

**Methods:** Our first objective of this project was to sample patients attending Tobago's primary care clinics and implement a questionnaire asking about: (a) knowledge about hypertension and their hypertension status, (b) knowledge about the relationship between salt consumption and hypertension, (c) whether patients attempt to control dietary salt, (d) barriers to reducing salt intake, (e) hypertension medication knowledge and compliance (among those with hypertension). Prior to the field experience, we developed a survey instrument in conjunction with the Emory and Field Supervisors. The instrument included the collection of quantitative information about hypertension awareness, the relationship between salt intake and hypertension, whether patients have attempted to reduce their salt intake. We additionally developed a set of qualitative questions around dietary behaviors, preferences, and barriers to dietary change. Sampling was taken place in Tobago's primary health clinics and government offices. Another component of the project was sampling from local food distributors and wholesalers asking owners about the salt content of their products and the availability of low salt options for consumers. For this salt sales component, we initially took a census of local food establishments and implemented a short (10 minute) survey ascertaining information about the salt content of their products and if low salt options are available. Finally, in order to develop population-based and culturally relevant health promotion, we developed culturally appropriate materials (posters, advertisements, fliers, etc.) that was posted and distributed in primary health care centers and other health related facilities in the communities of Tobago containing information about hypertension and dietary salt intake.

**Findings:** From May 2015 to July 2015, we distributed survey instruments for our data collection component and held educational seminars while also distributing health promotion materials for our hypertension awareness component. Since the field experience, we have been working with our faculty and field supervisors to assess the progress of data collection and analysis. We will be submitting a Final Report to the Emory and Field Supervisors. The report will provide detailed information on the educational materials developed, sampling strategies and participants surveyed, and initial findings from any statistical analyses completed. The Final Report will be submitted to the Field Supervisors by the end of May 2016.

**Interpretation:** This project has directly benefited residents of Tobago. The intervention component will increase awareness about healthy dietary behaviors, hypertension prevention, and hypertension management. The data collection efforts will yield longer-term benefits by documenting the burden of hypertension in the population and levels of awareness about lifestyle behaviors. This information can be used to tailor future interventions and help in priority setting. It is our interest to develop manuscripts on hypertension prevalence and awareness that are appropriate for an international peer-reviewed public health journal and working with local food establishments and other stakeholders to educate about and promote low salt food options and sales of high sodium foods in Tobago.

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## **To know them is to care for them better: teaching healthcare educators on caring for veterans**

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**Program/Project Purpose:** All nursing schools in the U.S. were challenged to implement curricula based on caring for the veteran patient as part of the *Joining Forces Campaign*, initiated by the White House in 2012. Until recently, BYU College of Nursing (CON) was the only civilian nursing program in the U. S. with an undergraduate course dedicated solely to caring for the Veteran patient. The purpose of this project was to implement veteran related curricula in our nursing program and educate others on doing the same.

**Structure/Method/Design:** Caring for the Veteran patient is included in the BYU CON Global & Public Health course. Any healthcare student or provider must understand veteran culture in order to provide competent healthcare. An undergraduate course was designed at BYU CON in 2005 to educate senior-level nursing students on the care of Veterans. Course includes:

- Didactic & clinical components
- Honor Flight – one-on-one guardian for Veteran to Washington D.C.
- Thorough immersion in Veteran culture
- Intensive exposure to individual as well as groups of Veterans
- Supplemental education by current Veteran healthcare providers
- Eight-day Veteran culture immersion in Washington D.C.

### **Outcome & Evaluation:**

- Students are positively impacted by Veteran contact
  - Begin the course knowing very little about Veterans & exit with greater appreciation and understanding of Veterans
  - Students are never the same after this experience (for the positive)
  - Students are exposed to many Veterans and immersed in their culture
- Students are better prepared to care for Veterans in the future in any setting
- Students do much of the teaching to each other
- Students design & help implement education materials in other program courses

### **Going Forward:**

- Understanding & appreciating any culture has a positive impact on caring for those in that culture
- Veteran culture and healthcare is unique and needs to be better understood
- A course on caring for the Veteran patient significantly impacts students
- Students educating students is highly effective teaching method

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