Strengthening Human Resources for Nursing in Haiti— A Qualitative Study of a Cross-Cultural Nursing Faculty Project

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Background: In 2007, a US university renowned for nursing endeavored to create a sustainable graduate nursing program. Ultimately, a cadre of up to 40 masters-prepared nurse educators in Haiti will lead baccalaureate education delivery into perpetuity. Utilizing an educate-the-educator model, this international partnership includes three consecutive cohorts, spaced two years apart. Now in its sixth year of program delivery, we sought to assess perceived changes in professional role, leadership competency and classroom teaching skills.

Methods: Twenty-four semi-structured interviews explored participants’ perceptions of program processes and outcomes. Key informants included a purposive sample (cohort participants, faculty, deans, community leaders). A French-speaking researcher traveled to Haiti and asked participants to comment on their own or observed professional responsibilities, leadership skills and teaching practices since program inception. Data were recorded, translated and transcribed verbatim, coded thematically and analyzed using NVivo 11.

Findings: Findings were grouped by overall patterns. The most salient include: 1) Increasing instances where cohort members report using their leadership skills in professional settings; 2) Enhanced collegial respect as leaders from allied health professionals, community members, peers and managers; 3) Improved competency around syllabus and curriculum development, and 4) Increasing classroom engagement.

Interpretation: Results will inform next steps in prioritizing professional development for nurses, promoting university level graduate and undergraduate education for nurses, and sustaining curriculum development and delivery of the graduate nursing program. Understanding the perceived impact of the program to Haiti will lead baccalaureate education delivery into perpetuity. Utilizing an educate-the-educator model, this international partnership includes three consecutive cohorts, spaced two years apart. Now in its sixth year of program delivery, we sought to assess perceived changes in professional role, leadership competency and classroom teaching skills.

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