

Development of an International Collaboration Practice Model Contributing to “Health for All”

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【Background and Purpose】

Since 2001 global efforts to reduce regional gaps in health status have been actively moving ahead within the framework of the United Nations Millennium Development Goals (MDGs). It is the aim of St. Luke’s College of Nursing as a World Health Organization collaborating center, to contribute toward attaining the goals of “Health for All” as well as MDGs by strengthening human resources in Nursing and Midwifery. The purpose of this research project is to develop an international collaboration practice model in the area of human resource development using “People-Centered Care.”

【Goals】

A goal in the first phase of development (from fiscal 2002 to 2004) was to develop an educational training program for nurses in Japan that would allow strengthened assistance for higher-quality nursing and midwifery in developing countries. The training program was based on a survey of educational needs of international nursing collaborators.

A goal in the second phase (from fiscal 2005 to 2007) was to develop an international collaboration practice model for strengthening human resources in health or nursing with counterparts or partners in focused developing countries.

【Plan and Implementation Process】

In the first phase, we conducted a survey on educational needs of Japanese international nursing collaborators who had been working for more than one year in developing countries with researchers working at the National College of Nursing and International Medical Center in 2003. Educational needs and perceived competencies of Japanese international nursing collaborators were derived from the interview data. We developed a systematic educational program model (Figure 1). As an outcome of the first phase of research project, we proposed a standard curriculum of a master’s program in International Nursing in 2004. St. Luke’s College of Nursing Graduate Program developed a master’s course of International Nursing and started it in 2005. We meet the goal of the first phase by establishing the educational training program.

In the second phase, we started action research in order to strengthen human resources in health and nursing with counterparts or partners in three different developing countries. One group has been working for strengthening a master program in community nursing in Kenya. A second group has been working to develop a baccalaureate program in Afghanistan. The third group has been working toward strengthening female health workers in rural villages in Myanmar. Both partners and Japanese researchers have been collaborating to obtain each goal established by the research teams. We also had two international research workshops to share research findings and lessons from research activities with international experts of the international collaborative study.

Furthermore, we worked with researchers from the Institute of Public Health, National College of Nursing, and other institutions in Japan. Based on our research findings, process, and lessons, we conceptualized an international collaboration model for strengthening human resources in health and nursing.

In 2005, we held an International Relay Symposium entitled “Sharing Wisdom, Experiences and

Courage: Women Supporting Each Other in Society.” We expanded the implications and significance of collaboration from our research findings and presentations by partnerships.

【Goal Attainment】

1. Research activities

In the first phase, we conceptualized competencies and educational programs for international nursing collaborators (See Figure.1) and the curriculum of a master’s course in International Nursing (Figure 2), in April 2005, St. Luke’s College of Nursing first offered this course. It will be a base or center for strengthening international practice, education, and research on international collaborative practice in nursing and midwifery in developing countries.

In March 2007, one master’s degree student with research focus as an international nursing collaborator graduated this course. She is working for a NGO health care institution in order to strengthen midwifery in health care in Tanzania. In this March, two graduate students in the same field completed their coursework. They will teach and conduct research on international nursing.

In the second phase, each study team has been reaching their respective research goals as follows:

The study team focused on Kenya has been working to strengthen the master’s program in community nursing with its Kenyan partner. They conducted an educational needs survey by interviewing interested nursing parties in Kenya including policy makers in Nursing Department of Ministry of Health, Nursing Councils, nursing instructors, and nursing administrators in community health. The study team analyzed educational needs or expected competencies of master’s prepared community nurses. In July 2007, the study team had a workshop to share its findings, receive feedback, and to discuss with the stakeholders participating in this study. Based on the feedback from the participants, and as a result, the Kenyan partner will refine competencies and review the original master’s program in Kenya with Japanese team members. They will also propose a revised educational program for community nursing to the Nursing Council in Kenya to develop a curriculum standard for advanced practitioners in community nursing.

The study team focused on Afghanistan has been working for the development of a culturally sensitive baccalaureate program in nursing with a dean and faculty members of newly developed faculty of nursing in a medical university in Afghanistan. This nursing project team is a part of the medical education funded by the Japanese International Cooperation Agency. In October 2006, the Japanese study team invited our partners to Japan because of Afghanistan’s unstable safety and security. We developed a philosophy and concept of education. We made an outline of a program including a curriculum plan. We then edited and printed the prospectus of the faculty of nursing. Afghani partners participated in the WHO Workshop for Medical Education held in Kabul, and presented the outcomes of our collaborative work. In September 2007, our team will prepare the syllabus of nursing subjects developed in 2006.

The study team focused on Myanmar has been working with community leaders and female health workers following the NPO project (2002-2004) for promotion of health in the rural community based on a Concept of Women-Centered Care. Under the concept, women’s decisions of their own activities, sharing knowledge, and self-help have been respected. This study team is conducting a mid-term evaluation to determine the effects of activities of female health workers on community health from diverse dimensions with Myanmar partners and research assistants.

This international collaboration project has been working with both international partners and

also Japanese researchers from the National Institute of Public Health, collaborating to strengthen continuing education for community health nurses, and with the National College of Nursing, collaborating to strengthen the program for the Primary Health Care team in South Africa.

The extended research projects have had periodical meetings and an international research workshop once a year. We synthesized the findings from each research project. By the end of 2006, we developed an international collaboration practice model for strengthening human resources in health and nursing (Figure 2).

2. Education of novice researchers

Doctoral student researchers: two doctoral student researchers participated in Myanmar and Kenya projects and working as the main investigators.

Master's student: one masters degree student graduated from our International Nursing course and was sent to Tanzania as a worker of the NPO organization in Japan.

3. International Collaborative Research

The projects in Kenya and Afghanistan are international collaborative action research projects.

4. Future Directions

The research center for international collaboration in nursing and midwifery needs further development. One direction is to develop an international education program for graduate students from developing countries. Another is to conduct international collaborative research with both developed and developing countries. The other is to strengthen an education program further enabling Japanese nurse researchers to conduct international collaborative research.

Fig.1 Competencies and Educational Competencies of International Nursing Collaborators

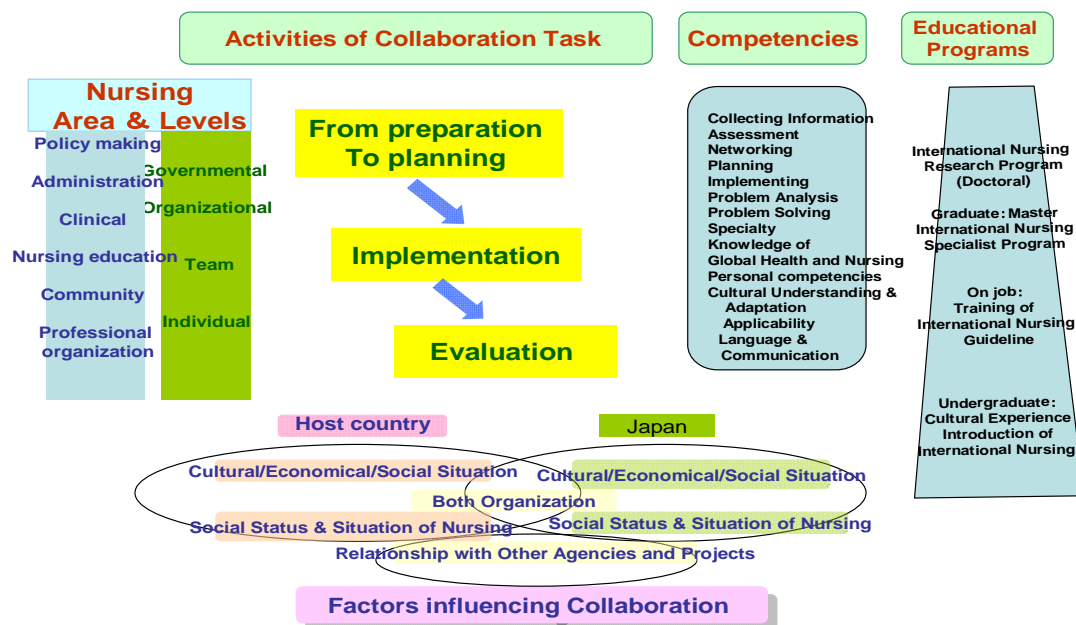


Fig. 2
International Collaboration Practice Model for Human Resource in Health and Nursing in Developing Countries (Draft)

