International Nursing Service: At Home and Abroad

Report from the STTI International Service Taskforce
International Service Taskforce Members

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- Jennifer Foster (GA-USA)
- Cheryl Franklin (Virgin Islands)
- Susan Graybill (PA-USA)
- Jeanne Leffers (RI-USA)
- Leila McWhinney-Dehaney (Jamaica, West Indies)
- Karen Pehrson (MA-USA)
- Shannon Perry (AZ-USA)
- Raquel Alicia Benavides Torres (Mexico)
- Benson Wright (IL-USA)
- Mabel Magowe (Botswana)
- Patrice Nicholas, Board Liaison
- Sabrina Collins-Christie, Staff Liaison
- Janell Jackson, Staff Liaison
Objectives

• Discuss and provide examples of local, national and international service

• Identify at least one available resource for information about international service

• Describe one to two points to consider when planning in-country and out-of-country service activities

• Identify one or more ways your chapter can begin or improve engagement in service activities.
Background

• The International Service Taskforce was appointed in 2011 to explore various aspects of international nursing service in all regions and all levels.

• Dr. Safiya George Dalmida, PhD, APRN, chaired the taskforce.

• A diverse group of international members and leaders provided a wealth of expertise and experience regarding international service.
Taskforce Charges for 2011-2013

1. Identify strategies for increasing involvement of STTI members and chapter in service activities

2. Develop a model to assist chapters in creating service initiatives that respond to vulnerable populations and/or MDGs

3. Disseminate information about successful models for engaging nurses in service activities

4. Identify like-minded organizations addressing health care issues for potential collaborative activities

5. Explore options for developing Disaster Responses as an area of focus for STTI
Activities/Accomplishments

• Reviewed and analyzed service data from Annual Chapter Report

• Reviewed service activities reported by Chapter Key Awardees and Regional Excellence Awardees

• Identified Key Strategies to Engage Members in chapter service activities
  – Contacted leaders of select chapters which reported high and/or sustained engagement in various service activities
  – Contacted Regional Coordinators Chair and select Regional Coordinators to discuss/identify strategies to enhance member engagement in service activities
Activities/Accomplishments

• Developed Service Involvement Model

• Researched numerous service-related organizations and identified several like-minded organizations
  – Defined like-minded organization
  – Developed recommendations/criteria for selecting volunteer organization(s)

• Worked with STTI staff to create a Disaster Preparedness Community page on The Circle
Taskforce Recommendations to STTI Board of Directors

• Provide members with necessary informational resources to support engagement in community service & service learning to make a difference in health worldwide

• Promote service that is collaborative and facilitates partnerships with like-minded organizations

• Support chapters to focus on the United Nation’s Millennium Development Goals

• Support Disaster Nursing
The 15 North American Regions
The United Nation’s MDGs

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability
8. A global partnership for development
What Types of Services do STTI Members and Chapters Provide?
International Service Data

• Reviewed 2011 and 2012 Annual Chapter Report

• The taskforce added service and MDG related questions to the 2012 Chapter Annual Report

• Analyzed data from:
  • Chapter Annual Report
  • Chapter Key Award Documents
  • Regional Excellence Awards

• Results shared with the STTI Board of Directors
Chapter Participation in Community Service
(N=488 Chapters)

- Yes: 300 (61%)
- No: 155 (32%)
- Unknown: 33 (7%)
Chapter Participation in Community Service by Region

<table>
<thead>
<tr>
<th>Region</th>
<th>Yes (295)</th>
<th>% Yes</th>
<th>No (146)</th>
<th>% Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>R2</td>
<td>20</td>
<td>83%</td>
<td>4</td>
<td>28%</td>
</tr>
<tr>
<td>R4</td>
<td>23</td>
<td>79%</td>
<td>6</td>
<td>42%</td>
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<tr>
<td>R14</td>
<td>27</td>
<td>75%</td>
<td>9</td>
<td>64%</td>
</tr>
<tr>
<td>R3</td>
<td>17</td>
<td>74%</td>
<td>6</td>
<td>38%</td>
</tr>
<tr>
<td>R12</td>
<td>25</td>
<td>74%</td>
<td>9</td>
<td>64%</td>
</tr>
<tr>
<td>R11</td>
<td>21</td>
<td>70%</td>
<td>9</td>
<td>64%</td>
</tr>
<tr>
<td>R10</td>
<td>18</td>
<td>69%</td>
<td>8</td>
<td>57%</td>
</tr>
<tr>
<td>R5</td>
<td>22</td>
<td>67%</td>
<td>11</td>
<td>58%</td>
</tr>
<tr>
<td>R6</td>
<td>20</td>
<td>67%</td>
<td>10</td>
<td>54%</td>
</tr>
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<td>R13</td>
<td>17</td>
<td>65%</td>
<td>9</td>
<td>64%</td>
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<td>R15</td>
<td>18</td>
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<td>54%</td>
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<td>20</td>
<td>63%</td>
<td>12</td>
<td>50%</td>
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<td>R9</td>
<td>18</td>
<td>60%</td>
<td>12</td>
<td>50%</td>
</tr>
<tr>
<td>R1</td>
<td>13</td>
<td>50%</td>
<td>13</td>
<td>50%</td>
</tr>
<tr>
<td>R7</td>
<td>16</td>
<td>47%</td>
<td>18</td>
<td>50%</td>
</tr>
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</table>
Findings:

• Only 22.5% of Chapters provide activities where nurses are able to provide healthcare

• Types of healthcare provided:
  • Direct Care (50%)
  • Consultation (23.6%)
<table>
<thead>
<tr>
<th>Location of Chapter Service Involvement</th>
<th>Number of Activities</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local</td>
<td>279</td>
<td>55.1%</td>
</tr>
<tr>
<td>National</td>
<td>92</td>
<td>18.2%</td>
</tr>
<tr>
<td>International</td>
<td>92</td>
<td>18.2%</td>
</tr>
<tr>
<td>Regional</td>
<td>43</td>
<td>8.5%</td>
</tr>
</tbody>
</table>
What type of Service Activities would the chapter be interested in learning more about?

<table>
<thead>
<tr>
<th>Service Activities</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Service Trips</td>
<td>234</td>
<td>28.2%</td>
</tr>
<tr>
<td>Disaster Response/Emergency Preparedness</td>
<td>224</td>
<td>27.0%</td>
</tr>
<tr>
<td>Exchange Programs for Students</td>
<td>190</td>
<td>22.9%</td>
</tr>
<tr>
<td>&quot;Out of Home Country&quot; Experiences</td>
<td>182</td>
<td>21.9%</td>
</tr>
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</table>
Type of Relationship Chapters have with other Organizations:

<table>
<thead>
<tr>
<th>Type of Relationship</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinic or Hospital</td>
<td>103</td>
<td>30.1%</td>
</tr>
<tr>
<td>Local NGO or Non-Profit</td>
<td>65</td>
<td>19.0%</td>
</tr>
<tr>
<td>International NGO</td>
<td>62</td>
<td>18.1%</td>
</tr>
<tr>
<td>Other STTI chapters</td>
<td>61</td>
<td>17.8%</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>51</td>
<td>14.9%</td>
</tr>
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</table>
With which Millennium Development Goals would your chapter most like assistance in service project development from STTI?

<table>
<thead>
<tr>
<th>Goal</th>
<th>Number of Chapters</th>
<th>Frequency</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Hunger &amp; Poverty</td>
<td>167</td>
<td>16.7%</td>
<td></td>
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<tr>
<td>Child Mortality</td>
<td>151</td>
<td>15.1%</td>
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<tr>
<td>Global Partnership for Development</td>
<td>145</td>
<td>14.5%</td>
<td></td>
</tr>
<tr>
<td>Gender Equality</td>
<td>142</td>
<td>14.2%</td>
<td></td>
</tr>
<tr>
<td>Maternal Health</td>
<td>138</td>
<td>13.8%</td>
<td></td>
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<tr>
<td>Environmental Sustainability</td>
<td>106</td>
<td>10.6%</td>
<td></td>
</tr>
<tr>
<td>Universal Primary Education</td>
<td>76</td>
<td>7.6%</td>
<td></td>
</tr>
<tr>
<td>HIV/AIDS, Malaria and other</td>
<td>74</td>
<td>7.4%</td>
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Choosing a Volunteer Organization

1. The organization’s mission addresses health
   - The role of nursing is articulated when applicable
2. Service activities address one or more of the MDGs
3. The mission supports collaboration with host partners
4. Involvement in regional, national, and/or international service
5. Adheres to the host country’s requirements for nursing licensure
6. Service is on-going and sustainable through direct care or collaborative efforts to promote health.
7. Service activities not only benefit local communities, but have an intent to serve the broader population
What is a Like-Minded Organization?

- Like-Minded Organizations share similar mission, vision, and values with STTI.

- Like-Minded Organizations encourage collaborative service partnerships and promote health worldwide towards the achievement of the Millennium Development Goals (MDGs).

- The focus of Like-Minded Organizations is outreach to populations in local and international settings.
Example of Like-Minded Organization: Health Volunteers Overseas (HVO)

- Health Volunteers Overseas is a network of health care professionals, organizations, corporations and donors united in a common commitment to improving global health through education.

- **HVO Mission and Vision** are congruent with Like-Minded Organizations

- Nurse volunteers can serve as nurse educators or nurse anesthetists and must obtain a license in the country where they serve

- [www.hvousa.org](http://www.hvousa.org)
TANSYON
BON
7-8 Jou
4-5 Jou
2-3 Jou
LimiTe

Service Involvement Model
Pehrson’s Service Involvement Model

- Levels of Service Involvement
- Locations of Service
- Providers of Service
- Drivers of Service
- Underpinnings and Framework

<table>
<thead>
<tr>
<th>Collaboration</th>
<th>Sustainability</th>
<th>MDG’s</th>
<th>Cultural Relevance</th>
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Short Term Projects
Social Education
Social Action
Social Justice
Local
Individual Member
National
Disaster Response
Regional
Group
International Service Learning
Pehrson’s Service Involvement Model

- Levels of Service Involvement
- Locations of Service
- Providers of Service
- Drivers of Service
- Underpinnings and Framework

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- Providers of Service
- **Drivers of Service**
- Underpinnings and Framework

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Pehrson’s Service Involvement Model

- Levels of Service Involvement
- Locations of Service
- Providers of Service
- Drivers of Service
- Core Values

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Levels of Service Involvement
Short Term Project: definition

Gathering books, food, clothes, money to meet the immediate or short-term needs of individuals and families or the delivery of one time events or programs.
Short Term Project: examples

• Collection and distribution of
  • Supplies for disaster relief
  • Food and Clothing
  • Healthcare or Medical Supplies
• Collection of books, healthcare resources, and/or equipment for providers or clinics
• One day independent screening events or health fairs
Social Education: *definition*

Becoming *educated* about a health issue, and then collaboratively *providing a sustainable, culturally relevant/determined education or service to improve the health* of a described population.
Social Education: examples

- Providing hunger assessment tools to acute care RN’s for elder patients
- Use [www.TeachUNICEF.org](http://www.TeachUNICEF.org) to provide education on the global need for clean water
- Collaborating with “Nothing But Nets” to combat Malaria
- Participating in a sponsored walk or event and providing education on a specific issue, e.g. AIDS walk
Social Action: Definitions

Becoming knowledgeable about specific health issues, **advocating for culturally relevant/determined change**, and taking collaborative, sustainable action.
Social Action: *Examples*

- Provision of healthcare services to migrant workers and their families
- Collaborating with a chapter internationally to address maternal health issues
- Participation on a National Disaster Response Team as a trained volunteer
Social Justice: *Definitions*

Becoming knowledgeable about specific health issues, *advocating for culturally relevant/determined change*, and taking collaborative, sustainable action.
Social Justice: Examples
Service Learning
Service-Learning: *Definition*

- An educational methodology that combines:
  - *meaningful* community service
  - academic learning objectives
  - reflective practices

- It aims to:
  - enrich learning
  - build *civic engagement*
  - strengthen communities
Service-Learning

• Is more than just volunteering

  – Requires reciprocity between the academic partner and the community

  – The service should meet an actual need within the community

  – Students should engage in structured reflection activities (journaling, debriefing, discussion, etc.)
Service-Learning

• Facilitates leadership skills & empowerment

• Increases awareness of social justice issues in nurses & nursing students  (Groh, Stallwood, & Daniels, 2011)

• Increases the commitment to international service and promotes cultural competence in nursing students  (Amerson, 2012)
Disaster Response
Disaster Nursing: STTI focus

• During the last two biennia, STTI members identified Disaster Nursing as a major interest area.

• The ISTF Disaster Nursing Subgroup collaborated with recognized international experts Cynthia Vlasich and Joanne McGlown to further develop this area of interest for STTI members.
Disaster Nursing: \textit{Role of STTI}

- Encourage members to connect with the national or federal emergency management authorities in members’ home countries

- Acquire training from federally/nationally recognized or required sources (International Red Cross, governmental agencies).
Disaster Nursing: Resources

• STTI Disaster Nursing online CE module
• Resources available on the STTI Circle and STTI website
• New STTI Community of Interest on Disaster Nursing to share information, resources, and connections
• STTI Biennial Convention Session - Disaster Response: Prepared Nurses in Short Supply
UN Millennium Development Goals (MDGs)
Service Involvement and MDG’s

- Identify which MDG best addresses issues which are of interest to chapter members
- Engage members in all aspects of the process
- Identify potential partners, collaborators, or stakeholders
- Identify other interested chapters in your region
- Explore options, learn more about the MDG, find resources
- Choose your level of service involvement
- Ensure collaboration and sustainability
- Take action
- Evaluate the process
Target 4A: Reduce by two-thirds, between 1990 and 2015, the under 5 mortality rate.

*Indicators for monitoring progress:*

4.1 Under-five mortality rate

4.2 Infant mortality rate

4.3 Proportion of 1 year old children immunized against measles
Target 7C: Halve, by 2015, the proportion of people without sustainable access to safe drinking water & basic sanitation

*Indicators for monitoring progress:*

7.8 Proportion of population using an improved drinking water source

7.9 Proportion of population using an improved sanitation facility
Target 5B: Achieve, by 2014, universal access to reproductive health

*Indicators for monitoring progress:*

5.4 Adolescent birth rate

5.5 Antenatal care coverage (at least one visit and at least four visits)

5.6 Unmet need for family planning
10 Steps to Develop Chapter Service Involvement

1. Open a dialogue with chapter members about their passions for making a sustainable difference. Discover what members are already doing.

2. Identify the critical health care issues in your area or region. Discuss needs with experts, stakeholders, and consumers.

3. Together Choose ONE need that has support from a cross-section of members. Does it relate to the UN MDGs?

4. Identify skilled leaders who are passionate about the project and who are skillful in involving others. Collaboration is a critical skill. Will there be a partnership?

5. Choose the level of service involvement for the project & define clear goals and strategies.
10 Steps to Develop Chapter Service Involvement

7. Take ACTION with well-defined steps and a timeline. Evaluate

8. Publicize collaborative efforts- Organization internal news, city or regional media, and don’t forget to include STTI.

9. Celebrate your accomplishments when you have success making a difference together!

10. Prepare to select a new level of service involvement for the next project. Include other chapters, stakeholders, new leadership; mentor other members/chapters.
Resources
Resource Websites:

National Service-Learning Clearinghouse
http://www.servicelearning.org/

SERVEnet
Find Volunteer Opportunities in Your Community
www.serve.net

Volunteer Match
http://www.volunteermatch.org/
Volunteering at Home and Abroad: The Essential Guide for Nurses

Jeanne Leffers & Julia Plotnick

Published by the Honor Society of Nursing, STTI; Available at:

www.nursingknowledge.org/STTIbooks
Nursing Without Borders: Values, Wisdom, Success Markers

Sharon Weinstein & Ann Marie T. Brooks

Published by the Honor Society of Nursing, STTI; Available at:

www.nursingknowledge.org/STTIbooks
Resources for Service-Learning

• Essential Tools for a Study Abroad Nursing Course
  (Saenz & Holcomb, 2009)

• Core Principles for Developing Global Service-Learning Programs in Nursing
  (McKinnon and Fealy, 2011)

• Research-Based Recommendations for Implementing International Service-Learning
  (Amerson, In Press, Journal of Professional Nursing)