

Community Engagement Conference

Partnering to Advance Health and Wellness



IGNITE

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Finding an Ethical International Service Learning Partner: Lessons Learned in Asset-Based Community Development

- **Presenters: Elizabeth Fitzgerald** – associate professor of clinical nursing, College of Nursing Graduate Studies;
- **Jennifer Kue** – director, College of Nursing Office of Global Innovations and assistant professor, College of Nursing



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Finding an Ethical International Service Learning Partner: Lessons Learned in Asset-Based Community Development

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Jennifer Kue, PhD



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Nicaragua

- Located in Central America
- Population: 6,025,951
- Language: Spanish (official)
- Religion: 51.6% Catholic, 33.9% Evangelical
- Colonized by Spain
(independence in 1821)



Nicaragua

- Capital City: Managua
- Country Partner:
 - Jubilee House Community, Inc./Center for Development in Central America (JHC/CDCA)
- Located in the heart of the community of Ciudad Sandino



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Why We Choose Nicaragua

- The Office of International Affairs at OSU sponsors several education abroad programs in Nicaragua representing a variety of disciplines and interests
- The College of Nursing has been leading education abroad programs in Nicaragua since 2013 and has built trust and relationships with people, local associations and local institutions



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Our Community Partner



the Jubilee House Community
in Ciudad Sandino, Nicaragua



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JHC/CDCA

- **Mission:** is to enable communities to become self-sufficient, sustainable, democratic entities.
 - <http://jhc-cdca.org/>
- Established in 1994
 - Their work began in Ciudad Sandino, the most densely populated city in Nicaragua, and one of the poorest.
- Ciudad Sandino has long been viewed as “the dumping ground” for refugees from natural disasters and violence.



JHC/CDCA

- JHC/CDCA works in four main areas:
 - Sustainable Agriculture
 - Sustainable Economic Development
 - **Health Care (our focus area)**
 - Education



Resources at OSU

- The University Center for the Advancement of Teaching (UCAT) and the Office of Service Learning provided the foundation to develop the service learning component of the Nursing Education Abroad in Nicaragua course
 - <https://ucat.osu.edu/>
 - <http://u.osu.edu/servicelearning/>



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University Center for the Advancement of Teaching and Office of Service Learning

- Dr. Lizzie Fitzgerald participated in two course design institutes and three faculty learning communities, which provided financial support and course development mentorship:
 - UCAT CDI (spring 2015)
 - UCAT Course Design Learning Community Fellow in inaugural community (AU 15/SP16)
 - OSL CDI (summer 2016)
 - UCAT Internationalization of the Curriculum Learning Community (AU16/SP 17)
 - Currently participating in the UCAT Mid-Career and Senior Faculty Learning Community (AU 17/SP18)



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Asset Model

- The Asset-Based Community Development Institute at the School of Education and Social Policy, Northwestern University's model insists on beginning with a clear commitment to discovering a community's capacities and assets

Source: Kretzman & McNight, 1993



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Asset model

- Each community has a unique combination of assets
- Begin by taking an inventory of the gifts, skills, and capacities of the community's residents, local associations, as well as more formal institutions such as private businesses and public institutions

Source: Kretzman & McNight, 1993



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Applying the Asset Model To Service Learning Partnerships

- Start with what is present in the community, not with what is absent or what is problematic
- Asset-based partnerships are by necessity “internally focused”
 - The development strategy focuses on the problem-solving capacities of local residents, local associations, and local institutions
 - The emphasis is on local definition, investment, creativity, hope, and internal control

Source: Kretzman & McNight, 1993



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Applying the Asset Model To Service Learning Partnerships

- The community partner development process is “relationship driven”
 - A key challenge is to constantly build and rebuild the relationships among and between local residents, local associations, and local institutions

Source: Kretzman & McNight, 1993



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Ethical Service Learning

- Growing number of **short-term experiences in global health (STEGH)**
(Loh et al., 2015)
- Many STEGH rely on local organizations as hosts
 - STEGH seek context-relevant community guidance with respect to their involvement
 - Literature identifies local partnership as an ethical principle around the conduct of STEGH



Ethical Considerations

- Avoid imposing additional resource burden on local partners
- Provide to local partners, funding commensurate to resources consumed

Source: Loh et al., 2015



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Ethical Considerations

- Prepare written memoranda outlining roles/responsibilities of both partners
- This may also be required by accreditation bodies and state licensure boards

Source: Loh et al., 2015



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Ethical Considerations, continued

- Ensure participation standards and expectations are clearly outlined
- Agree that shared responsibility, sustainability, and capacity building must be the foundational basis of any engagement

Source: Loh et al., 2015



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NAFSA: Association of International Educators

- **Mission, Vision, and Values**

- International education advances learning and scholarship,
- Fosters understanding and respect among people of diverse backgrounds and perspectives,
- Essential for developing globally competent individuals.



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NAFSA continued

- **Mission, Vision, and Values**

- Global learning leads to a more engaged and welcoming United States,
- More responsive and participatory government, and a more secure and peaceful world.
- NAFSA advocates for policies that foster the exchange of ideas, create a commonsense immigration process, support the evolution and improvement of democratic institutions, and encourage enlightened global engagement.



References

Kretzman, J.P., & McKnight, J.L. (1993). *Building Communities from the inside out: A path toward finding and mobilizing a community's assets*. Skokie, IL: ACTA Publications.

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NAFSA (n.d.) *Vision, mission, values*. Retrieved from: http://www.nafsa.org/About_Us/About_NAFSA/

