Community Health Nursing – Vision Through a Global Lens

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N456 Community Health Nursing: Course Structure

- **Required course**
- **Objectives**
  - Understand the role of nurses and public health professionals
  - Demonstrate skills that apply the nursing process to Populations
  - Understand health promotion and delivery of health care in the community
- **One lecture section and 8-10 clinical sections**
Global Health Learning Goals

• Cultural Competence
• Population Health from a global perspective (vulnerable populations and health disparities)
• Community Assessment and Analysis utilizing Social Determinants of Health
• Value of Community Partnerships
Global Health Strategies

• EVERY clinical section to have a GLOBAL focus using one of 3 different strategies…

   - Immersion
   - Video
   - “Glocal”
Immersion – Quito, Ecuador
Ministry of Health Clinics
Immersion - Salokaya College of Nursing – New Delhi, India
Videoconferencing

• Achieve Global Health Learning Goals without the travel
• Expand Global Health opportunities to our students and our global partners
• Utilize available technology (Blue Jeans) to enhance teaching for U of M faculty and our global partners
The Plan

• Weekly Videoconferences (90 minutes)
• Community Assessment using Social Determinants of Health
• Share information using the ECoP Knowledge Gateway (WHO)
• Provide research guide and Open Source materials for our international partners (Taubman Health Sciences Library)
U of M & FSIL Videoconferencing

Winter, 2013 Quick Wins Grant – Dr. Patti Abbott

Leading the way.
U of M & Salokaya College of Nursing

Winter, 2014 and Winter, 2015
U of M & University of Botswana
College of Nursing

Winter, 2015 – Grant – Office of the Vice-Provost for Global and Engaged Learning
Glocal - Community Partnerships

- Many opportunities to work with diverse populations locally
- Many cultures allows exploration of health beliefs and customs
- Issues of social & environmental justice (Immigration, Language Barriers, Access to care)
Glocal: Example
New Model

Videoconference connected one USA clinical group with Haiti group

World Class Blog connected all groups

Section 1

Section 2

Section 3

Section 4

Section 5

Section 6

Section 7

Section 8

Section 9

N456 Lecture

Section 10 Haiti
Impact on Faculty

• Strengthened the Community Assessment process
• Highlighted the importance of vulnerable populations
• Increased interest in global health projects
Impact on Students

• Identification of health disparities and vulnerable populations in Southeast Michigan
• Knowledge of differences in nursing practice based on resource availability
• Increased awareness of global health issues and cultures
Student Evaluation

• This videoconference helped me to enrich my vocabulary and also to see what I have in common with other young people, and what differentiates us.” (FSIL Student)

• Most valuable was learning about the students and their personal experiences, this could not be obtained via internet” (U of M student)
Next steps

• Strengthen global partnerships
• Share Lectures with Global Partners
• Expand Campus Partnerships, e.g., global groups, international departments
• Second language development for nursing students
• Strengthen evaluation of global health component
Conclusion

• “All that I have to say is good work. The initiative that you and our dean have taken was not easy, but it was fruitful. Therefore don’t step back in front of obstacles and difficulties.” (FSIL student)
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Winter, 2014 – Salokaya College of Nursing, Delhi, India
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2013-2015 – CRLT Internationalizing the Curriculum
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- Salokaya College of Nursing, New Delhi, India - Jayaa Singh, Chairman

- University of Botswana College of Nursing, Gaborone, Botswana - Dr. Nthabi Phaladze,
Local Community Partners

- **University of Michigan Health Systems: department of Community Programs & Services**
  - Program for Multicultural Health: Outreach & Health promotion with vulnerable groups
  - Interpreter services

- **Taubman Health Sciences Global Health Librarians**

- Opportunities for U of M inter-professional learning (Pharmacy, Dental, Medical, Public Health)
  - MANY Student associations, e.g., University Asian American Medical Students Association
  - Language courses (LSA)
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