

GLOBAL NURSING

Winter 2020



SCHOOL OF NURSING
UNIVERSITY OF MICHIGAN



Clinical Instructor Emerita Norma Sarkar (left) takes part in a lamp lighting ceremony at Salokaya College of Nursing with the college's founders, Jayaa and Pradeep Singh.



Alumna Houda Abdallah (left) delivers a presentation to students at Salokaya College of Nursing.

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Leadership thoughts

Dear colleagues and friends,

As we enter a new decade, I'd like to reflect on the impact our profession makes on the health of the world. Nurses and midwives account for nearly 50 percent of the global health workforce. In light of this, the World Health Assembly, the governing body of the World Health Organization (WHO), has designated 2020 as the Year of the Nurse and the Midwife — also honoring the 200th anniversary of the birth of Florence Nightingale. This yearlong initiative is meant to celebrate the contributions of nurses and midwives and focus on the critical contribution we make to global health. The Year of the Nurse and the Midwife will also highlight the challenging conditions under which nurses and midwives often work while advocating for increased investments in our critical workforce.

Achieving universal health coverage and meeting the agenda for the Sustainable Development Goals by 2030 will only happen if we continue to invest in nursing and midwifery. Here at the University of Michigan School of Nursing we are supporting our students and faculty to make innovative, sustainable differences in health care. We recently received

“NURSES AND MIDWIVES ARE THE BACKBONE OF EVERY HEALTH SYSTEM: IN 2020 WE’RE CALLING ON ALL COUNTRIES TO INVEST IN NURSES AND MIDWIVES AS PART OF THEIR COMMITMENT TO HEALTH FOR ALL.”

– Dr. Tedros Adhanom Ghebreyesus
WHO Director-General

our redesignation status, marking 2020 with 23 consecutive years as a Pan American Health Organization (PAHO)/WHO Collaborating Center for Research and Clinical Training in Health Promotion Nursing. This redesignation process occurs every four years and recognizes U-M School of Nursing excellence in health promotion research and training, as well as our commitment to a global approach in education, research and service initiatives.

The world needs 18 million more health workers to achieve and sustain universal health coverage by 2030. Approximately half of that shortfall — 9 million health workers — are nurses and midwives. In this new decade, the global spotlight on nurses and midwives for 2020 is a unique opportunity to demonstrate our support and advocate for the profession. Join us as we raise the profile of nurses and midwives here and across the globe.

Sincerely,

Jody R. Lori, Ph.D., CNM, FACNM, FAAN
Associate Dean, U-M School of Nursing
Director, PAHO/WHO Collaborating Center

News from the PAHO/WHO Collaborating Center at the U-M School of Nursing

Collaborating Center redesignated by PAHO/WHO through December 2024 with updated terms of reference

Our PAHO/WHO Collaborating Center for Research and Clinical Training in Health Promotion Nursing was redesignated in December 2019. The terms of reference — the scope of our work for WHO — are:

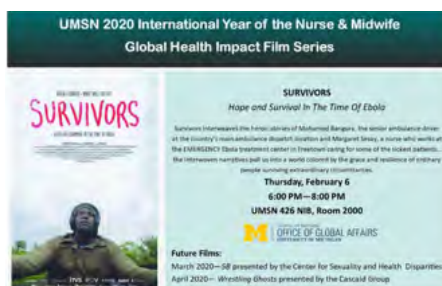
1. Support PAHO/WHO in disseminating experiences about evidence-based practices of health promotion related to maternal home strategies and nurse and midwifery personnel.
2. Provide technical support to PAHO/WHO in strengthening and building nursing capacity in training, quality of care and communication of data related to the profession.

We are embarking on new areas of support, including assessing the impact of maternity waiting homes and disseminating best practices with colleagues in Nicaragua, Bolivia and Guyana. We're also building new collaborations with colleagues in the Caribbean to improve clinical training of nurses and the incorporation of low-fidelity, simulation-based learning. And we're highlighting the findings on implications of the upcoming State of the World's Nursing Report to be released later in 2020.

2020: The Year of the Nurse and the Midwife

We will be celebrating the Year of the Nurse and the Midwife with a film series, special events and a virtual art exhibit throughout 2020. In February, students, faculty and community members

learned about the important role nurses in Sierra Leone played in responding to the Ebola crisis in their country through a screening of *Survivors: Hope and Resilience in the Time of Ebola*.



Visit sites.google.com/umich.edu/umsnglobalhealthevents/home for a full list of events.

Final webinar on health promotion and chronic disease features Dr. Kevin Joiner addressing the impact of diabetes-related stigma



Assistant Professor Kevin Joiner, Ph.D., APRN, ANP-BC, conducts research that

centers on improvement of health outcomes of Type 1 and Type 2 diabetes and the development of self-management interventions. He spoke to nurses from the PAHO/WHO region on the impact of diabetes-related stigma and how nurses can help to dismantle it. Watch the webinar at myumi.ch/kxB4R.

U-M School of Nursing researchers continue to support nursing research in the Caribbean



Assistant Professor Marie Anne Sanon-Rosemberg, Ph.D., RN, and Professor Emerita Carol Boyd, Ph.D., RN, FIAAN, FAAN, provided research training to nurse educators and leaders from the Caribbean at the 6th Annual International

Research Internship hosted by the PAHO/WHO Collaborating Center at the University of the West Indies School of Nursing.

This year's topics included:

- Career planning
- Research impact
- Mentorship
- Mapping a program of scholarship and developing research questions
- Quality improvement
- Quantitative and qualitative approaches
- Research in the lab or community
- Communicating research findings to the public and to policymakers

Despite political unrest, educational collaboration with nursing school in Haiti continues

Faculty travel to Haiti was postponed due to safety concerns, but weekly discussions and quizzes with students in the Nurse Midwifery and Family Nurse Practitioner programs at Faculty of Nursing Science of the Episcopal University of Haiti (FSIL) continued via email to reinforce what students had learned even when their university was closed.

Faculty provide valuable feedback on WHO protocols

Clinical Associate Professor Ruth Zielinski, Ph.D., CNM, FACNM, and adjunct Professor Marie Klingberg Allvin, Ph.D., are participating in the Technical Advisory Group requested by WHO to provide expert feedback on the Essential Postpartum Family Planning (EPPFP) sub-module of the PNC Module of the Toolkit. Professor Rob Stephenson, Ph.D., and Stephen Sullivan, project manager at the Center for Sexuality and Health Disparities, were invited to attend the third WHO Technical Consultation on Point-of-Care Diagnostics Tests for Sexually Transmitted Infections in Verona, Italy, from Dec. 10 through 12, 2019.

Midwifery in Uganda and the impact of going back

Written by Alex Bienkowski

“Other people say they’re going to come back, but they never come back.”

That’s what South Sudanese women in northern Uganda’s refugee camps told Ruth Zielinski, clinical associate professor and Nurse-midwifery program lead at the U-M School of Nursing, when she reunited with them in 2015. Two years earlier, Zielinski made her first trip to a remote village in South Sudan to train traditional birth attendants just months before the country’s most recent war broke out and forced millions to seek refuge in neighboring Uganda.

Zielinski regularly crosses continents as a practitioner, educator and advocate for global maternal health. In 2019 alone, she spent time in Mongolia, Haiti, Ethiopia, Kurdistan, Denmark and Ghana. Her destinations change from year to year, but the relationships she has built in Uganda bring her back every winter, when she leads a group of graduate students through a challenging and immersive clinical experience.

“The people bring you back,” Zielinski said. “And when you keep going, that’s when you can continue to make a real difference.”

In the past, the program brought students to Fort Portal in the western part of the country, but for the last two years it’s been



A mural in one of the maternity wards.

consolidated in the northern city of Adjumani. Thanks to the help of her trusted friend and interpreter Daniel Kuir Ajak, Zielinski has built connections with local health centers and two refugee camps straddling the border of South Sudan, where decades of recurring civil war have forced countless families to flee their homes.

For four weeks, Zielinski, other experienced preceptors and her students work in concert with Ugandan midwives, providing care to local women and South Sudanese refugees while also coordinating community education efforts. For students, the experiences require a drastic step outside their clinical and cultural comfort zones and into an overcrowded environment where even the most basic resources are stretched thin.

“In the clinical setting, we focus on labor, birth and caring for newborns,” Zielinski explained. “You’re going to get a lot of newborn resuscitation and have to apply skills like listening to heartbeats and starting IVs. You have to be on point with your nursing skills if you’re going to go on this trip.”

“You don’t have much — no epidurals, pain meds and many of the things we have in a developed country,” said Hillary Hoskins, a doctoral student in the combined Nurse-midwifery/Primary Care Family Nurse Practitioner program who traveled to Uganda last year. “You really have to learn to trust labor, trust birth and trust women’s bodies. It was the first time I really experienced that from a clinical standpoint.”

Zielinski makes sure students understand the need to set Americanized expectations aside and adapt to unfamiliar approaches in a region where maternal mortality is the highest in the world and cesarean delivery is often the only available option when complications arise.

“I don’t want them to think we’re going in to save moms and babies,” she said. “We want to be partners instead of acting like we know better. Ugandan midwives are very busy, and I think we help decrease their burden while we are there.”

“There’s a constant flow of people waiting to be evaluated, so the Ugandan midwives

direct us,” added Brooke Cheney, a master’s student in the Nurse-midwifery program who traveled to Uganda earlier this year. “They really are the delegators of the unit.”

Circumstances can be even more challenging for South Sudanese mothers, who must deliver their babies in a Ugandan health center in order for them to receive birth certificates and become registered refugees. However, making it to the center can prove difficult. To help overcome barriers to safe labor and delivery, Zielinski has made community education a priority on these annual trips.

“A lot of these women have experienced extreme trauma and came to Adjumani with nothing,” said Hoskins. “Although there’s a language barrier, you just look into their eyes and you can see what they’ve experienced and the resiliency they possess.”

Through the American College of Nurse-Midwives’ Home Based Life Saving Skills curriculum, Zielinski and her students use picture-based training to help South

Sudanese women understand how to safely navigate pregnancy amid uncertain circumstances.

“It’s a shared learning experience, and that’s really where our value can lie,” Zielinski said. “Training can be frustrating for the refugee women. We’re very careful that this is not about training birth attendants. It’s about community education so women can support each other to keep themselves healthy during pregnancy and understand when to go to the health center.”

This year, Zielinski worked to simplify the curriculum and develop a “train the trainer” model that gives South Sudanese women tools they can use to educate one another. With a smaller module focused on labor support, members of the U-M midwifery group trained four women recognized as leaders in the two refugee camps.

“We had them teach the module back to us, and now they’re able to share information that we hope will spread across the camps,” said Zielinski.

She and her students take time each night to debrief as a group and talk through the day’s events. More than 7,000 miles from home, witnessing birth from a whole new perspective can be transformative for many students as they prepare to become nurse-midwives in the U.S.

“You realize you’re not going there to take — you are going to give,” Hoskins said.

“Through that, I learned that empowered women empower women, and if you trust birth, you can do so much with so little.”

“Each mother walks into the labor and delivery room to be evaluated carrying a sheet of plastic, which they put down on the examination table with no other linens to speak of,” described Cheney. “You realize that birth has been going on for so long, and it changes the way you think about it. In the U.S., we have all of these extras, but it’s humbling to sit back and think about whether we really need it all.”

“THE PEOPLE BRING YOU BACK, AND WHEN YOU KEEP GOING, THAT’S WHEN YOU CAN CONTINUE TO MAKE A REAL DIFFERENCE.”

-Ruth Zielinski

Cheney is a mother of three, and this year’s trip to Uganda was her first time traveling abroad for global health work. Leaving family, friends and familiarity behind for intensive clinical learning in Africa can be intimidating, but one moment can make a lasting impact.

“With the language barrier, you hope you’re helping somebody, but you don’t quite know,” Cheney said. “One day, I caught this woman’s baby and helped her go to the postpartum area. The next day, as she was getting ready

to leave, she purposefully found me to say goodbye. In Uganda, they call the midwives sisters, so she called me over smiling and said ‘Sister, I’m going home!’ That moment reaffirmed my decision to make this trip. I made a connection with this person, and I knew I helped her in some way.”

Between the long flight to the international airport in Entebbe and a dusty drive through the East African countryside, traveling to Adjumani takes nearly 24 hours. Zielinski is the first to admit that the whole experience is uncomfortable. The heat, the smells and the hard days can get to you, which is why she cautions anyone considering this trip — or global health work in general — to make sure they’re all in.

“If you’re doing this just to pad your resume, then don’t do it,” she said. “I would never push anyone into these experiences. It’s really tough, and these students work incredibly hard. You have to think about your motivation and make the commitment, and then it will be absolutely worth it.”

From the Caribbean to East Asia and many countries in between, Zielinski has focused her career on capacity building around midwifery, nursing and community education. When she thinks about slowing down, it’s the people — especially the women in Uganda — who keep her going.

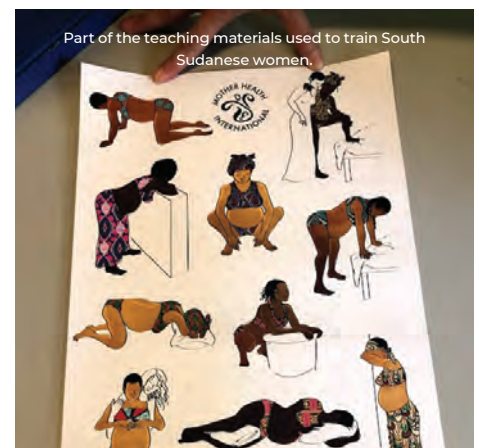
“There’s always a moment when I think I’m burned out,” she admitted. “And then I start thinking, and I know I need to go back.”



Birthing beds in the Adjumani health center.



Zielinski (top center) and students outside the maternity ward.



Part of the teaching materials used to train South Sudanese women.

Discovering Midwifery in Denmark

Written by Alex Bienkowski

In the United States, where maternal and infant mortality rates are among the highest in the developed world, midwives attend less than 10 percent of births. In Denmark, midwives deliver more than 90 percent of the country's babies, and those same mortality rates have been steadily declining for decades.

Last year, the U-M School of Nursing launched an innovative partnership program that brings undergraduate students with an interest in midwifery to Denmark for an immersive experience shadowing midwives and living like a local in one of Scandinavia's largest cities.

The program was developed in collaboration with DIS, a nonprofit study abroad foundation that coordinates international education opportunities in Scandinavia for thousands of North American students each year. This coordinated clinical experience, focused specifically on midwifery, is the first of its kind between a U.S. university and DIS — it was even featured on Danish TV news (watch the segment at myumi.ch/9oWEX).

For one month, students live in the heart of downtown Copenhagen and pair with a midwife at one of two hospitals in the surrounding cities of Roskilde and Hillerød.

"Students are living the life of a Danish midwife and engaging in their day-to-day work," said Beste Erel Windes, academic program manager in the U-M School of Nursing's Office of Global Affairs. "It helps them understand the need to be flexible, be present and learn how to adapt their attitude to changing circumstances."

Watch an interview with student Gabriela Miles, who describes what the monthlong program in Denmark meant to her: myumi.ch/518G8

When they're not shadowing midwives, students attend classes to discuss clinical experiences and learn important techniques including how to use a Rebozo scarf to accelerate birth and alleviate labor pains.

"We spent about 62 hours one-on-one with midwives," said Amanda Jacobs, a U-M School of Nursing senior who was part of the program's inaugural cohort last summer. "One of the most special moments was when I was paired with a midwife in the hospital assisting a young woman through labor."

A month in Denmark provided a valuable perspective for Robert Cardwell, a senior and the only male to participate in the program.

"If I enter this field, will I be taken seriously?" he wondered. "But the midwives and other staff took me on board and showed me the ropes just like my classmates. They seemed really excited to have a guy come in and observe midwifery, because that doesn't always happen."

Outside of the hospitals, students are thrust into life as a Copenhagener as they traverse the city by rail, bicycle and even boat. They manage their own schedules and take advantage of downtime by exploring cultural sites, a world-class dining scene and vibrant nightlife. For one evening, students visit the home of a local family for a traditional Danish dinner.

"Copenhagen is a very multicultural city, with people from all walks of life," Cardwell said. "In addition to Danish culture you can experience all the other cultures — and foods — that have found a home there."

"We explored everything from gardens and parks to castles and museums," said Jacobs. "There were so many canals in the city, so many of us took the opportunity to relax along the water and even spent a day at the beach."

The Office of Global Affairs holds a series of pre-departure workshops to prepare students for the trip, but once they arrive in Copenhagen, they can take advantage of a truly independent living and learning experience.



Top: Students who took part in the inaugural program pause for a photo in Copenhagen.

Middle: Jacobs (front left) relaxes with classmates along Copenhagen's canals.

Bottom: Cardwell (right) and two of his classmates practice the Rebozo technique.

"Not many programs give you the benefit of being able to live like a local, but this does," said Windes. "It can be scary at first, but many students come away feeling empowered."

For U-M School of Nursing students considering a career in midwifery, the program is an invaluable opportunity to explore the field in a country where it is an integral part of the health system. As a result, admission is competitive, with over 35 applicants for only 10 available spots this year. As the next cohort prepares to depart this summer, the U-M School of Nursing and DIS are already working to make this unparalleled experience more accessible.



Bigelow (second from right) stands with U-M and SUT students in Nakhon Ratchasima.

New perspectives in rural Thailand

Written by Alex Bienkowski

For the last seven years, Clinical Associate Professor April Bigelow, Ph.D., ANP-BC, AGPCNP-BC, has led a group of graduate students in the Primary Care Nurse Practitioner programs to Nakhon Ratchasima, Thailand, for an engaging experience at Suranaree University of Technology (SUT).

The partnership between the two universities is prospering thanks to the head of SUT's Community Nursing Program Naruemol Singha-Dong, a U-M School of Nursing alumna and adjunct clinical instructor.

"U-M has a special place in her heart, and everyone at Suranaree treats us so well when we visit," Bigelow said.

Over two and a half weeks, U-M students pair with peers at SUT to share knowledge and provide needed care to patients in rural communities. For advanced practice students, these cross-cultural clinical experiences can challenge them to think differently. Bigelow works to provide context that can help them build intangible skills into their own practice.

"They're able to see patients where they live and work, where their whole way of life is completely different than anything our students have experienced before," Bigelow said. "It allows them to practice critical thinking skills in a much different way."

Doctoral students Nathan Stefanovsky and Kristiana Hila offered a glimpse into their experiences in Thailand. To read everything they had to say about their trip, visit the Michigan Nursing Abroad Tumblr at umichnursingglobal.tumblr.com.



Stefanovsky rides a bike through a local neighborhood.

Nathan Stefanovsky

I believe global experiences work to foster a foundation of humility, openness and acceptance of others.

My most recent trip to Thailand reignited a flame inside of me. On my first few excursions to Thailand, I was more in the "traveler mode." I made friends with the local people, and the relationships felt meaningful but temporary as I had to continue on my journey.

While we stayed in Nakhon Ratchasima, I had time to develop relationships with both students and faculty to learn about life through their eyes. These relationships are a vital component to allowing yourself to be the best person you can be while increasing cultural awareness. It is these experiences I live for and grow from, and I hope that this idea can be reciprocated.

Understanding and learning about a country, whether it's the geography, the cuisine, the history or even the weather, will allow for a better integration. Most importantly, learning how to travel, not as a tourist but as someone with a level of cultural humility and awareness, only makes the experience richer, while preserving your image in that society and respecting the people you interact with.

Kristiana Hila

Travel abroad is quite the humbling experience. It allows you to step outside of your comfort zone and experience the world in a completely different way than what you are used to.

While in Thailand, we were greeted by nursing students with open arms and bright smiles. We had the opportunity to teach them health assessment techniques and procedures. This was an amazing experience, because I remember being a nursing student and looking up to those who had already gone through the program.

In the district of Chok Chai and village of Dan Kwian, we had the opportunity to work alongside nurse practitioners and other health care professionals to provide care for members of the local community.

We also completed community assessments, going door to door to assess the individuals of the village. Many of the individuals suffered from musculoskeletal, cardiovascular and respiratory issues as a result of their occupational status. Pottery was a very important part of their lives and a crucial source of income, but as you can imagine, working with clay comes with its health-related consequences.



Independent study with an Indian partner

Written by Alex Bienkowski

When U-M School of Nursing alumna Houda Abdallah (MSN '19) was looking to develop an independent study proposal in the final year of her master's program, traveling to India wasn't at the top of her mind. After learning about Salokaya College of Nursing in New Delhi, she organized a two and a half week journey that would inspire her ambitions and pave the way for new career opportunities.

"I never imagined myself going to India," Abdallah said. "But it's such a unique country, and I realized if I wanted to have a truly valuable experience it would be a great place to go."

Salokaya has partnered with the University of Michigan since 2013. It is run by U-M Ross School of Business alumna Jayaa Singh and her husband, Pradeep, who founded the institution after noticing a startling exodus of Indian nurses to other countries.

As a staff nurse at Children's Hospital of Michigan, Abdallah wanted to connect studies in India to her career in pediatrics. While organizing the trip, she spoke with Singh and developed a plan to examine gender disparities in pediatric populations through work at a new adolescent clinic. However, the clinic closed unexpectedly just before she arrived.

"As a nurse, you have to be flexible, especially when you're working on projects internationally," Abdallah said.

She quickly reconnected with Singh and shifted her focus to India's public and private health care institutions, studying the differences in a country where social

stratification remains part of the culture despite reform efforts.

For two and a half weeks, Abdallah worked with physicians and hospital administrators to examine the challenges and complexities of a health system tasked with treating the world's second-largest population.

"Salokaya did an excellent job organizing trips each day to different hospitals and different wards," she said. "Most of what I encountered there I had never seen before in my life. A lot of tuberculosis, kidney disease and problems related to malnutrition, which is counter to my experiences treating pediatric obesity in the U.S."

"The time patients get with a provider or nurse is so rushed, so they don't always learn about the outcomes of their condition or what to expect as a disease progresses."

Despite the obstacles, Abdallah is encouraged by the valuable work Salokaya is doing to empower Indian nurses and train a well-equipped health care

workforce. Each day, she shared insight with current students and regularly joined them for clinical rotations.

"There are more similarities between us than I thought, and their program is just as challenging as any in the U.S.," Abdallah said. "Jayaa encourages students to push past these boundaries to deliver better health care. I feel like she's grooming leaders, not just nurses."

Abdallah also made sure she found time to experience India outside of the clinical setting. Highlights included a daylong excursion to the Taj Mahal and visits to historic Islamic sites like the Qutb Minar, which strengthened a connection to her faith.

"What I found beautiful about India is all the historic monuments and sites of Muslim origin," she said. "It was so nice to see my faith practiced in a different culture."

Abdallah completed her master's in the Primary Care Family Nurse Practitioner specialty in fall 2019. Shortly after, she secured a highly competitive internship with the World Health Organization at its headquarters in New York City, where she works with the United Nations on policy-focused objectives. Inspired and informed by her experiences in India and Ann Arbor, she is focused on building a clinical career with a global impact.

"U-M was the best place to go for the path I've chosen," she said. "I hope to build on opportunities like this internship and explore global health promotion without giving up clinical work."



2019 GLOBAL RECAP

As we enter a new decade, it's important to reflect on what's been accomplished within the U-M School of Nursing in the 2019 academic year. The school has seen a rise in interest and participation around our global health programs and opportunities.

79

total student trips in 2018-19*.

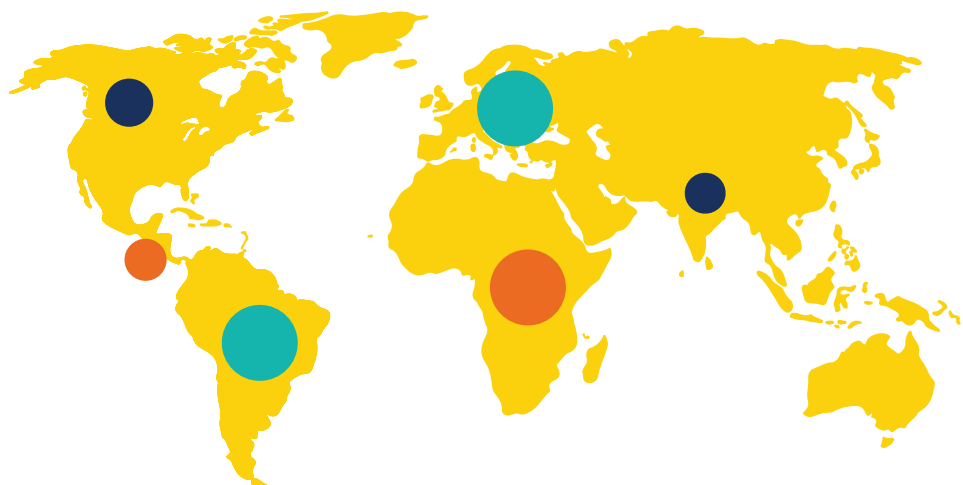
25

students in the Global Health concentration.

9

new memorandums of understanding.

Students visited 22 countries in 2018-19*



Asia

India
Israel
Thailand

South America

Brazil

Central America

Honduras
Panama

Africa

Ethiopia
Ghana
Kenya
Tanzania
South Africa
Uganda

North America

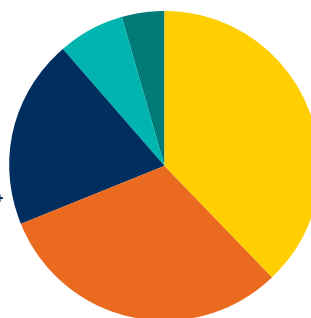
Canada
Haiti

Europe

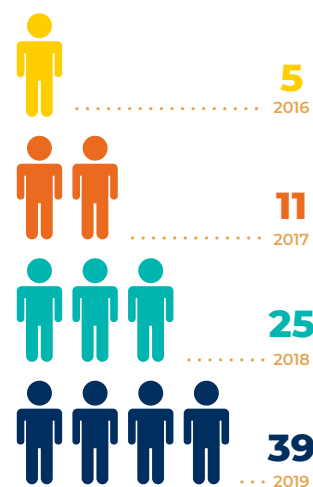
Croatia
Czech Republic
Denmark
England
France
Greece
Italy
Spain

Who is studying abroad?

First-years: 5
Sophomores: 14
Juniors: 27
Seniors: 3
Graduates: 22



Students in the Global Health minor



All data is based on statistics pulled from the U-M School of Nursing Global Office in December 2019.

*2018-19 academic year

\$35,000

in scholarships given to support global health travel