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Health in a Global Context: Pediatric Nursing Practice in Rwanda, Africa

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Purpose

The purpose of this poster is to present the experience of a four-week clinical placement at the University Central Hospital of Kigali (CHUK) in Rwanda. In May 2017, eight Third Year nursing students from the Arthur Labatt Family School of Nursing, Bachelor of Science in Nursing Program at Western University were placed on a pediatric unit at CHUK. The students had the opportunity to apply concepts including strengths-based care, client-centred care, and Tanner's Clinical Judgment model to their nursing practice. The students explored how the Social Determinants of Health affect communities, the importance of advocacy in a hospital setting, and collaborative practice in a global context.

Goals

1. Apply a clinical judgment model (i.e., Tanner) when providing strengths-based (i.e., Gottlieb) care for clients and families, and justify decisions using research skills, evidence, ethical principles, and multiple ways of knowing.
2. Apply theory to nursing care of individuals with complex health challenges, while always considering the context of the health setting from an evidence-informed perspective.
3. Apply interprofessional concepts when providing person-centered health promotion and care for clients with complex health challenges.
4. Increase awareness of policy in the health care and social systems that influence health and continuity of care for clients and families with complex health challenges levels.
5. Identify the ethical and professional components of health promotion and care for clients with complex health challenges.
6. Practice guided by the College of Nurses of Ontario standards and competencies, the Canadian Nurses Association Code of Ethics, and best-practice guidelines, while considering the context.
7. Consider ethical tensions and dilemmas that arise from practicing in a limited resource context.
8. Demonstrate competency as a reflective practitioner.
9. Draw in concepts from Health in a Global Context theory course (i.e., global health, social determinants of health, social justice, equity, self-care, globalization).



Personal Development

- More appreciative of health care supplies in Ontario
- More comfortable advocating for patients
- Being able to live with 7 other students for a month
- Nursing skills are more advanced (wound dressings, assessments, documentation)
- Increased independence
- Stereotypes diminished
- Greater appreciation of the impacts of a genocide
- More culturally competent



Challenges

- Language barriers
- Difference in health challenges, exposed to different health conditions
- Adjusting to Rwandan lifestyle and culture
- Homesickness
- Differences in health care system - Advocating & Documentation
- Providing health care with limited resources



Professional Learning

- Providing culturally sensitive care
- Caring for pediatric population and their family
- Seeing a difference in the Social Determinants of Health affecting Rwandans
- Being exposed to various health challenges and learning how to adapt
- Presenting a patient's case to nursing staff and students
- Being able to apply theories from the Global Health class to clinical setting