

Increase Awareness of Global Citizenship: Swaziland and the USA

Eunjung Kim, PhD, ARNP
Family and Child Nursing
University of Washington

International Partnership

Swaziland Christian
University, Mbabane,
Swaziland

Courses: Growth and
Development through the
Life Span (freshmen, n=54)
Health Promotion across
the Life Span (sophomore,
70)

- 30 groups (4-5/group)
- City names

University of Washington,
Seattle, USA

Course: Growth and
Development through the
Life Span (pre-nursing, 150
students)

- 30 groups (5/group)
- Mountain names

Activity Objectives

1. Identify similarities and differences between the U.S and Swaziland in the cultural processes influencing human growth and development and health maintenance.
2. Apply selected theories and research findings on growth and development throughout the life span to the promotion of healthy lifestyles.
3. Appreciate the variety of changing lifestyle patterns present in the US and Swaziland, identify how these patterns may influence growth and development, and identify the beneficial or harmful influences of these patterns on the health of citizens in these countries.

Topics

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- 1. Pre-natal care and HIV/AIDS**
 - 2. Birth and father involvement**
 - 3. Child Safety**
 - 4. Child discipline**
 - 5. Developmental stimulation**
 - 6. Schooling and education**
 - 7. Nutrition**
 - 8. Physical activity**
 - 9. Dating/marriage**
 - 10. End of life/death ritual**



Weekly Students' Activities

Wk	Activity	Product
3	Personal experiences (prompt questions given)	Summary
	Skype	Summary
5	3 research findings	Summary
7	3 health promotion tips	Summary
9	Develop a PowerPoint poster	poster
10	Groups presentation	Presentation





Prenatal Care/HIV/AIDS



Desolation Peak (Hieu Nguyen, Haley Higgins, Kristina Alvarez, Laurie Hsu, and Tessa Wuchter)

Purpose

Inform and educate the class of Nursing 201 on prenatal recommendations concerning HIV/AIDS in the United States in comparison to our classmates in Swaziland.

Facts in the U.S.

- There are 6 million births in the U.S. each year
- 50% of pregnancies are unplanned or unknown
- 18% of Americans infected with HIV do not know they are infected

Suggestions and Rationale for the US

- **Avoid teratogens:** Alcohol, cigarettes, and certain medications.
- **Healthy Lifestyle:** Exercise, adequate nutrition, and maintaining a healthy weight.
- **Education:** Family history, prenatal testing, assessing financial status parenthood classes.

Facts in Swaziland

- Zidovudine administered to HIV-infected pregnant women and their infants reduces the risk for prenatal transmission by two thirds.
- Part of prenatal care is screening for conditions like anemia hepatitis B, AND and HIV.
- Prenatal identification of HIV can promote the health of mother and child

Research findings in the US

- Natural child birth have a higher risk of transmission due to the transmission of infected mother's fluids.
- Of mothers of infected infants reported to the CDC from 2003-07 only 62% had at least one prenatal visit.

Suggestions and Rationale for Swaziland

- HIV counseling and voluntary routine testing of pregnant women.
- Use of Zidovudine during prenatal and postnatal periods for HIV infected women.
- Vaccines should be made available for every infant.

Research findings in Swaziland

- Antenatal clinic attendees for HIV/AIDS rose from 3.9% to 42.6% in 2004.
- Prevalence of HIV/AIDS slowing in all ages. 17,489 fewer Swazis infected than 2007 National Consensus.

Issues

- > Time differences: Quarter vs. semester, 10 hour differences, nursing clinical rotation
- > Technical difficulties: Internet access, Skype vs. WhatsApp, Google Doc vs. Dropbox
- > Cultural differences: gender inequality and communication differences
- > Unexpected issue: SCU going strike for 2 weeks



Course Evaluation

- > I enjoyed the drop box and reading what the Swaazi students said about how dating/marriage was done in their country, it broadened my learning about a place I didn't know much about prior. It was difficult getting communication with them back, but I understand why in regards to their strike and time differences.
- > I didn't really like the group activity with the Swaazi students. They were difficult to communicate with since they would rarely respond to us and I felt like it was very confusing.



Course Evaluation

- > I enjoyed getting to learn more about the Swazi culture. I spent some time outside of class researching it after getting in touch with our group in Swaziland and found some really interesting information. - Gaps in communication due to the strike (as well as language barriers) were not easy in terms of conducting the research project. However, this is a part of collaborating with a group half-way across the globe and I think it could be used as a chance for students to gain experience in overcoming communication obstacles.



Conclusions

- > Consider the quality of internet access in the partner country
- > Be flexible
- > Give clear instructions to students, reinforce
- > Provide a guideline for communication
- > Get numeric student evaluation
- > If possible, get standardized survey evaluation