

# NURSING & MIDWIFERY

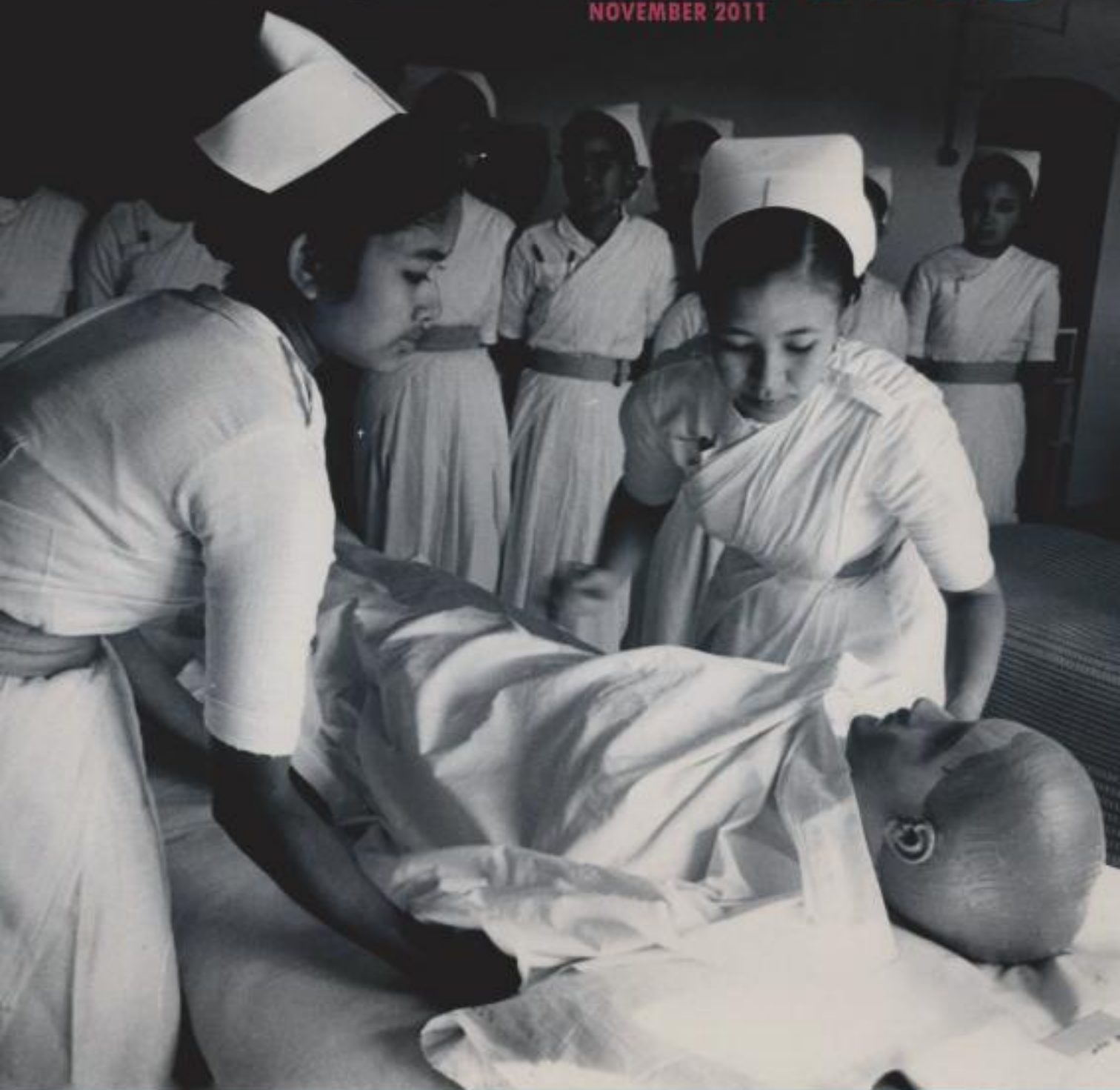
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Collaborating Centres For Nursing & Midwifery Development



# LINKS

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# NURSING & MIDWIFERY

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Collaborating Centres For Nursing & Midwifery Development

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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 NETWORKING OF WHO COLLABORATING CENTRES FOR NURSING & MIDWIFERY DEVELOPMENT SECRETARIAT.

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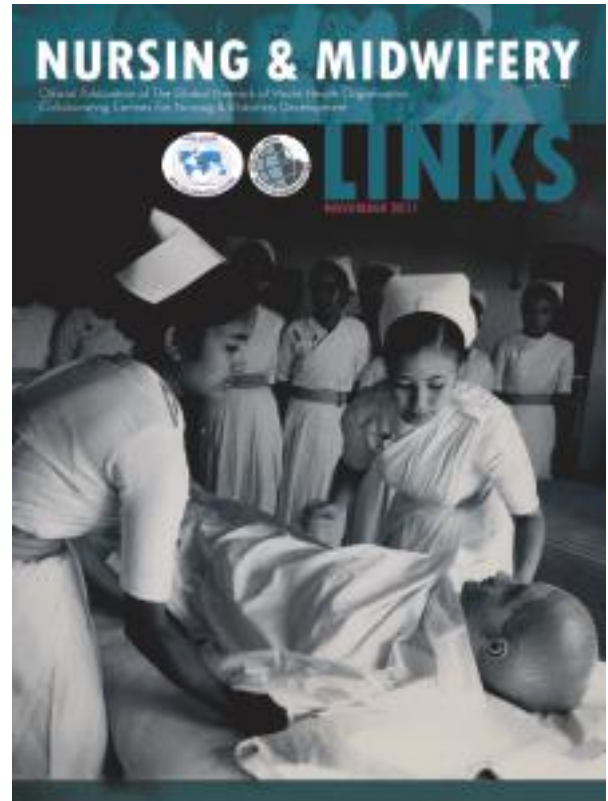
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# EDITORIAL

## Nursing and Interprofessional Education

The 2008 World Health Report emphasized that “now, more than ever, the health of people worldwide depends on health professionals working together across the boundaries of disciplines, professions and conventions to ensure the provision of equitable, patient-centred, fair, affordable, efficient and community driven health services” (WHO, 2008). Therefore, WHO and its Member States recognized the importance of multisectoral, multidisciplinary and interprofessional actions and health-related partnerships as a fundamental requirement for the effective strengthening of health systems.

In this perspective, interprofessional education and collaborative practice are important strategies that can help health system planners begin to manage their health workforce challenges. Interprofessional education occurs when students from two or more professions learn about, from and with each other, to enable effective collaboration and improve health outcomes. It represents a necessary step in preparing a collaborative practice that better responds to local health needs and increasingly complex health issues.

Nurses are key components of interprofessional health care teams and Nursing Education must develop mechanisms to assure interprofessional curriculum development and delivery, in order to optimize Nursing skills through collaboration with other professions, stimulating a culture of shared decision making and envisaging better health services to patients and the community. Therefore, health and education systems must work together to coordinate health workforce strategies.

In this issue of Nursing and Midwifery Links, Dr. Afaf Meleis shares her reflections on Education of Health Professionals for the 21st Century and its significance for Nursing, calling to a discussion on Nursing’s vital role and leadership in the achievement of transformative and more equitable learning that is able to connect disciplines and countries. Dr. Meleis also suggests possible actions our Global Network should implement in order to translate these ideas into real action.

In line with these ideas, we hope to keep up this discussion among our members with a view to improving Nursing Education and transforming fragmented care into integrative and interprofessional care cultures.

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# Education of Health Professionals for the 21<sup>st</sup> Century and its significance for nursing

# Education of Health Professionals for the 21<sup>st</sup> Century and its significance for nursing

by  
Afaf I. Meleis, PhD, Dr(PS), FAAN  
Margaret Bond Simon Dean of Nursing  
University of Pennsylvania

In 2010, two major reports were published that called for revolutionary reforms in educating health professionals. These reports are *Health Professionals for a New Century: Transforming Education to Strengthen Health Systems in an Interdependent World*, issued by the independent Lancet Commission on Education of Health Professionals for the 21st century, and *The Initiative on the Future of Nursing*, authored by the Institute of Medicine (IOM) Committee on behalf of the Robert Wood Johnson Foundation. Just as reforms in the 20th century rode to prominence on a wave of germ theory, producing the Flexner, Welch-Rose, and Goldmark reports which shaped curriculum in medicine, public health and nursing, today's education of health professionals must be shaped by a new age of transformative and independent educational approaches that include both individual and population-based approaches that are global but also responsive to the local needs.

In order to bring the health professional education system into the 21st century around the world, it is imperative to educate professionals who are accountable to a social mission of justice and equity in healthcare, who use global knowledge and adapt it in local situations. This paper focuses on the recommendations proposed in *Health Professionals for a New Century: Transforming Education to Strengthen Health*

*Systems in an Interdependent World*, which challenges educators to reshape the education of the future generation of health professionals by integrating the expertise of various disciplines for a future of optimum quality care and a more just and equitable healthcare system. It also challenges policy makers to reform policies and empower nurses to work up to their full capacity.

The *Health Professionals for a New Century: Transforming Education to Strengthen Health Systems in an Interdependent World* report, which hereafter will be referred to as the Lancet Report, was authored by an interdisciplinary group of 20 commissioners from around the world co-chaired by Dr. Lincoln Chen, President of the China Medical Board, and Dr. Julio Frenk, Dean of the Harvard School of Public Health and former Minister of Health of Mexico. This report provides a series of recommendations to transform health professional education in all countries, rich and poor alike, for the 21st century. The principles upon which the recommendations are based are interprofessional collaboration and partnership, irrespective of nationality and discipline, and a shared vision to deliver quality patient-centered care, improve health outcomes and increase health equity. Figure 1 illustrates this vision.

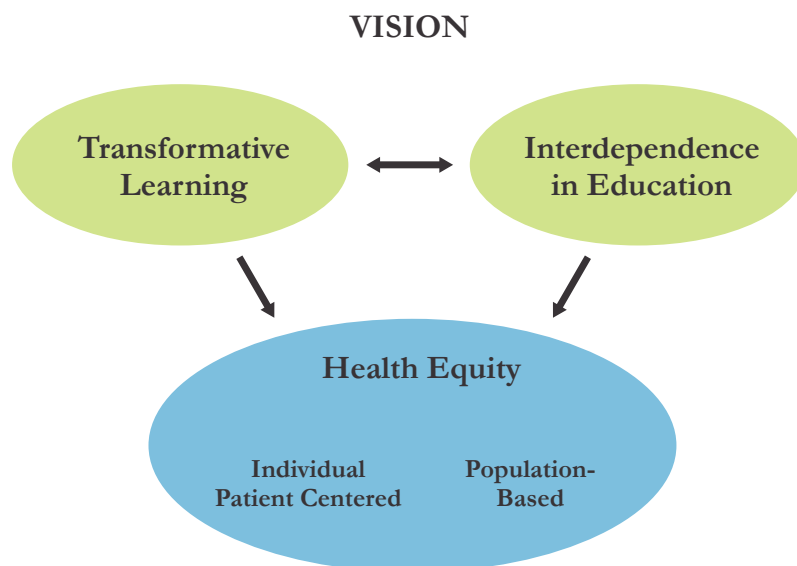


Figure 1 – Vision - Health Professionals for a new century: Transforming education to strengthen health systems in an interdependent world. Reprinted with permission from Frenk, J., Chen, L., Bhutta, Z.A., Cohen, J., Crisp, N., Evans, T. et al. (2010). *Health Professionals for a new Century: Transforming education to strengthen health systems in an interdependent world*. The Lancet, 376 (9756), 1923-1958.

This report calls for new ways to educate the future generation of health professionals in a rapidly changing world by implementing an integrated approach in post-secondary education that goes well beyond the silos of existing structures. It was developed in response to several existing global healthcare and educational issues. Among them are the fragmented and outdated curriculums, which tend to produce graduates who are ill equipped to deal with current local, as well as global, health problems. The proposed recommendations are also in response to the limited, and in some cases the complete absence of, team work in health care organizations, which results in inadequate or error laden care of patients and their families. Furthermore, the paucity in meeting the millennium goals, the disparities in health care provided, the lack of equity in the health care workforce, and finally the shortages and maldistribution of health care personnel globally were all driving forces for commissioning this report (Bhutta, Chen et.al, 2010).

In spite of so many technological, medical and educational revolutions, we are still not meeting the needs and the demands for equitable healthcare that decreases morbidities, mortalities, environmental hazards and enhances equity to access and quality of life. The Lancet Commission believes that new conceptual systems that reflect the local healthcare needs of populations, as well as the market potential for accommodating healthcare professions, may be more responsive to needs and capabilities. By learning from each other globally but focusing our efforts to local needs and capabilities, we can develop transformative curriculum and graduate change agents who are collaborative with a shared vision about

just and equitable health care, regardless of which profession they represent – public health, nursing or medicine.

More specifically, the Lancet Commission recommends that, to achieve transformative learning within a just and equitable framework, and one in which students and faculty from the different professional programs work together, several reforms must happen. Among them are:

1. Break the silos and the hierarchies of educational and practice programs.
2. Adopt a dynamic, competency based curriculum that is responsive to local population needs.
3. Admit candidates to the various programs in a manner that reflects market and population needs.
4. Use innovative, futuristic instructional approaches, for example in technology and simulation, which connects disciplines and countries.
5. Promote new professionalism which is based on objective criteria for the classification of health professionals.
6. Establish joint planning mechanisms that engage different ministries and professions. This joint planning could and should address population needs as well as market needs while paying attention to gender, ethnicity, as well as the needs of workers and families.
7. Educate for discovery, critical thinking, collaboration, and for understanding, utilizing and translating science.

Figure 2 illustrates the recommendations of the Lancet Commission for reforms and enabling actions.

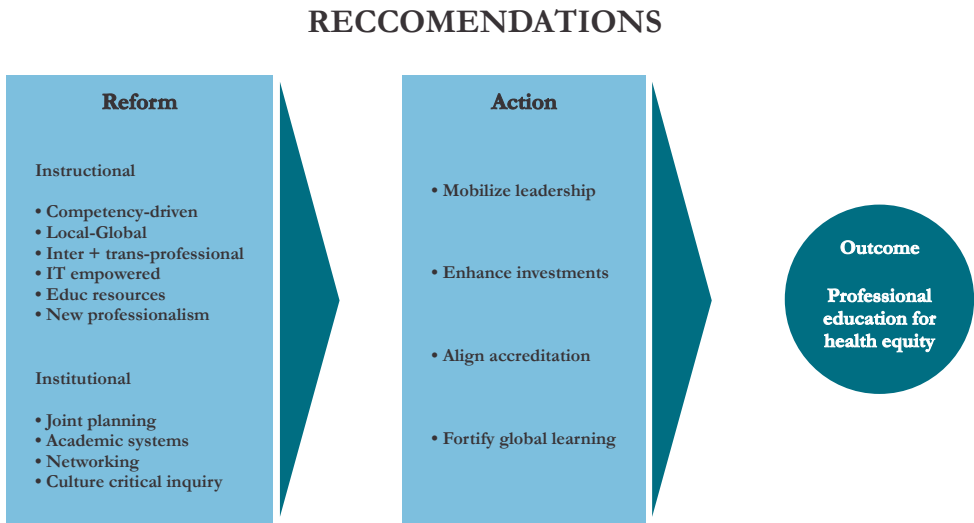


Figure 2 – Recommendations for reforms and enabling actions - Health Professionals for a new century: Transforming education to strengthen health systems in an interdependent world. Reprinted with permission from Frenk, J., Chen, L., Bhutta, Z.A., Cohen, J., Crisp, N., Evans, T. et al. (2010). Health Professionals for a new Century: Transforming education to strengthen health systems in an interdependent world. The Lancet, 376 (9756), 1923-1958.

Nurses may take leadership in raising awareness in their region to the recommendations of this revolutionary report and by mobilizing leadership to implement the recommendations. This will require dialogues between thought leaders as well as regulatory groups who monitor education and practice. All of that requires investment of time and resources by public institutions as well as private foundations. The ultimate outcome is quality and safe care globally, empowerment of the health professionals, as well as advancing knowledge that will make a difference.

I strongly believe our WHO CC network can play a vital role in translating this report into action. Here are some ideas on how to proceed. I suggest that:

1. the WHO CC network take on the charge of initiating dialogues about the entire report and provide guidelines for collaborating centers in the form of questions, different models of partnerships, and best practices in interprofessional education.
2. it may be helpful to identify other opportunities and barriers more specific to nursing, in addition to the many opportunities and constraints for collaboration that are discussed in the report.
3. the WHO CC plan a round table dialogue with global multidisciplinary and intersectional key players in healthcare education and practice to discuss strategies for enhancing interprofessional education.
4. a similar strategy is used with each of the region specific and country specific WHO CC.
5. mechanisms should be taken to commit resources to initiating and supporting creative and transformative interprofessional projects geared toward enhancing futuristic partnerships in educating members of the different professions.

One example of post report action is the Institute of Medicine (IOM) Global Forum on Innovation in Health Professional Education. IOM created this forum in response to the Lancet report and the IOM/RWJ Future of Nursing reports. This global, multidisciplinary forum will convene stakeholders in higher education from the disciplines of medicine, dentistry, pharmacy, and public health to bring to the forefront current issues in health professional education and to support an ongoing, innovative mechanism to develop and evaluate new ideas. The Global Forum on Innovation in Health Professional Education is now accepting innovative proposals from university-based, collaborative partnerships of nursing, medicine, and public health that reflect a commitment to interprofessional education. They are requesting one proposal from the US or

Canada, one from Latin America or the Caribbean, one from Africa, and one from Asia. Additional details may be found on the Health Professionals for a New Century web site:

<http://healthprofessionals21.org/index.php/news-a-events/18-news-a-events/76-innovative-educational-global-forum-to-be-launched-seeking-university-collaboratives>. (Health Professionals for a New Century, 2011).

6. Finally, I believe, as WHO CCs, that we should consider adopting the goals of quality and safe healthcare through interprofessional education and equity in the delivery of care through health care teams, and to proceed to operationalize and implement specific actions to meet this goal.

In addition to the Lancet report which is global, The Future of Nursing report, a US report, provides a blueprint for the nursing profession to proactively meet the demands of a reformed healthcare system that will offer increased access, higher quality, and more cost-effective care to the American public (IOM, 2011). New technologies, modes of communication, and more diverse as well as aging populations have brought new challenges and demands on healthcare. All of that calls into question the status quo in education of nurses and makes it imperative to become more interdisciplinary. It calls for the need to reform nursing education and practice and design and implement curricula promoting interprofessional collaboration. Nurses hold the key to the future. By working together, different disciplines can help ensure that the healthcare system provides seamless, affordable, quality care that is accessible to all and leads to improved health outcomes.

As globalization increases, global health comes to our doorstep. We realize more than ever before that we share many issues globally and we may be able to share best solutions as well. Professional education needs to keep pace with increasing issues that coincide with increasing mobility and interconnectivity of countries. Interprofessional education is paramount to advancing healthcare in our world. To meet the global health needs of the new millennium, we need to foster a learning environment that breaks down professional silos and encourages a team-based learning approach. Interprofessional education provides opportunities for mutual learning and joint solutions for the increasing complex healthcare problems through sharing of information, academic exchange, and collaborative research and working together on the challenge of improving health and quality of life at the global level. Effectively engaging the different professions in a shared vision and shared mission result in being more effective in managing healthcare issues and achieving the well-being of patients and effective healthcare.

Nurses, the largest health care workforce in the world, are vital partners for developing and translating best practices for quality care. The nursing profession has a unique, patient-centered, holistic approach in looking at healthcare challenges. We look beyond the biology of a disease to systems and environments that can either help or hinder health. Nurses have the education, the expertise, and the capacity to meet the increasing demands for healthcare. To make a positive impact in the health and well-being of the world, nurses may lead, mobilize partnerships, support teams and partnerships, and ensure the focus remains on human beings, populations and communities. The nursing discipline focuses on the perspective of the patient, the family and the community. Its domain is focused on providing the evidence for preventing illness, promoting health, enhancing quality of life and supporting self-care of populations, and its social mission is equity and justice in providing access to healthcare and to better quality of life. Therefore, nurses must take a leadership role in promoting team work and collaboration. The Lancet Commission report provides the rationale and the means to achieve these goals. We as nurses should ensure the

implementation of the Lancet Commission recommendations.

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GLOBAL NETWORK  
**NEWS**  
& COLLABORATION EXPERIENCES



## Global Health Professional Fellows Program for 2011

by

*Lynda Wilson, RN, PhD, FAAN,*

*University of Alabama at Birmingham PAHO/WHO Collaborating Center on International Nursing AND*

*Sally Rankin, RN, PhD, FAAN,*

*University of California, San Francisco PAHO/WHO Collaborating Center for Research and Clinical Training in Nursing*

Two PAHO/WHO Nursing and Midwifery Collaborating Centers have partnered to receive grant funding from the United States Department of State to support a Global Health Professional Fellows program for health professionals from Malawi and Zambia. Drs. Lynda Wilson and Sally Rankin, Deputy Director and Director of the PAHO/WHO Collaborating Centers at the University of Alabama at Birmingham (UAB), and at the University of California, San Francisco (UCSF), respectively, are collaborating on a Global Health Professional Fellowship grant to support the development of long-term collaborations between UAB, UCSF, the University of Malawi (UM), the University of Zambia (UNZA), the Zambian National Institute of Public Administration (NIPA), the Samford University McWhorter School of Pharmacy (MSP), the Global AIDS Interfaith Alliance (GAIA), and other partners. The focus of this program is to promote global health by strengthening educational programs that prepare the next generation of health care professionals to address health disparities and provide health care for marginalized populations in Zambia, Malawi, and the United States. The broad goals of the project are to:

(1) **Address global health needs by strengthening education of health care providers** through professional development fellowships for 25 educators and health professionals from Zambia and Malawi, focusing on interprofessional educational strategies and resources, use of communication to address public health needs, and preparing health professionals to meet health needs of marginalized populations with a focus on maternal/child health, homeless, gay/lesbian) and work with faculty advisors to address individual learning goals.

(2) **Provide opportunities for 20 faculty in the health professions at UAB, MSP, and UCSF to take part in reciprocal fellowships** and learning about marginalization of Zambian and Malawian groups and sharing their professional expertise with counterparts in Zambia and Malawi; and

(3) **Promote mutual understanding and sustainable partnerships** between key professional groups in the U.S. (UAB, MSP, UCSF, and selected community and health organizations) and counterpart groups in Zambia and Malawi (Universities of Zambia and Malawi and other partner organizations).

The first cohort of 6 Malawian and 6 Zambian Fellows came to the U.S. in April and May 2011, and the second cohort of 6 Malawian and 7 Zambian Fellows will come in October and November 2011. Fellows spend three days in Washington, D.C. at a Fellows Congress that includes over 200 Professional Fellows in the fields of global health, food security, climate change, education, and policy/legislation. They also spend two weeks at UAB participating in seminars focused on strategies to promote interprofessional education, addressing health needs of marginalized populations, and using the media to promote public. The African Fellows also partner with faculty in their respective fields to focus on individual learning needs. Zambian Fellows partner with faculty at UAB or MSP and Malawi Fellows partner with UCSF faculty. The U.S. faculty partners will visit their counterparts in Malawi and Zambia in 2011 and/or 2012 in order to learn about health care and professional education, and develop plans for sustainable collaborative educational partnerships.



Global Health Fellows from Malawi and Zambia at UAB with Birmingham, Alabama Mayor William Bell, Dean of UASON Doreen Harper, Lynda Wilson and other faculty on the Fellows Advisory Team



Malawi Fellows on the beach in California





## Columbia University School of Nursing in the Dominican Republic

by  
*Jennifer Smith, MBA, MPH, DNP*  
*Director, WHO Collaborating Center for Advanced Practice Nursing*  
*Columbia University School of Nursing (CUSON)*

This August, with the support of the Columbia University School of Nursing's WHO Collaborating Center for Advanced Practice Nursing, eight nurse practitioner students and two faculty members traveled to La Romana, Dominican Republic to care for patients at La Clinica, an HIV/AIDS and primary care clinic. La Clinica was originally developed by Dr. Stephen Nicholas, Professor of Pediatrics and Associate Dean of Admissions at Columbia University College of Physicians and Surgeons. The clinic has previously hosted medical, dental and public health students from Columbia, and now with CUSON's addition, all four schools at the Columbia University Medical School will be represented. All schools at CUMC are located in the Washington Heights neighborhood, which is home to a large Dominican population, making this experience particularly appropriate.

This two week clinical experience will be repeated

for different student groups during the year, so that as many students as possible will be provided with opportunities to learn first-hand about the health and life of another culture, as well as to share health information with staff, patients and families and to provide support for requested ongoing clinical projects.

Students received clinical course credit for the time in La Romana and transportation and housing costs were covered by financial support from the WHO Center. CUSON believes that this and other cross-cultural exchanges are vital for both student learning and for the institutions involved.

As part of its mission, the CUSON WHO Collaborating Center is committed to providing leadership and leveraging existing strengths within the School of Nursing in order to facilitate knowledge sharing among students and faculty of our international partners.

### CUSON faculty and students in La Romana, D.R.







## A Culturally Tailored Mental Health Program in Cap-Haitien, Haiti

by

*Nilda Peragallo, RN, PhD*

*WHO Collaborating Centre for Nursing Human Resources Development and Patient Safety*

*University of Miami School of Nursing and Health Studies*

In response to the high levels of mental trauma related to the January 2010 earthquake in Haiti, the University of Miami School of Nursing and Health Studies (UM SONHS), funded by an administrative supplement to its NIH-funded Center of Excellence for Health Disparities Research: El Centro, is completing a one-year project to expand mental health capacity in Cap-Haitien, Haiti. This project, involving UM SONHS investigators Drs. Nilda Peragallo, Rosina Cianelli, Victoria Mitrani and Carol Roseau, was conducted in collaboration with Hospital Universitaire Justinien and the Northern Health Department of Haiti.

Approximately 125 local health providers were trained to identify, triage and provide supportive services for mental health disorders. Twenty-five trainees were selected to receive further training to become trainers themselves as a means of sustaining increased capacity. The training protocol was empirically supported and developed by Dr. Guerda Nicolas, a Haitian-American psychologist who is Associate Professor and Chair of Educational and Psychological Studies at the UM School of Education. Dr. Andre Vulcain from UM's Department of Family Medicine and the Haiti Project served as our local liaison.





## International Student Exchanges Continue to Expand and Gain Popularity

by

*Nilda Peragallo, RN, PhD*

*WHO Collaborating Centre for Nursing Human Resources Development and Patient Safety  
University of Miami School of Nursing and Health Studies*

UM SONHS' exchange program develops nursing human resources by teaching important patient safety skills and enhancing the transcultural knowledge base to create effective leaders in the nursing field. The objectives of the exchange program are to provide opportunities to observe the practice of nursing of a country other than one's own and to gain knowledge regarding the healthcare system of a country other than

one's own. We currently have mutual exchange programs with Chile, Mexico and Spain. Due to the growing popularity of the program, it has been expanded to include students and faculty from the health sciences. In addition, we hosted our first group from Taipei, Taiwan in July 2011. Exchange programs with our Brazilian, Dominican Republic and Australian colleagues are in progress.





## Patient Safety Online Course to be Launched, September 2011

by

*Nilda Peragallo, RN, PhD*

*WHO Collaborating Centre for Nursing Human Resources Development and Patient Safety  
University of Miami School of Nursing and Health Studies*

As a WHO Collaborating Centre for Nursing Human Resources Development and Patient Safety, the UM SONHS has a mandate to promote patient safety in nursing. With this goal in mind, our Centre developed an online course on nursing and patient safety that will be widely distributed free-of-charge to nurses throughout the Americas. This eleven-module course covers topics like hand hygiene, patient identification, medication safety, fall prevention and patient rights and is structurally aligned with the Patient Safety Solutions put forth by WHO and the Joint Commission. The development of this course

was led by UM SONHS, with the collaboration of PAHO and the International Network for Nursing and Patient Safety (INNAPS or RIENSEP in Spanish). The course was formally announced at ALADEFE's XI Iberoamerican Conference on Nursing Education in Coimbra, Portugal in September, 2011. This course is available in English and Spanish; plans for a Portuguese language translation are underway. To date, 145 persons have enrolled in the course. Evaluation of the course and its use will be ongoing, with formal piloting planned for the first year.

UNIVERSITY OF MIAMI  
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World Health Organization



## University of Pennsylvania School of Nursing hosts Nursing faculty from South Africa

*by  
Anne Teitelman, PhD, FNP-BC, FAANP and Marilyn Stringer, PhD, CRNP, RDMS, FAAN  
WHOCC for Nursing and Midwifery Leadership*

On July 28th and 29th 2011, the University of Pennsylvania School of Nursing (UPenn) hosted three nursing faculty from South Africa: Professor Mavis Mulaudzi, the Head of Dept of Nursing, University of Pretoria; Professor van Aswegen, the Head of Dept of Nursing, University of Limpopo and Ms. Varshika M Bhana, University of Pretoria. Drs. Anne Teitelman and Marilyn Stringer were their hosts and the visit was supported by the UPenn School of Nursing Dean's Office and the Center for Health Equity Research. This visit represented a continued conversation, building on Dr. Teitelman and Dr. Stringer's visit to South Africa in October 2010, hosted by the University of Pretoria Department of Nursing.

The purpose of this visit to the University of Pennsylvania was to discuss common interests about women's health research and teaching and building collaborations and exchanges. The visitors met with numerous UPenn School of Nursing faculty members and students and attended a midwifery class. Common areas of interest discussed included: maternal and child health; midwifery practice; HIV prevention; prevention of

gender-based violence; nursing history; indigenous healing practices; lung health in women; internet research methodologies; women's health across the lifespan; nursing education in women's health at the baccalaureate and graduate levels including advanced nursing practice and doctoral studies.

Dr. Teitelman and Dr. Stringer, both board members of the International Council of Women's Health Issues (ICOWHI), also discussed future opportunities to work together through ICOWHI including the upcoming meeting in Thailand in 2012.

Dr. Teitelman said of this visit, "This is a great opportunity to learn from each other and conduct research collaboratively and exchange teaching strategies to advance the health of women and girls globally". Dr. Mulaudzi parted with these words, "Thank you so much for everything. It was nice to see you again. We really enjoyed our stay at PENN. We felt at home. We are looking forward to a well thought out, neatly carved joint collaboration based on sharing and exchange of knowledge."





## University of Pennsylvania Faculty Partners with University of Pretoria Nursing Faculty

by  
*Marilyn Stringer, PhD, CRNP, RDMS, FAAN*  
*Professor of Women's Health Nursing - Clinician Educator*

*Anne M Teitelman, PhD, CRNP Assistant Professor of Nursing*  
*WHOC for Nursing and Midwifery Leadership*

Dr. Neltjie van Wyk, University of Pretoria, South Africa, and colleagues attended the 18th Congress on Women's Health Issues, Cities and Women's Health: Global Perspective conference in April 2010. During this conference the seeds were planted for continued collaboration between the School of Nursing at the University of Pennsylvania and the School of Nursing at the University of Pretoria. In follow-up, Dr. Neltjie van Wyk invited Dr. Marilyn Stringer, Professor, Women's Health Nursing and Dr. Anne Teitelman, Assistant Professor, Center for Health Equity Research to consult at the University in Pretoria, South Africa. Dr. Stringer provided didactic and clinical education on the use of obstetrical ultrasound

assessments to faculty and practicing nurses. She also collaborated on curriculum development and the creation of ultrasound assessment guidelines to be used in the expansion of nursing practice guidelines for a community-oriented nursing education program for women's and children's health.

Anne Teitelman, PhD, CRNP, FAANP, Assistant Professor, Center for Health Equity Research presented on research in gender-based violence and HIV prevention. Dr. Teitelman and Dr. van Wyk are working toward a collaboration to develop HIV and gender-based violence prevention interventions for adolescent girls in South Africa.



Left to Right: Dr. Anne Teitelman, Ms. Varshika M Bhana, Professor Elsie van Aswegen, Professor Mavis Mulaudzi & Dr. Marilyn Stringer



Left to Right: Bridgette Brawner, PhD (post-doc), Kamila Alexander (PhD student), Professor Elsie van Aswegen, Dr. Anne Teitelman, Professor Mavis Mulaudzi, Ms. Varshika M Bhana, & Ehriel Fanin (PhD student) (also in the room, but not visible in this picture in Julia Bobinski, PhD student)



Left to right:

Dr. Anne Teitelman Assistant Professor  
of Nursing University of Pennsylvania

Dr. Fhamulania Mavis Mulaudzi Head of Department:  
Nursing Science Faculty of Health Sciences University of Pretoria Pretoria,  
Republic of South Africa

Dr. Marilyn Stringer Professor of Women's Health Nursing  
University of Pennsylvania



## Self Care of Heart Failure in Italy

by

*Barbara J Riegel, DNSc, RN, FAAN, FAHA Professor of Nursing  
University of Pennsylvania School of Nursing  
WHOCC for Nursing and Midwifery Leadership*

Heart failure is extremely prevalent worldwide. In Italy, there are three million adults with a diagnosis of heart failure. Self-care, or the care that patients do for themselves, is an essential component of improving quality of life, preventing re-hospitalization, and delaying the early mortality associated with heart failure. Yet we know that, elsewhere in the world, self-care is challenging for heart failure patients for various reasons. Little to nothing is known about self-care of heart failure in Italy even though Italy has the second highest elderly population in the world and elders are most likely to develop heart failure.

Professor Barbara Riegel spent three weeks working in Italy with Ercole Vellone, Assistant Professor in nursing and Rosaria Alvaro, Associate Professor in nursing at the University “Tor Vergata” as a Fulbright Specialist. In that role, Dr. Riegel lectured to faculty and doctoral students on scientific writing and career development and to master's students and nurse clinicians on self-care and disease management. In addition, Drs. Vellone and Riegel have been analyzing data from an on-going study of self-care of heart failure in Italy.



Professor Barbara Riegel  
as a Fulbright Specialist at the University “Tor Vergata”.



## Professor Barbara Riegel as Guest Professor at Linköping University, Sweden

by  
*Barbara Riegel, DNSc, RN, FAAN, FAHA, Professor, University of Pennsylvania School of Nursing  
 Guest Professor, Linköping University, Sweden, 2010 - 2013  
 WHOCC for Nursing and Midwifery Leadership*

In 2010 Dr. Riegel began a three year stint as a guest professor at Linköping University in Sweden. In that role she is working with colleagues who study in the area of heart failure self-care, working with clinical researchers in sleep research, mentoring students and junior faculty, and teaching a course in self-care of chronic illness. Self-care—Dr. Riegel's primary research emphasis—is an area of great interest to nurses in Europe. Numerous faculty and students are engaged in the study of self-care

performed by patients with a variety of different illnesses such as heart failure (Tiny Jaarsma and Anna Strömberg), irritable bowel disease (Gunilla Hollman Frisman and Sussanne Börjeson), and hypertension (Karin Kjellgren), to name a few. In October–November 2011, Drs. Riegel, Stromberg, and Jaarsma are teaching a course on self-care that has attracted students from across Europe. They hope to offer this course on a regular basis at Linköping University.



Professor Barbara Riegel - Guest Professor, Linköping University, Sweden, 2010 - 2013



Professor Tiny Jaarsma and Professor Barbara Riegel meeting with Simone Inkrot from Berlin, Germany, a PhD student interested in heart failure self-care



Professor Riegel and Associate Professors Gunilla Hollman Frisman and Sussanne Borjeson meeting with Katarina Pihl Lesnovska, a PhD student at Linköping University



Professor Riegel meeting with Peter Johansson and Erland Svensson regarding sleep research



## Nursing History Meeting at ICN, Malta

by

*Julie A Fairman, PhD, FAAN, RN*

*Professor of Nursing, and Director of the Barbara Bates Center for the  
Study of the History of Nursing*

*Barbra Mann Wall, PhD, RN, FAAN Associate Professor of Nursing  
WHOCC for Nursing and Midwifery Leadership*

On May 4-5, 2011, Drs. Barbra Mann Wall and Julie Fairman attended the International Council of Nurses (ICN) meeting in Malta, where they led the Nursing History Section meeting. The ICN meeting was an excellent venue for networking with historians around the world. The first Nursing History Section meeting was held at the summer 2009 ICN meeting in Durban, South Africa. In our Malta meeting, scholars from England, the U.S., Denmark, and Malta discussed their research. This included how to incorporate gender and race into historical research, how to interpret various texts, the advantages and disadvantages of doing biography, and the

beginnings of the Knights of Malta as a nursing order in the Middle Ages. Outcomes of the meetings were:

1. Creation of a network of international scholars in nursing history that can lead to joint historical research projects, thereby producing a new body of scholarship.
2. This collaboration can be used by schools of nursing and professional organizations as a framework for moving their educational and research enterprise forward.



Barbra Mann Wall



Julie A Fairman





## UPENN Graduate Student Nurse Practitioner Transcultural Experience in Haiti May 5-12, 2011

by  
*Carrie Steele, MSN, NNP-BC, CPNP-AC*  
*Associate Program Director, Neonatal Nurse Practitioner Program*  
*University of Pennsylvania School of Nursing*  
*WHOCC for Nursing and Midwifery Leadership*

On January 12, 2010 a 7.0 magnitude earthquake hit ten miles west of Port-au-Prince Haiti. Millions of people were displaced and in desperate need of medical attention. A global healthcare crisis quickly developed and the world responded.

During week 3 into the crisis, Carrie Steele, the Associate Program Director of the Neonatal Nurse Practitioner (NP) Program at The University of Pennsylvania responded to the call. She worked in one of the make shift hospitals in an intensive care unit. Since that time, she has provided several transcultural nursing trips for UPenn pediatric critical and acute care NP students, faculty, and friends through the Foundation for Peace to continue to provide treatment and improved health in Haiti.

In May this year, Carrie led Cheryl Bartke, Assoc. Director of Pediatric Critical Care, Rosemary Patel-PCC NP student, Carley Kushin Acute/Chronic NP student, Lara Madonia Oncology NP student, Mary Jo Difinis PICU nurse and May-ange Ntoso OB/GYN to Fond Parisien outside of Port-au-Prince. They worked in the town medical clinic and held medical clinics in remote surrounding areas where people have no access to healthcare.

Care focused on primary care, health

maintenance, prevention, treatment of a variety of acute and critical illnesses as well as cholera prevention. One of the many highlights of the trip was going door-to-door in two mountain villages providing water purification tablets for cholera prevention and hygiene kits. Instructions were provided in rapidly learned Haitian Creole.

According to Ms. Steele, "Our students gain a new perspective on global health and well being when they witness the outcomes of severe poverty, malnutrition, no access to basic healthcare, and the effects of unclean water on the communities." Added flexibility and adaptability to situations were skills developed on the trip by all the members of the group; using these new skills in a developing world had a great impact not only on the patients, but on the providers. "The sense of spirituality, community, and love that the people there showed us overfilled our hearts in such a way that we received more than we gave in our medical mission", said Rosemary Patel, graduate nurse practitioner student.

Ms. Steele summarizes, "I am hopeful these trips will create a lasting impression that will help our students see beyond their hospitals and extend their skills and care to the world."



front row: Mary Jo Difinis, RN; Carley Kushin, RN, Pediatric Acute Chronic Nurse Practitioner Student, Rosemary Patel, RN, Pediatric Critical Care Nurse Practitioner student, Cheryl Bartke, MSN, CRNP, Associate Program Director of Pediatric Critical Care Nurse Practitioner Program;

back row: Carrie Steele, MSN, NNP-BC, Associate Program Director of Neonatal Nurse Practitioner Program, Lara Madonia, RN, Pediatric Acute Chronic Oncology Nurse Practitioner student, Dr. May-Ange Ntoso, OB-GYN



## Developing the Acute Care Nurse Practitioner Role Internationally: Sweden

by  
*Deborah Becker PhD, RN, ACNP, BC - Practice Assistant Professor of Nursing  
 University of Pennsylvania, School of Nursing  
 WHOCC for Nursing and Midwifery Leadership*

Numerous discussions among nursing faculty at the University of Pennsylvania, School of Nursing, acute care nurse practitioners and surgeons in the Division of Traumatology and Surgical Critical Care at the Hospital of the University of Pennsylvania, trauma surgeons and nursing leaders from the Southern Region of Sweden, and nursing faculty from Linköping University in Sweden have resulted in the development of an exchange program between Penn Nursing and Linköping University. The goal is to develop an acute care nurse practitioner curriculum and training model that introduces this advanced practice nursing role to Sweden.

Eight specialist nurses from Linköping University who had completed a year of master's level preparation were selected to participate in the first class of students to come to Penn Nursing to complete coursework and develop skills essential to the nurse practitioner role. The eight nurses

will complete a full-time course load in December 2011. Afterwards, the nurses will return to Linköping University to complete the remainder of the curriculum and training, and to begin to apply their new skills within the Swedish healthcare system. The program exchange provides opportunities for Penn Nursing faculty to visit Linköping University; provide consultation and support to the nurse practitioner faculty and assist the newly trained NPs in the implementation of the NP role within acute care practices.

Long-term goals include educating a cohort of Swedish nurses each year at Penn in September - December followed by completion of the Acute Care Nurse Practitioner Program at Linköping University. Although initially focused on the integration of the role into surgical practices, it is hoped that the contributions of ACNPs will be recognized and spread to all areas of acute care.



Corinna Sicoutris, RN, MSN, CRNP, BC  
 Lead Nurse Practitioner, Surgical Critical Care  
 Service, Hospital of the University of  
 Pennsylvania & Lecturer A, Penn Nursing



Deborah Becker PhD, ACNP, BC, CCNS  
 Practice Assistant Professor of Nursing  
 Director, Adult Acute Care Nurse Practitioner  
 and Adult Health Clinical Nurse Specialist  
 programs, Penn Nursing



Caroline Doherty, MSN, CRNP, BC  
 Associate Program Director, Adult  
 Acute Care Nurse Practitioner program,  
 Penn Nursing



Patricia Griffith, MSN, CRNP, BC  
 Clinical Lecturer, Adult Acute Care Nurse  
 Practitioner program, Penn Nursing



Patricia Pawlow, MSN, CRNP, BC  
 Clinical Lecturer, Adult Acute Care Nurse Practitioner  
 program, Penn Nursing



## "Partnerships to Enhance Nursing Education in Haiti" A brief report on a meeting held - April 14-15, 2011

by  
*Hunter-Bellevue College School of Nursing in New York City*

*Marjorie Muecke, PhD, RN, FAAN, University of Pennsylvania School of Nursing  
WHOC for Nursing and Midwifery Leadership*

The meeting was effectively organized by Carol Roye, RN, EdD, Professor and Assistant Dean for Research and Hunter-Bellevue alumna Carmelle Bellefleur and their colleagues at the Hunter-Bellevue School of Nursing. The accompanying photo shows Carol in the middle back row surrounded by the Haitian nurse educators participating in the meeting. In addition to the Haitian and US nursing schools represented at the meeting, there were also institutional participants, which included the National Association of Licensed Nurses in Haiti (ANILH), The Institute de Promotion D'etudes et de Soins Integres, the Formation of Health Professionals (DFPP) in the Ministry of Health, Partners in Health, the Consortium of Higher Education Institutions for Haiti, and I-Tech.

The goals of the meeting were to

- 1) Create effective partnerships between North American schools of nursing and Haitian schools of nursing.
- 2) Coordinate efforts of North American schools of nursing who are working in Haiti or planning to, by standardizing curriculum and developing expedited programs.
- 3) Formalize the accreditation process so that minimum requirements for all schools are uniform.

Discussions addressed all three goals, although each is by definition an ongoing process. The meeting was launched with a series of informative presentations that provided a common ground for participants, and identified key activities and goals of the presenting schools and organizations. These were followed by four simultaneous working groups on Leadership in Regulatory Issues, Educating Nursing Faculty, Nurse Practitioners, and Baccalaureate Nursing Programs.

The overriding value unanimously expressed by Haitian and USA nurse educators was "building nursing in

Haiti back better" (a phrase adopted from Bill Clinton's aim to "build Haiti back better") in ways determined by Haitian nurse educators. They and the Haitian Ministry of Health aim to prepare more nurses and to do so at the baccalaureate level. To accomplish this, there are plans to fast-track experienced nurses into BSN / masters programs, so that they can become nurse educators and make all nursing courses be taught by nurses. Master's level education is seen as the goal for those who want to be Nurse Practitioners or Midwives. The need for establishing an accrediting system for nursing schools was frequently repeated. The National Association of Licensed Nurses in Haiti (ANILH), under the leadership of Lucille Charles, President, will coordinate the efforts of both public / government and private schools of nursing in Haiti and the group participating in this meeting. ANIHL's next meeting will be held in Haiti mid-November 2011.

While a medley of "next steps" was discussed, there was consensus that the group would focus efforts upon supporting public / government / National schools, because a number of private nursing schools have external sources of support and consequently, their educational programs are more developed than those in the public nursing schools. My impression of the emerging vision for future nursing education in Haiti that evolved during the meeting is that it includes the following features:

- a. The National School of Nursing (SoN) will begin nursing education at the baccalaureate level;
- b. Entry requirements to the National SoN will be standardized;
- c. All schools of nursing will be accredited by a single independent professional nursing body;
- d. The National SoN will be its own faculty within the University of Haiti;
- e. A non-master's degree FNP / MCH program will be developed



## Penn Nursing Signs Memorandum of Understanding with Peking University's Nursing School, April 26, 2011

by  
*Peking University's Nursing School  
WHOCC for Nursing and Midwifery Leadership*

PHILADELPHIA -- The University of Pennsylvania School of Nursing and the School of Nursing at Peking University in Beijing have established a Memorandum of Understanding. The new partnership creates a formal research relationship between the schools. Peking University's School of Nursing, with Guifang Guo, PhD, as dean, is widely considered the premier nursing school in China. Penn Nursing also has academic partnerships in Botswana and India.

With our international partners, we are encouraging providing ways for our students and

faculty to learn to think of themselves as world citizens,” says Penn Nursing Dean Afaf I. Meleis. “By providing opportunities for faculty and students to collaborate on research and faculty through exchange programs, by offering reciprocal faculty and leadership development with our international partners, by having international scholars at our School and by giving students the opportunity to see nursing in the context of world affairs, we are preparing our nurses to be the leaders in global health initiatives.”



Back row, left to right: Dr. Marjorie Muecke / Chenjuan “Tina” Ma / Dr Jianghong Liu /  
Dr. Linda Aiken, Front row: Dean Afaf I. Meleis / Dean Guifang Guo





## Nurse Midwives at the University of Pennsylvania School of Nursing

by

*William (Bill) McCool, PhD, CNM, CRNP, FACNM and Dawn Durain, CNM, MPH, FACNM  
WHOCC for Nursing and Midwifery Leadership*

Every three years since 1954, the International Confederation of Midwives (ICM), a membership organization of professional midwifery associations, has endeavored to connect midwives in developing countries in meaningful ways with midwives in the developed world. The Midwifery faculty at the University of Pennsylvania's School of Nursing (Penn SoN) have, for several decades, been a part of this important tradition. This past summer, faculty members Bill McCool, CNM, PhD, Dawn Durain, CNM, MPH, and Janet Lewis, CNM, MSN upheld this tradition by providing scholarly presentations at the ICM's 29th Triennial Meeting, held in June in Durban, South Africa.

They organized a symposium addressing issues relevant to the World Health Organization's (WHO) efforts to improve maternal and newborn health by having a skilled birth attendant present at each labor and birth worldwide. The symposium was entitled Strengthening Midwifery, Saving Women: Addressing Issues That Prevent Midwives from Maximizing Their Potential to Care for Women. Individual talks that were part of the symposium included:

- “Workplace Stress and the Use of Best Practices,” presented by Lewis, and co-authored by Kate McHugh, CNM, MSN, and Barbara Reale, CNM, MSN of the Penn faculty. Lewis explored stressors that prevent midwives worldwide from practicing according to the best evidence, and offered suggestions for positive change that benefits the health care of women.

- “The Impact of Experiencing an Adverse Outcome on Midwifery Practice,” presented by McCool and co-authored by Mamie Guidera, CNM, MSN of the Penn faculty. McCool addressed the effects of adverse health events during pregnancy on the ability of midwives to continue to practice, presenting data from a survey of

practicing midwives throughout the Western Hemisphere.

- “Results of Midwife Surveys at the 3rd Triennial ICM-Americas Regional Conference June 2010,” presented by Dawn Durain, CNM, MSN, and co-authored by Debrah Lewis, CNM, MSN, of Trinidad & Tobago and a preceptor of Penn Midwifery students. Durain expanded upon the two prior presentations by presenting details of a 2010 survey of Western Hemisphere midwives by Penn faculty regarding barriers to the midwives' ability to practice.

In addition to the symposium, McCool presented a talk co-authored with Guidera entitled Educating Midwives Globally: From Traditional Birth Attendants to University Graduates. He addressed the diversity in midwifery training across the globe, and offered suggestions on how best to tailor education of midwives based on cultural and national norms and capabilities.

Just as exciting and informative were the ability of Penn Midwifery students' virtual participation in the ICM meeting. An award-winning video created by the students about their personal journeys to midwifery was chosen to become a part of the White Ribbon Alliance “Stories of Midwives” Project that was launched at the ICM meeting.

It can be viewed online at <http://www.whiteribbonalliance.org/storiesofmidwives/>.

The ICM meeting in South Africa was attended by more than 3000 midwives from 100 countries. This year's meeting was at the site of the launch of the first ever report on the state of midwifery from an international perspective. The report, entitled The State of the World's Midwifery 2011: Delivering Health, Saving Lives, provides the first comprehensive analysis of midwifery services and issues in 58 countries in the developing world. The countries represented in the report, which was funded



by the United Nations Population Fund, the White Ribbon Alliance, and 28 other partners, were deemed to represent the nations where the need for midwifery development is the greatest. The full report can be found online at <http://www.unfpa.org/sowmy/report/home.html>.

In recognition of The State of the World's Midwifery report and the continuing global work of the Penn SON faculty, Penn Midwifery faculty intend to

continue to study the issues discussed in South Africa. With recently obtained research grant funding, Penn midwifery faculty and students will explore in greater detail midwifery training in four developing countries to subsequently create, implement, and assess a midwifery educational model that will not only train future in-country midwives, but also more clearly define factors in midwifery work that can hinder professional growth longevity.

## **Strengthening Midwifery, Saving Women:** Addressing issues that prevent midwives from maximizing their potential to care for women

### **SYMPOSIUM**

**PRESENTED BY WILLIAM MCCOOL, CNM, PHD;  
JANET LEWIS, CNM, MSN; & DAWN DURAIN, CNM, MPH  
UNIVERSITY OF PENNSYLVANIA SCHOOL OF NURSING**



ICM 29<sup>th</sup> Triennial Congress, Durban, South Africa 2011



## Educating "Nurse-Midwives": An Ethnographic Qualitative Investigation of Variables Leading to Best Practices in Midwifery in Developing Nations

by  
*Mamie Guidera, MSN, CNM and William (Bill) McCool, PhD, CNM, CRNP, FACNM*  
*University of Pennsylvania School of Nursing*  
*WHOCC for Nursing and Midwifery Leadership*

Mamie Guidera, CNM, MSN and Bill McCool, CNM, PhD received a University Research Foundation grant from the Vice Provost for Research, University of Pennsylvania (Penn) to explore Midwifery Education in Developing Nations, and to design a model educational program for Midwifery Education. Future funding will be sought for implementation of this model. Midwifery Faculty have been actively engaged in direct service, education and consultation in developing countries including: Dominican Republic, Guatemala, Guyana, Haiti, Honduras, India and Trinidad.

The grant provides an opportunity to take "lessons learned" from these experiences, examine further what models "work", and design a program. The abstract of our proposal is below.

One of the most exciting components of this project is that students will travel with faculty as part of the research team, providing them with the opportunity to do research, experience midwifery in another culture, and utilize their language skills.

### Abstract

Educating Nurse-Midwives in Developing Nations: Identifying Best Practices

Every year, approximately 358,000 women die following pregnancy and childbirth. One proven method

to reduce the maternal mortality rate is to increase the number of births attended by skilled birth attendants, such as professional midwives. The absence of formal midwifery training programs in the developing world has contributed to a scarcity of practicing midwives.

Nurse-Midwifery faculty at the University of Pennsylvania have provided educational consultation, classroom teaching, clinical service, and research with regard to midwifery practice in several developing nations. This work has been funded by Fulbright Scholarships, Provost Awards and private foundations. The proposed project represents the culmination of that work.

In collaboration with the Schools of Medicine and Education and the Department of Anthropology at Penn, nursing faculty and students will conduct a feasibility study for the development of a nursing-to-midwifery program in Guatemala, building on the existing infrastructure and collegial relationship with the health care community in Santiago. Utilizing data collected from existing programs in developing countries, faculty and student researchers will develop a midwifery educational program to be tested in Guatemala. Extramural funding will be sought for evaluating the newly designed educational program, for the purpose of testing its effectiveness in other developing nations.



### Strengthening Midwifery, Saving Women:

Addressing issues that prevent midwives from maximizing their potential to care for women

**SYMPOSIUM**  
 PRESENTED BY WILLIAM MCCOOL, CNM, PHD;  
 JANET LEWIS, CNM, MSN; & DAWN DURAIN, CNM, MPH  
 UNIVERSITY OF PENNSYLVANIA SCHOOL OF NURSING



ICM 29<sup>th</sup> Triennial Congress, Durban, South Africa 2011



## Joining Allies for Health Education and Practice: the ICT Health Congress 2011

by

*Isabel Amélia Costa Mendes, RN, PhD  
University of São Paulo at Ribeirão Preto College of Nursing  
WHO Collaborating Centre for Nursing Research Development*

Stimulating multidisciplinary interaction and disseminating results and best practices in technology, simulation, communication and humanization in health professional education and practice were the goals of the ICT Health Congress 2011.

The event attempted to attract, join and approximate professionals and researchers interest in the theme and enhance interdisciplinary actions with a view to benefitting the academy and application areas in different health services.

In the context of WHO and its member countries' targets, primary health care, now more than ever, sustains the program framework, which addresses political, technical, theoretical-philosophical, relational, spatial, social, organizational and academic aspects involved in the central theme, with a view to emphasizing technology and humanization in health communication.

This edition of the event joined 14 Brazilian and 2 international experts, who discussed and demonstrated their ways of thinking, acting and recommending technology use for better care delivery and teaching in health.

Participants included 494 professionals and students from 50% of Brazilian states and 11 knowledge areas.

The research group responsible for idealizing and putting in practice this initiative works based on the value of balancing three activities: research, teaching and community services. And the ICT Health Congress represents one community service window, created and developed to enhance interaction with and among the academic, scientific and professional health community, particularly nursing.

This event is also part of the Terms of Reference agreed upon when the WHO Collaborating Centre for Nursing Research Development at the University of São Paulo at Ribeirão Preto College of Nursing (EERP-USP), Brazil was designated for the fifth time. In this opportunity that is offered every other year, the research group members assume responsibility for one of the Collaborating Centre's activities in the attempt to develop a program that is capable of joining renowned voices in health communication, which highlight both the technology and the humanization axes, which cover the dimensions of care, teaching, research, health policies, ethics, professional competency and human development.



Johis Ortega, José Carlos Amado Martins, Isabel Amélia Costa Mendes, Simone de Godoy, Alessandra Mazzo and Maria Suely Nogueira





## Pre-congress training course - Simulation in Nursing and Health August 22, 2011



Audience



Ricardo Rodrigues Teixeira



Poster presentation



José Carlos Amado Martins and Johis Ortega



Isabel Amélia Costa Mendes



Audience



## Improving Children's Health and Development: The Role of School Nurses

*by Regina LT Lee PhD, RN*

*The Hong Kong Polytechnic University, School of Nursing, WHO CC for Community Health Services*

The world of child and adolescent health nowadays is multidimensional and requires the cooperation of a multitude of professionals, including school nurses. The interdisciplinary 16th Biennial School Nurses International Conference 2011, which was held in Hong Kong from 26 to 29th July, attracted more than 250 nursing, medical, health and social care practitioners, policymakers, academics, school personnel from all over the world, as well as parents to exchange new knowledge, ideas and experiences in child and adolescent health and development globally, especially school health in Hong Kong and East Asia.

The theme of the School Nurses International Conference was “The Role of School Nursing; Evidence-based Practice, Globalization and Policy Formulation”, hosted by The Hong Kong Polytechnic University, School of Nursing (SN), WHO CC for Community Health Services, Hong Kong School Nurses Association and WHO's Western Pacific Regional Office. The sub-themes were: adolescent-friendly health services; building a healthy school; building school nurse competencies; advanced practice in school nursing; risk assessment and crisis management for schoolchildren and adolescents; chronic illnesses and disabilities in schoolchildren and adolescents; high-risk groups among schoolchildren and adolescents; outbreaks of influenza and other infectious diseases in school; growth and development in schoolchildren and adolescents; mental health issues in schoolchildren and adolescents; sexual and reproductive health; adolescents and their families; globalisation in school health; and policy formulation and advocacy. Visits were also arranged to four schools in Hong Kong that either have a school nurse or incorporated nursing practices to improve their students' nutrition, weight management and physical activity levels.

In the run-up to the conference, Dr Regina Lee, Assistant Professor at SN, held a press conference at PolyU on 21st July to introduce her research and survey findings over the past five years on the roles of school nurses in Hong Kong. She said Hong Kong lags behind other developed economies in East Asia, such as Japan, South Korea and Taiwan, in the development of school nursing. She pointed out that there are only about 100 school nurses in Hong Kong, most of whom work in private schools, international schools or schools for

children with special needs, while hardly any mainstream schools have a school nurse. To address this, the Hong Kong School Health Enhancement Consortium under SN has been partnering with the Hong Kong School Nurses Association to aid local schools to promote health education to their students. A survey Dr Lee carried out this May of all local primary and secondary schools found that more than 80% would agree to have a school nurse stationed at their school, more than 90% indicated that health education at their school would be better if a school nurse were responsible for it, while some schools also reported that they had problems in carrying out school health policies.

To illustrate the positive impact school nurses could have, Dr Lee outlined a school nurse project and a weight management programme conducted by SN over the past five years at TWGHs Wong See Sum Primary School. Feedback from the children, their parents and their teachers indicated that the school nurse played an essential part in the weight management programme. They also recognised the school nurse's efforts to provide health information and basic nursing care, and to help change the children's lifestyle habits and reduce the amount of junk food the children ate.

For schools that do have a school nurse, Dr Lee suggested that their skills and knowledge may not be fully utilised because of constraints from school management structures and workhours. In her survey of school nurses in Hong Kong in 2007, she said the school nurses who responded described the roles they found themselves doing as very wide, from health provider, counsellor, leader, promoter, collaborator, referrer, administrator, to housekeeper. In a 2009-10 survey, only 25% of the school nurses who responded described one of their roles as health educator.

Dr Lee said that, for school health policies to be effective, health education in schools should be designed and delivered by professionals who have the most expertise in the area, namely school nurses. She added that SN supports a “one school, one nurse” policy for Hong Kong and hoped that the Education Bureau and Food and Health Bureau would make it possible for school nurses to lead the implementation of school health policies.





from left to right: Dr Daniel Chiu, Pediatrician; Mr Poon Kwok Fai, School Principal; Dr Regina Lee, President; Ms Mok Fung Yee, School Principal; Ms Grandy Chan, Ms Amy Walter, Ms Alice Lam, Ms Sharon Tang and Ms Cecilia Wong, School Nurses



## Progress Report From Disaster Nursing Project in Fukushima: Eight Months Later

*WHO Collaborating Center for Nursing in PHC  
at St. Luke's College of Nursing*

Supportive activities of our disaster nursing project in Fukushima are continuing even eight months after the massive earthquake and tsunami on March 11, although the nature of the activities has changed recently. All emergency shelters have been closed and the people who were affected by the disaster have been moved into new living arrangements or temporary housing facilities. Currently, nurse faculty members and nursing students from St. Luke's College of Nursing (SLCN) in Tokyo have participated in the project in Soma, a city in Northern Fukushima, by visiting the people who are rebuilding their lives in temporary housing, in order to assess their health and living needs. Throughout this area most rubble has been removed, although ships pushed up onto the land remain.

Because there are several different temporary housing districts located throughout Soma, the area's public health nurses have been unable to grasp the health conditions of the displaced residents. At present, SLCN is collaborating with the city of Soma as well as the Department of Nursing of Fukushima Medical University in order to visit all temporary housing units during the

week. One of the aims of this effort is to identify the most vulnerable people, especially those with mental disease, because such people have the greatest difficulties in accessing lifestyle support or appropriate treatment and care.

The victims who have resources have been able to recover from this very difficult situation with support from various government agencies, groups and individuals helping them. However, even now there is a significant number of people who have been unable to recover either because they are physically weak, have lost employment and financial resources, lack mental resilience, or do not have access to information about how to get support. Such vulnerable people are typically isolated from the community. Consequently, our goal is to identify all such at-risk people when we visit all the temporary housing units and surveying the community. For such people, it seems to take more time for life to return to normal. So, SLCN hopes to continue providing support until we can be assured that these most vulnerable people have the strength to recover adequately from the disaster.



St. Luke's faculty member  
and student visiting temporary housing in pairs



St. Luke's students taking part in the disaster nursing project in Fukushima,  
in front of temporary housing





GLOBAL NETWORK, COLLABORATING CENTRES & PARTNERS

# EVENTS



# The 9th International Conference with the Global Network of **WHO**

Theme

## Even with Basic Health Care, Prepare for the Unexpected

In life threatening events including disasters, even for basic health care we need to prepare and be aware of the unexpected. This is the challenge from nursing society.

### Speakers

- Dr. Patricia Benner, RN, PhD (Fellow of the American Academy of Nursing)
- Other Speakers from UN & WHO (Under negotiation)

### [Date]

June 30th ► July 1st, 2012

### [Venue]

Kobe Portopia Hotel, Kobe, JAPAN

Abstract Submission

November 7th, 2011

February 13th, 2012

Chair

**Aiko Yamamoto, RN, PhD**

(Research Institute of Nursing Care for People and Community,  
University of Hyogo, JAPAN)

Organized  
by

Research Institute of Nursing Care for People and Community  
(University of Hyogo, WHO Collaborating Centre for  
Nursing in Disasters and Health Emergency Management)

Support  
given by

- Global Network of WHO Collaborating Centres for Nursing and Midwifery
- The Japanese Association for Nursing Programs in University
- St. Luke's College of Nursing, JAPAN (WHO Collaborating Center for Nursing Development in Primary Health Care)

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\*You must submit your school certificate  
which is authorized by your dean and  
finish your registration by May 31st.

\*You must download designated format  
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school certificate.

### [Inquiries]

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- URL : <http://who2012.umin.jp/>

# XII MEETING OF RESEARCHERS IN MENTAL HEALTH AND SPECIALISTS IN PSYCHIATRIC NURSING



*challenges and Perspectives of care to carriers of mental disorders*

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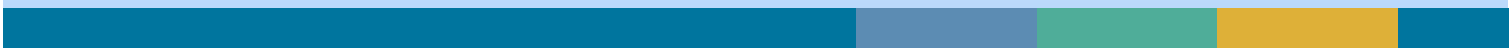


# **DON'T FORGET!!**

Send us your contribution for the 1st  
2012 issue of the Nursing and Midwifery Links  
by February 15th 2012.

## **Guidelines:**

texts should be limited to 7000 characters (including spaces);  
photos should be as follows : jpg, png or tif format and high resolution;  
legends for the pictures are most welcomed.



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