture, Sports and Technology in Japan has been encouraged teaching disaster nursing at basic nursing education since 2009. Since nursing teachers/nursing faculties were not learnt disaster nursing as subject, there is huge need to provide such education. According to participants’ feedback, this course was useful to develop lecture plan and update information and knowledge about disaster nursing. The contents of disaster nursing for undergraduate program will be distributed through WHO-WPRO.



After 2009, disaster nursing was educated in several universities and nursing schools. However, Great East Japan Earthquake on 11 March 2011 brought new challenges to disaster nursing. Our university joined to a new graduate program in disaster nursing which name is the Disaster Nursing Global Leader Degree Program. This program’s target was to create global nurse leaders

who can respond to and solve a wide range of problems in disasters and exercise interdisciplinary leadership in international settings. It will start in 2014 spring. We wish that the program will contribute to develop disaster nursing and maintain health status among people in the world.



The effect of a school-based nurse-led health programme: An interdisciplinary perspective

by Regina Lee RN, PhD, School of Nursing, The Hong Kong Polytechnic University,
WHO Collaborating Centre for Community Health Services

Part I – Centre’s Research

Introduction

Health and learning performance are inseparable, and this is particularly true among primary school-aged students. Establishment of a healthy lifestyle and habits during childhood can not only improve their learning performance but also prevent morbidity and mortality caused by unhealthy lifestyles in a community (Lee et al. 2005). School is a place where education and health programs can have the greatest impact, since it influences students at an early stage of their lives, when most lifestyle and healthy/unhealthy practices are formed. The unhealthy practices and behaviours of children in this phase will continue into adulthood and jeopardize their health status in later life. Health problems during childhood can be prevented and reduced by ensuring that child health services are appropriate and accessible to school-age children when and if they require them, such as in the school setting.

The complex health and educational needs of today’s school-age children should prompt schools to develop more responsive School-based Nurse-Led Health Programme (SBNLHP). It is our hypothesis that such SBNLHPs enable nurses to work with school personnel (principal, teachers, and non-teaching staff) and parents to address students’ health behaviour and wellbeing-related concerns and problems. Healthy children are more apt to be successful learners. The school nurse has an influential role to play within the school setting to support the physical, mental, emotional, and social health of students and their success in the learning process.

Health promotion and health education are essential elements of disease prevention in the primary healthcare model. They are economical and cost effective. Advanced practice nursing has been piloted to promote and deliver health services in the public sector in Hong Kong. It is important to build on the strengths of this nursing practice and make use of these valuable and

cost effective resources in the future healthcare model in the community, such as in schools. The school nurse has a central management role in the implementation of a SBNLHP for all children and adolescents in the school. For a comprehensive SBNLHP to be successful, a variety of health, education and social services should be available in schools for access by students, school personnel and families.

Aim

The aim of this project was to evaluate the students’, parents’ and teachers’ perspectives on the health behaviours and general health practice of students in the intervention group, which had school nurses contributing to their health in partnership with school personnel in the educational environment and with parents in the home environment, and to appreciate the role of nurses in the schools.

Methods

Subjects

The participants were studying in P.1-P.6 and aged 6-13 years old during the time of data collection, and were recruited from two primary schools using a convenience sampling method. One primary school had agreed to be the intervention school and the other the control. The two selected schools had never previously participated in any school-based nurse-led program. The characteristics and socioeconomics of the two selected primary schools were very similar, as they were located in the same district and were government-subsidized schools.

Sample

The subjects were the students in two selected whole-day primary schools in a rural area, who acted as the intervention and comparison groups in this study. The intervention school recruited all of their students from grades 1 to 6 as the intervention group. The comparison

school also recruited students from grades 1 to 6 as the comparison group. The students, school teachers, and parents of the children in these two schools had a similar socio-demographic profile. On the basis of two independent groups' comparison for the two selected schools, the estimated sample size was 64 schoolchildren for each group, for a total of 260 schoolchildren (80% of study population). This met the medium effect size of the study, calculated as 0.5 (power=0.8, alpha=0.05) (Cohen, 1992). With the assumption of a 10% drop-out rate, the sample size of this study was over 300 students for both groups. There were 300 students recruited from one primary school as the intervention group and 580 students from another as the comparison group. The students' ages and grades and the demographic background of both schools were very similar, as they were located opposite each other in the same district.

Design

This was a quasi-experimental study with an intervention group (implementation of an SBNLHP) and a comparison group (no implementation of an SBNLHP) with a pre-intervention assessment and post-intervention assessment control design (Burns & Grove, 2011). This design was a strong one because the pre-intervention assessment allows the researcher to determine whether the groups are initially similar in terms of their socio-demographic background (Polit & Hungler 2006). The investigator assessed the programme effectiveness through evaluation to explain the impact and outcome on school-age children's health behaviours in the intervention school. Thus, the effectiveness of the planned SBNLHP was evaluated by comparing the differences in students' lifestyle behaviours, health knowledge and decrease in taking sick leave and medication.

Instruments

i) Socio-demographic profile

The socio-demographic profiles of the subjects were obtained at the time of recruitment, and included age, gender, nationality and class.

ii) Evaluation form

A Chinese version of a self-developed evaluation form consisted of ten questions answered on a three-point Likert scale: agree (2), disagree (1), and no comment (0). The evaluation form focused on the impact of the school nurse on the students' health knowledge, lifestyle behaviours, reduced sickness, and decrease in taking medication and sick leave, and had been validated by an expert panel consisting of a school nurse, two school teachers, two parents and two students. The content validity index was 0.9, with minor modifications.

Intervention

The purpose of the SBNLHP was to shed light on the work performed by a school nurse in meeting the 'ordinary' health needs of school-age children in a school setting. The school nurse and school social worker provided the school-based nurse-led health programme directly related to the social and health aspects of care to students, teachers, school personnel and parents in the intervention school. The four health service components of the SBNLHP as outlined in the American Academy of Paediatrics (AAP) manual entitled *School Health: Policy and Practice* (1993) are 1) to ensure access to primary health care; 2) to provide a system for dealing with crisis medical situations; 3) to provide health screening and immunization monitoring; and 4) to provide a process for identification and resolution of students' healthcare needs that affect their educational achievement.

Ethical considerations

Permission was obtained from the recruited primary schools and ethical approval was also obtained from the University Research Ethics Committee prior to commencement of the study. Letters were sent by the school principals to all parents of the recruited primary school students, stating the purpose of the study and assuring them of confidentiality. Parents were informed of the study via the schools. They were requested to sign a consent form to give consent for their children and adolescents in primary one to primary six (aged 6-13 years old) to participate in the study. The returned questionnaires were anonymous and could not be identified by the researcher.

Findings

Characteristics of study sample

A total of 1875 responded to the survey: 980 students aged 6-13 years old, 849 parents and 46 teachers from the two selected primary schools. The intervention school consisted of 300 students, 284 parents and 20 teachers versus 680 students, 565 parents and 26 teachers from the comparison school.

Comparing lifestyle behaviours, health knowledge and reduction in sick leave

Students' evaluation

A total of 980 students aged 6-13 years old responded to the survey from the two primary schools, the intervention school (n=300) and the comparison school (n=680). Students from the intervention school practiced healthier lifestyle behaviours and had better health knowledge than students in the comparison school, across all ten questions (Figure 1). Compared

with those in the comparison school, students in the intervention school obtained higher mean scores in “health knowledge” (86.7 vs. 28.9), “accessible nursing care” (83.7 vs. 22.5), “reduced junk food” (66.3 vs. 24.1), “enhanced healthy eating information” (65.7 vs.

24.1), “reduced early leave” (65.3 vs. 22.5), “changed lifestyles” (64.3 vs. 23.1), “are taking medication safely at school” (62.3 vs. 20.7), “have reduced doctor’s visits and prescriptions” (59.7 vs. 24.4), “have become stronger, get sick less often” (58.0 vs. 22.6), and “have reduced sick

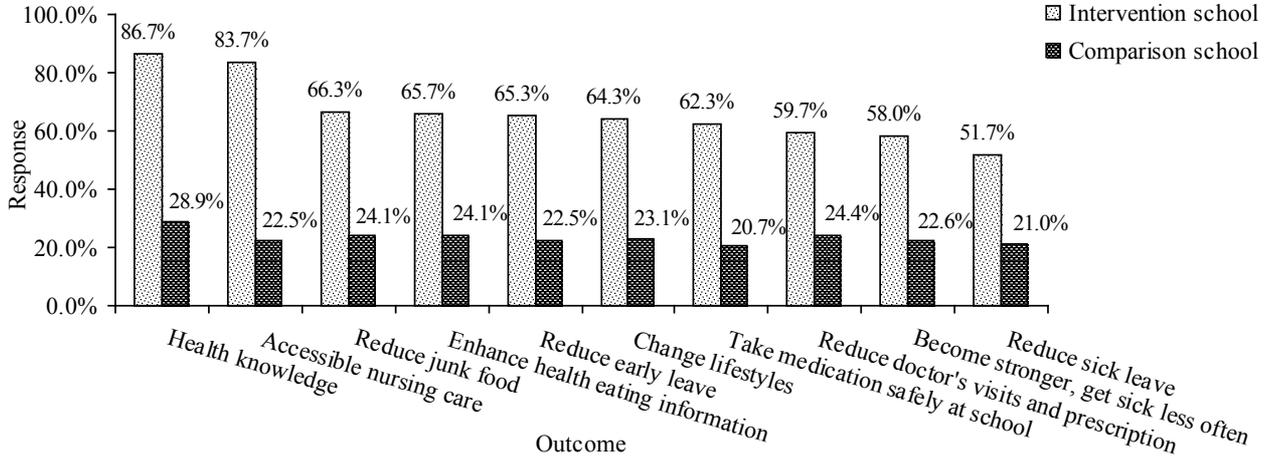


Figure 1. Evaluation of the school-based nurse-led health programme (Students’ perspective)

Parents’ evaluation

A total of 849 parents responded to the survey from the intervention school (n=284) and the comparison school (n=565). Parents from the intervention school practiced healthier lifestyle behaviours and had better health knowledge than those in the comparison school, in all the ten questions (Figure 2). Compared with those in the comparison school, parents in the intervention school obtained higher mean scores in “health knowledge” (81.0 vs. 34.5), “accessible nursing care” (77.5 vs. 32.7), “children change lifestyles” (76.8 vs. 35.4), “children have reduced junk food consumption” (67.3 vs. 31.0), “children have fewer doctor’s visits and prescriptions” (60.6 vs. 28.8), “children’s early leave is reduced” (59.9 vs. 29.9), “children have become stronger, get sick less often” (59.2 vs. 30.6), and “children take less sick leave” (56.7 vs. 28.7), and “children take medication safely at school” (56.0 vs. 28.3).

“children have changed lifestyles” (76.8 vs. 35.4), “children take medication safely at school” (67.3 vs. 31.0), “children have enhanced healthy eating information” (60.6 vs. 28.8), “children have reduced junk food consumption” (59.9 vs. 29.9), “children have fewer doctor’s visits and prescriptions” (59.2 vs. 30.6), “children’s early leave is reduced” (56.7 vs. 28.7), “children have become stronger, get sick less often” (56.0 vs. 28.3), and “children take less sick leave” (55.6 vs. 29.6).

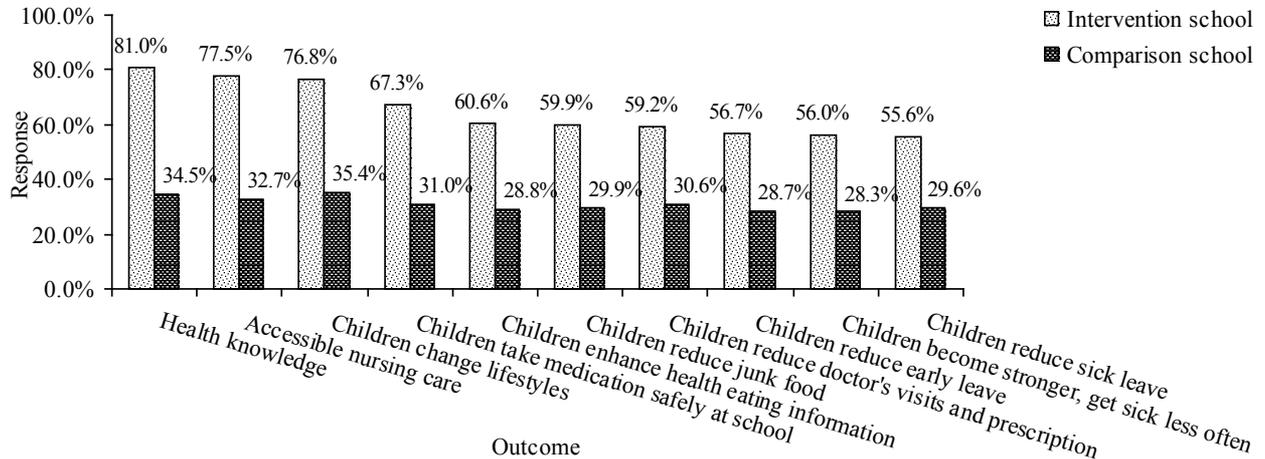


Figure 2. Evaluation of the school-based nurse-led health programme (Parents’ perspective)

School teachers' evaluation

A total of 46 teachers responded to the survey from the intervention school (n=20) and the comparison school (n=26). Teachers from the intervention school practiced healthier lifestyle behaviours and had better health knowledge than those in the comparison school, in all the ten questions (Figure 3). Teachers in the intervention school, when compared with those in the comparison school, obtained higher mean scores in “health knowledge” (95.0 vs. 11.5), “accessible

nursing care” (90.0 vs. 7.7), “students have changed lifestyles” (90.0 vs. 11.5), “students have reduced junk food consumption” (90.0 vs. 23.1), “students improved healthy eating information” (80.0 vs. 15.4), “students take medication safely at school” (60.0 vs. 11.5), “students have become stronger, get sick less often” (50.0 vs. 11.5), “students have reduced doctor’s visits and prescriptions” (40.0 vs. 11.5), “students have reduced early leave” (40.0 vs. 11.5), and “students have reduced sick leave” (35.0 vs. 11.5).

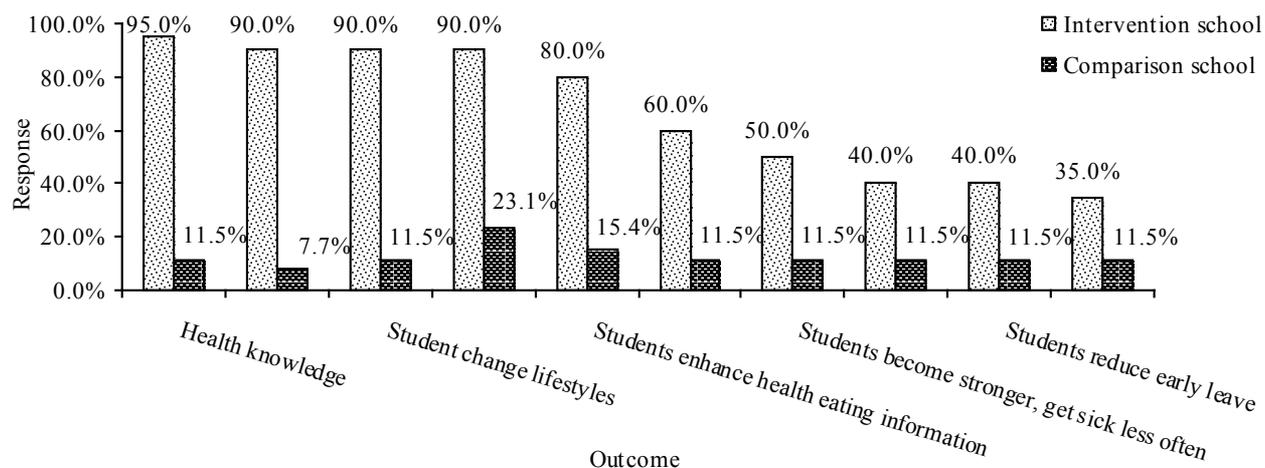


Figure 3. Evaluation of the school-based nurse-led health programme (Teachers' perspective)

Implication for nursing practice

The survey also indicated that students, teachers and parents would be more satisfied with school-based child health services if they had nursing support in delivering health education in the classroom and nursing experts providing health screening and counselling for the students in a school setting. Currently, the expanded and advanced role of nurses, who promote child and adolescent health and development in schools and act as “bridges” within the educational environment, other health professionals, community stakeholders, school teachers, and school nurses) is becoming more evident. Similarly, recent studies have also reported that successful school-based collaborative projects require coordination from school nurses (Lee & Loke 2013; Lee et al. 2010).

Through the SBNLHP, the school nurse works collaboratively with other school personnel (such as the principal, teachers and non-teaching staff), the social worker and parents to address the schoolchildren's well-

being, health behaviours and related concerns. The role of school nurses is to support the physical, mental, emotional and social well-being of the schoolchildren to help the development of healthy children for them to be capable of learning successfully. An SBNLHP with regular delivery of child and adolescent health services should be planned and implemented in schools to meet the health needs of schoolchildren and to enhance their healthy behaviours. It is also hoped that the contribution of school nurses in promoting child and adolescent health in partnership with school personnel within the educational environment and with parents within the home environment will be seen as valuable for safeguarding the good health of our future generations. Study findings and feedback from participating teachers, parents and students have revealed that they found the SBNLHP effective in promoting schoolchildren's health concepts and changing their lifestyle behaviours; they wished to continue supporting the programme. The evidence of this study has demonstrated the efficacy

of primary health care delivered by school nurse and the value of an SBNLHP for schoolchildren, school personnel, and parents in the school. The SBNLHP also provides an opportunity for school nurses to develop a particular nursing role within a unique environment, and to make an impact in terms of policy changes in the healthcare system and services. Thus, the “one school, one nurse” approach urgently needs to be integrated into school health policies in communities in Hong Kong.

Conclusion

This project has reported that successful school-based collaborative projects require coordination from the school nurse to sustain health practice in the school in order to implement the SBNLHP. The findings also indicate that students, school personnel, and parents were more satisfied with school-based child health services if they had nursing support in delivering health education in the classroom and nursing experts providing health services, screening and counselling for the students and their families in the school setting. The significance of this project is that the development of an SBNLHP would be an effective way for school nurses to promote and deliver child health services in a school setting.

This research further confirms that school-based health nurse services are effective in catering to specific needs to arouse health consciousness and support healthy choices for child and adolescent health and development in a school setting. Recommendations are also provided for the professional preparation and education of school nurses. Health professionals, school personals and families can foster health actively among primary school-aged students by creating a health promoting culture in schools. Effort in promoting children’s health represents a significant investment that can yield great benefits in

developing healthy children who are capable of being successful learners. The implementation of an SBNLHP will provide evidence of the significance of the proposed “one school, one nurse” policy in Hong Kong’s school system.

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Part II – Centre’s activities

The 20th Infection Control Course for Health Care Professionals 2013

With the objectives to provide up-to-date infection control knowledge and skills necessary for health care practitioners to function effectively in clinical settings, the 20th Infection Control Course for Health Care Professionals 2013 was held from 11 to 23 March



2013, jointly organized by the WHO CC, the Squina International Centre for Infection Control of the Hong Kong Polytechnic University, Asia Pacific Society of Infection Control, and Hong Kong Infection Control Nurses’ Association.

The course was designed with laboratory work, lectures, clinical visits and examination. Research and measures against emerging infectious diseases were also discussed. It attracted 64 healthcare professionals around the world. Among them, five participants from the Philippines and the Pacific Islands (Marshall Islands, Kiribati and Kosrae) were supported by the WHO Western Pacific Regional Office joining the course to explore the worldwide practice over infection control issues.

Asia Pacific Emergency & Disaster Nursing and Partners Network (APEDNN)

Dr Regina Lee, Deputy Director of the WHO CC attended the 7th Meeting of Asia Pacific Emergency & Disaster Nursing and Partners Network (APEDNN) between 18 and 20 September 2013 in Bangkok, Thailand. The meeting, themed on the role of nurse-midwife in

building community resilience, attracted 89 participants from 29 countries to attend.

A booklet was distributed during the meeting, which mentions the case studies conducted by the WHO CC and covers topics such as the APEDNN framework and assessment tools in building community resilience for emergencies and disasters in the region.

Two Distinguished Lecture Series coordinated by the PolyU WHO CC

As the WPR regional representative for the Global Network of WHO collaborating Centres for Nursing and Midwifery Development, the WHO CC coordinated two Distinguished Lecture Series (DLS) hosted by the Global Network in October 2013. Conducted through the Elluminate online platform, the annual DLS aim to provide a stage for sharing and exchanging the updated knowledge on international nursing priority issues from different perspectives.



Prof. Alex Molasiotis, our Head of School and Director of the WHO CC, was the speaker for the 8th lecture of DLS. He presented a lecture titled “Advanced Nursing Practice: the Mistakes and the Opportunities” on 9 October 2013. Besides, we have also invited Professor Kim Usher, the Director of the WHO Collaborating Centre for Nursing and Midwifery Education and Research Capacity Building, James Cook University, Australia, to give the 9th lecture entitled “The Characteristics and Origins of the Physical Health Care Issues for Persons with Mental Health Problems” on 31 October 2013.



University of Pennsylvania Nursing Community Supporting Haitian Nursing Education

*by Freya Zork, BSN, Co-Chair, the Penn Nursing Task Force on Haiti, University of Pennsylvania
School of Nursing, WHO Collaborating Centre for Nursing and Midwifery Leadership*

The Penn Nursing community and colleagues are holding a benefit for Haitian nursing education June 4th, 2013. The Penn Nursing Task Force on Haiti is a group of volunteer students, faculty, and healthcare professionals in the Penn community who began raising awareness and funds in support of nursing education in Haiti immediately following the 2010 earthquake in Port-au-Prince. The disaster devastated the country's medical infrastructure, demolished nursing schools, and took the lives of over 200,000 Haitians including the entire second year class at the Haiti National School of Nursing in Port-au-Prince. The Task Force is collaborating with Sigma Theta Tau International -Xi Chapter to support the training by Partners in Health (PIH) of a Clinical Nurse Educator at the new Hôpital Universitaire de Mirebalais (HUM). The hospital will provide high-quality medical care for Haitians in the Central Plateau, while also strengthening nursing and medical education for doctors, nurses, and other healthcare professionals.

PIH developed the Clinical Nurse Educator model in Rwanda to support the development of local clinical nurse experts. The program involves partnering with academic medical centers in the United States so that U.S. nursing experts can provide clinical mentorship to in-country nurses as well as advanced education in specialty areas. PIH has long standing physician models of academic medical center collaboration and the current program will adapt that model for nursing in Haiti and various PIH clinical sites internationally. The Penn Nursing Task Force on Haiti and Sigma Theta Tau International-Xi Chapter are proud to support this initiative, which is deeply aligned with our respective

missions and values. Faculty coordinators of the 2013 fundraising event include Dr. Marjorie Muecke, University of Pennsylvania Assistant Dean for Global Health Affairs and Dr. Deborah Becker, Penn Nursing Practice Assistant Professor of Nursing and President of Sigma Theta Tau International-Xi Chapter. A team of student coordinators have likewise contributed significant efforts to the success of this initiative. The fundraiser, called Edikasyon! Unite for Haitian Nursing Education, will take the form of an upscale reception including Caribbean cuisine and music from Haitian vocalist Nadine Lafond. Guests will be treated to opening remarks from Dr. Afaf Meleis, Dean of the University of Pennsylvania School of Nursing, as well as key-note speaker Dr. Sheila Davis, director of global nursing at Partners in Health. The fundraiser is made possible in part by the generous support of lead corporate sponsor Penn Presbyterian Medical Center Nursing Department.

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ICT Health - Congress on Technology and Humanization in Health Communication

*by Isabel Mendes, Carla Ventura and Maria Trevizan, University of São Paulo at Ribeirão Preto
College of Nursing, WHO Collaborating Centre for Nursing Research Development, Brazil*

To stimulate interdisciplinary interaction and disseminate results and best practices in the areas of technology, simulation, communication and humanization in the training and performance of health professionals was the objective of the ICT Health Congress 2013. This event is one of the activities within the terms of reference of the WHO Collaborating Centre for Nursing Research Development, Brazil, organized every two years by one of the research groups of the University of São Paulo at Ribeirão Preto College of Nursing for 25 years. This year's event aimed to attract, gather and network professionals and researchers interested in the subject and to strengthen interprofessional actions that best benefit the academia and areas of application in different health services, bringing together Brazilian and international experts who addressed and demonstrated their way of thinking, acting and recommend the use of technologies for a better education and teaching in health.

In the context of the WHO and its member states goals, primary health care, more than ever, maintains the framework of the program that includes political, technical, theoretical-philosophical, relational, spatial, social, organizational and academic aspects involved in central theme, aiming at emphasizing technology and humanization in health communication.

Among professionals and students, 197 participants from 11 states of Brazil and seven countries; Angola, Canada, Chile, United States, Mexico, Sweden and Portugal, and eleven areas of knowledge, attended the event. During two e-poster sessions, 170 scientific papers were presented. The themes in which papers were selected for presentation were: - distance education, telehealth, telenursing, nursing informatics, simulation in health education and humanization of health care.

The evaluation by the participants was positive. The audience consisted of 11 professional categories: Nurses, Physicians, Biomedical engineers, Psychologists, Physiotherapists, Pharmacists, Physical Educators,

Lawyers, Journalists, System Analysts and Biologists.

It is worth recalling the motivating background of this event. In the context of the research group that leads it, GEPECOPEn (Studies and Research in Communication in the Nursing Process Group), linked to the Department of General and Specialized Nursing, since its creation, acts based on the value of the balance of three activities: research, education and extension of services to the community. ICT-Health is one of its spaces of extension, created and developed to be an opportunity for interaction among the academic, professional and scientific health community, with an emphasis on nursing.

In this space opened every two years, members of this research group seek to draw a schedule able to gather expressions recognized in the area of health communication and that bring light to both the axis of technology and humanization, covering the dimensions of care, teaching, research, health policy, ethics, professional competence and human development.

The set of actions comprised by the ICT Health 2013 project involved 267 participants divided into the following: activities:

- 2 pre-event courses, scientific event, 1 graduate course, research project development, negotiation of agreements, meeting of Gepecopen researchers with undergraduate, graduate and exchange students, training courses to Nurses of the Ribeirão Preto public health network, with 70 participants and 4 hours load on 09 August 2013.

1) Pre-event course, carried out on August 05th at the University of São Paulo at Ribeirão Preto College of Nursing, by Gepecopen. Participants were 36 professionals and graduate students.

- "Advanced Practices to Critical Patients", developed in 8 hours of theoretical-practical activities.

Responsible professors:

- José Carlos Martins – Nursing School of Coimbra-Portugal
- Rui Baptista – Nursing School of Coimbra - Portugal

- “Simulation as a teaching strategy in Nursing”, developed in 8 hours of theoretical-practical activities.

Responsible professor:

- Eliana Ximena Escudero Zuñiga - Universidad Finis Terrae- Chile

2) Event: ICT Health 2013 - Congress on technology and humanization in health communication, with simultaneous translation:

Conference:

The interdependency among education, health and communication

Valdir Cimino - FAAP and Viva e Deixe Viver Association

Roundtable:

Technologies for care: available innovations

Hand Disinfection

Denise de Andrade – University of São Paulo at Ribeirão Preto College of Nursing (EERP-USP)

Experience in the use of mobile electronic device next to the bed: medication administration safety

Viviane Ernesto Iwamoto - Samaritano Hospital - São Paulo

Applicability of the electronic system for nursing records

Jurema da Silva Herbas Palomo – Heart Institute – Hospital das Clínicas - University of São Paulo Medical (HCFM-USP)

Roundtable:

Technologies for teaching

Learning objects in nursing teaching

Heloisa Helena Ciqueto Peres - University of São Paulo School of Nursing (EE-USP)

Telenursing as a tool for knowledge

Deyse Santoro - Federal University of Rio de Janeiro

Roundtable:

Humanization in teaching and health

Humanization of health in undergraduate programs

Luciene Lessa Andrade – Faculty of Technology and Sciences – Salvador, Brazil

Care to caregivers/volunteers: caring of oneself in order to provide good care to the other

Lucélia Elizabeth Paiva – Group of Study in Psychology applied to Health and Education

Humanization in teaching and health

Claudia Mara Pedrosa- Technical Consultant – Ministry of Health – Brazil

Conference:

Challenges of the use of technology and simulation in nursing education

Eliana Escudero – School of Nursing - Universidad Finis Terrae - Chile

Roundtable:

Innovative experiences in the use of simulation

Undergraduate nursing teaching

Rui Carlos Negrão Baptista - Nursing School of Coimbra - Portugal

Nursing curriculum

Eliana Escudero – School of Nursing - Universidad Finis Terrae - Chile

Experience of the University of São Paulo at Ribeirão Preto College of Nursing (EERP-USP)

Alessandra Mazzo - EERP-USP

Roundtable:

E-Health and the political, economic, social and ethical debate

Co-design and Usability Testing to Increase Accessibility of Health Information on the Internet for Consumers

Ruta Valaitis- Faculty of Health Sciences, McMaster University - Canada

Giving patients access to their journal on internet in the light of ethical issues from a nursing perspective

Margareta Andersson - Ersta Sköndal University

College - Sweden

Telehealth and the political, social and ethical debate

Aldiney José Doreto- Coordinator of the Technical Actions In Health Education of the Department of Management of Health education – DEGES/SGTES - Ministry of Health – Brazil

- **Conference:** Assessment of the use of simulation in nursing education

Kim Leighton - Center of Excellence in Simulation Education DeVry, Inc. Healthcare Group, Illinois, Chicago/USA

Two e-poster sessions, with 85 studies presented in 10 simultaneous stations, performed in two days, totaling 170 presentations.

Lecturers came from 10 institutions in Brazil and 05 abroad.

3) Graduate Teaching –activities developed during ICT Health 2013 Congress, on August 06th

and 07th were part of the graduate course ERG 5898 Communication and Technology in Health.

The event was reported in several media means of communication in Brazil , including the Radis Journal - FIOCRUZ <http://www6.ensp.fiocruz.br/radis/revista-radis/123/servicos/4772>

<http://www.eerp.usp.br/news/2013/jun/10/contic-recebe-inscricoes-de-trabalhos/>

and also the Collaborative Space of the ePORTUGUESE Network by WHO

http://cspace.eportuguese.org/tiki-read_article.php?articleId=1893#



<http://www.conticsaude.com.br/>







Ribeirão Preto College of Nursing receives Professor Manuel Ángel Calvo-Calvo, from the University of Sevilla, Spain

*by Maria Helena Larcher Caliri and Livia Pasqualin, University of São Paulo
at Ribeirão Preto College of Nursing, WHO Collaborating Centre for Nursing Research Development*

Between September 03rd and October 14th, 2013, Professor Manuel Ángel Calvo-Calvo, RN, PhD, from the Department of Nursing, at the Faculty of Nursing, Physical Therapy and Podology, University of Sevilla, Spain, was a visiting Professor at the University of São Paulo at Ribeirão Preto College of Nursing, WHO Collaborating Centre for Nursing Research Development.

The aim of the program was to intensify the relationship between the two institutions, discuss a cooperation agreement focusing collaborative research projects, human resources training and student and faculty exchange.

Professor Calvo, is a RN and journalist and has a clinical appointment at University Hospital “Virgen del Rocio” in Sevilla, at the Kidney Transplant and Peritoneal Dialysis Unit. He brought several contributions during his stay at EERP-USP, having participated in undergraduate and graduate courses on Communication of Knowledge and Global Health. He also gave lectures as part of the celebration of the Brazilian Day of Organs Donation,

participated in activities with the Undergraduate Studies Committee members regarding the development of online courses and had meetings with members of the Research in Patient Safety Study Group.

This opportunity enabled experience exchange with professor and Students, sharing of research results and discussion of a plan of work for the agreement. It also enabled the broadening of the activities and visibility of the internacional activities carried out at the Collge, the knowledge of nursing work and teaching in Spain and the detailing of activities targeting organ transplantation in Spain.

During the program, opportunities for grants from the University of São Paulo and funding agencies in Brazil for visiting professors, undergraduate and graduate student exchange, as well as post-doctoral programs were disseminated. Funding options for foreing students and faculty in Spain and Brazil were also learnt and discussed.

The program was coordinated by Maria Helena Larcher Caliri, RN, PhD, President of the International Relations Committee at EERP-USP.



Soraia Assad Nasbine Rabeh , Juliana Gazzotti, Silvana Martins Mishima, Maria Helena Larcher Caliri, Manuel Angel Calvo Calvo and Livia Pasqualin.



Graduate students with Professors Manuel Angel Calvo Calvo, Maria Helena Larcher Caliri and Soraia Assad Nasbine Rabeh



GLOBAL NETWORK, COLLABORATING
CENTRES & PARTNERS UP COMING

EVENTS



X CONFERENCE

Global Network of WHO Collaborating Centres
for Nursing and Midwifery Development

| 23rd July |

17:30 > Opening Conference: The role of the WHO in the fight against inequalities and in the universal access to health care
Concert by the Classical Orchestra of the Centre Region

| 24th July |

08:30 > Free Communications
10:30 > Conference: Health and Human Development: Future Challenges
11:30 > Coffee Break
12:00 > Panel: Health and Human Development – WHO Regional Priorities
Europe; Africa; Americas
13:30 > Lunch
14:30 > Panel: Health and Human Development – WHO Regional Priorities (cont.)
Western Pacific; Eastern Mediterranean; South-East Asia
16:30 > Discussion
17:00 > Free Communications

| 25th July |

08:30 > Free Communications

10:30 > Conference - The challenges of the Millennium and the role of the Collaborating Centres for Nursing and Midwifery Development

11:00 > Coffee Break

11:20 > Panel: Nursing and Midwifery in the fight against inequalities: improving access and equity - Regional Nursing Advisers

Europe; Africa; Americas; Western Pacific; Eastern Mediterranean; South-East Asia

13:30 > Lunch

14:30 > Panel: Nursing/Midwifery care to better serve the community, ensure quality and fight against inequalities

- Nurses and Midwives at the forefront of chronic diseases

- The use of ICT (telenursing) to promote Health and Well-Being

- Serving the Community and Ensuring Quality: Nurses, Midwives and Home Care

- Nurses and Midwives in the fight against Violence: Review of the work done and future challenges

- Literacy, Self-Care, Nursing and Midwifery: Challenges

14:30 > Panel: Training, research and profession of nursing and midwifery

- Research, and graduate and postgraduate education for the quality of health care

- Professional Practice: Regulation and Health Policies

- Mobilizing nurses and midwives to work in the health education of teenage girls: a challenge to provide more Health for everyone

- Leadership to change: How to train (new) Leaders who are able to trans(form) Reality?

- Positive practice environments: Working conditions and quality care

16:00 > Free communications

18:00 > Closing Conference: The role of civil society in the fight against inequalities and in health promotion

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The Secretariat of the Global Network of WHO Collaborating Centres for Nursing and Midwifery development shares with its members and society its acknowledgment to the Ministry of Health of Brazil and the Pan-American Health Organization – Brazil for their essential support to the Secretariat’s activities.



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legends for the pictures are most welcomed.

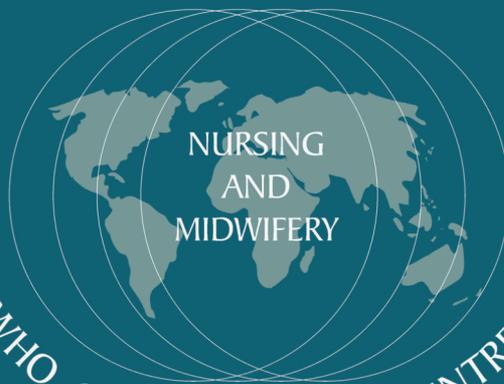
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