

Project Proposal Team St. Maarten Medical Center

Title:

Integration of SRH&R into Nursing Education
Emphasis is placed on issues of ethics

Introduction:

The need exists to empower the nurses (and student nurses) with the knowledge about SRH&R. The nurses in our hospital play a vital role in the health objectives for adolescent sexual health. Nurses interact on a daily basis with parent figures and teens. By imparting this factual knowledge, this will help to bridge the gap in providing clear messages on SRH&R. Nurses can enhance their confidence in relation to SRH&R issues that they face within their daily work. The knowledge on the issue of SRH&R will help the nurse in his/her daily contact with the patient to be non-judgmental and un-biased.

Main Objectives:

- To equip present nursing staff with tools (education) to understand SRH&R.
- To facilitate the development of knowledge and understanding through peer counseling.
- To inculcate SRH&R into the curriculum for student nurses, present nurses equipped in this area to SMMC

Additional objectives:

- To empower the nurses with enough knowledge about SRH&R to be able to deal with unexpected issues.

The nurses are able to understand and accept diversities in issues such as:

- Religion and Cult
- Culture and fundamental values
- Moral and non-moral issues
- Ethical issues when teaching others SRH&R

The nurse also has to focus on issues such as:

- The Bill of rights of the patient
- The bill of right of the organization
- The nurses bill of right.

Target groups:

- Registered nurses
- Nursing students

Activities:

Professional development sessions

- Teaching by using literature
- Teaching the nurse using television and films
- Teaching the nurse using Fine Arts

Professional development session

- Experts who have studied literature and have extensive knowledge on the topic of SRH&R will be used to teach the student on issues of SRH&R and nursing ethics.
- Experts on issues such as nursing rights, nursing ethics can be found through the internet and the basis for contact can be established. In those contacts issues such as values and morals etc can be shared and discussed.
- **Teaching by using literature:**
 - Literature will; teach the student to develop their sense of critical thinking and makes him/her reflect and focus on deciding what to believe and what to do. Critical thinking is guided by reason of responsible thinking (Ennis, 1985). The student will receive literature relevant to the issue of SRH&R such as books, brochures and other literature to create a learning environment that is developing a sense of shared awareness.
- **Teaching the nurse using television and films:**
 - The exposure of TV and films develop dual stimuli of sound and sight and enables the student to reflect and examine their own perspectives on the relevance of ideas offered by others. This tool can activate classroom review of a potential work with critical view and an open mind.
- **Teaching the nurse using Fine Arts:**
 - The use of photography, music, arts, painting etc is multi dimensional and conveys a cultural insight as well as a specific subject which can develop the cultural insight of the nurse and also a deeper acceptance of the human life.

Chronogram:

Phase 1:

- Professional Development Session (train the trainers), professionals are brought in to train a selected group of nurses (one week in the first instance with follow up sessions at the discretion of management).
- These sessions must include video presentations, lectures as well as interactive learning to foster understanding of materials presented.

Phase 2:

- Trainers, via workshops, information giving sessions as well as peer counseling teaches, trains and empowers the general nursing staff on a ward to ward basis to effectively apply SRH&R principles (3 months: staggered sessions on a weekly basis for each of the three wards).
- Such activities will also serve to allow trainers to demonstrate understanding of what they learned as well as to sharpen their ability to communicate on SRH&R.
- Within the sessions, nurses who are more astute can be allowed to practice peer to peer counseling thus increasing the rate of development of this program.

Phase 3:

- SRH&R to be included in the nursing curriculum for the student nurses.

- This will negate the need in the future for special workshops to teach the same materials.
- Topics such as STI's, general hygiene, safe sexual practices, helpful tips to follow during pregnancy, abortion and contraception.
- Counseling and confidentiality and trustworthiness can be included in the nurses curriculum as separate topics or preferable as a package named SRH&R
 - The student is in the second trimester of the course when he/she will be targeted in the first year of their study to become familiar with the subject.
 - A time frame of 20 hours in six months has been chosen to complete the project. A monthly 4 hour sessions will be planned (2x 4)
 - In three months the student has acquired the knowledge about the main objectives of this project.
 - At the end of the project; an exam is done as a tool of evaluation and workshops has showed that the subject was understood and can be placed in practice.

Time Frame:

(May-October 2009)

- May: The first workshop is held in the nurses' week for the RN and the student nurses
- June: Discussion will be held with the group of students on subjects such as Cultural and fundamental values, Religion and cult, moral and non-moral issues.
- July: Evaluation of the nurse knowledge on the subject as mentioned here. Evaluation of the student group by doing workshops and skits to evaluate how much knowledge was acquired on the topic. Counseling and coaching will be provided for both groups.
- August & September: Discussion on items such as; the Bill of rights of the patients, the Bill of Rights of the organization and the nurses Bill of Rights. Ethical issues when teaching others about SRH&R.
- October: evaluation of the project, which include evaluation of the students' knowledge on SRH&R.
- Workshop with the students and skits which include teaching about SRH&R in practice. Here a group of nurses will be used as patients to teach about SRH&R.
- Evaluation of project.

Monitoring and Evaluation:

- Facilitators from phase 1 can be asked to sit in on sessions conducted by their trainees as an evaluative measure.
- Feedback can be given to the individuals as well as to management of the SMMC
- Conducting of a survey amongst the nursing staff
 - Nurses experiences/what have you learned?
 - Nurses response in the first instance will serve as the evaluative tool
- Evaluation can be done by specific testing in the area of SRH&R.

Resources:

- Nursing professionals/facilitators
- Organizations: Women's desk, Safe Haven, Public Health Department and the nurses organization
- Social workers & clergy: counseling