AN EVALUATION OF STAKEHOLDERS’ EXPERIENCES OF COMMUNITY BASED-UNIVERSITY NURSING EDUCATION PROGRAMME GROUNDED IN UBUNTU PHILOSOPHY

Presented by
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Presentation Outline

- Context and Background
- Methods
- Results / Findings
- Implication for study
- Conclusion
This study was based on an evaluation of the Community-Based University Nursing Education Programme in Uganda.

The programme was designed to provide health promotion.

The use of real-life situations in communities makes such educational approaches powerful (Callister and Hobbins-Garbett 2000; Hmelo-Silver and Barrows 2006)

The study provide an account of stakeholders experiences of community-based nursing education programme

Underpinned by Ubuntu philosophy Reciprocal ripple effect model and role modelling.
Understanding Ubuntu Philosophy

- Ubuntu is a Bantu characteristic of relationships and Bantu means people.
- Ubuntu is an authentic representation of Afrocentricity includes humanity within the community and is considered to be collectivist (Nussbaum 2003).
- Based on five social values:
  - survival,
  - solidarity,
  - compassion,
  - respect and
  - dignity (Mbigi 1997).
- Therefore, Ubuntu philosophy can be applicable in making diversity intervention in community-based programmes.
Research Questions

- What are stakeholders’ experiences of community-based education programmes for nurses?

- What is the impact of these programme on stakeholders?

- What are the challenges associated with these programmes and how can they be overcome?
Sample and Method

- Qualitative case study design based on an exploratory, interpretive paradigm

- 71 Stakeholders

- Interviews
  - focus group [use of drawing]
  - semi-structured interviews
  - email interviews

- Document analysis

- Participant observation
Results/ Findings

- Collectivism
  - Emerged from Ubuntu values of;
    1. Connectedness
    2. Respect
    3. Sharing information
    4. Compassion
  - Through this collective mind-set, equality among stakeholders developed because there was a sense of belonging.
1. Connectedness

- Cohesion that contributed to collaboration and partnership.
- Enhanced a spirit of solidarity amongst the stakeholders towards the achievement of the programme goals.
- Participants claimed;

“The process of implementation was very good as all stakeholders were involved from the very beginning and the programme was accepted by the community” (FGD FN, 7).

- Mutual understanding
2. Respect

- In most Human society the culture of respect is being humane towards others, a significant value in Ubuntu (Poovan, DU Toit et al. 2006).
- Consultation with elders offered a sense of respect, caring and contributed to partnership and promoted a friendly environment.
- Involving the views of everyone created mutual trust.
- Promoted teamwork and cooperation.

“Oh, the programme was implemented in such a way that all the stakeholders were consulted before it was implemented and they all agreed and welcomed the idea “(FGD PT, 8).
3. Sharing Information.

- Sharing was from University to communities, and between stakeholders.
- Reciprocal ripple effect model and role modelling

- “The students educate the children, the children come and tell us and educate us. (Mm..., we also share with our neighbours in the community)” FGD PP II, 6).

- “We benefited a lot, as we shared information with the communities .... we talk to them” (FGD NS, 9, 4).
Quotes from sharing

Teachers' claimed that the value of accurate information or knowledge was better than "being given medicine". Without knowledge, problems could reoccur.

I feel “obwengye nibukira omubasi” (“knowledge is better than medicine”) “mm.., medicine may not be enough, but when somebody gives you the brain (knowledge)” it is better” (FGD PT, 6, 1).
4. Compassion

- Demonstrated through their sympathies to other community members not involved in the programme.
- Through caring and loving in a collective manner, kindness was shown.
- The child participants drew pictures of flowers for the student nurses;
  - Caring and offering a gift relates to the Ubuntu value for compassion.
  - Flowers symbolised their friendship with nurses.
The nurses have taught us to look after ourselves. Ah..., so I am giving the nursing students flowers for teaching us and giving us treatment when we are sick (FGD LP, 7).
Rolling out the programme towards others

- The experience of rolling out the programme emerged from avoiding selfishness.

- The experience of avoiding selfishness was congruent with Ubuntu values.

- Parents attested that “not to share is selfish” (FGD PPII, 1, 7).

- They felt that good things must be shared; failure to do so was seen as being “selfish”.
Challenges

- Male dominance in some homes,
- Language barriers leading to frustration in self-confidence
  "helplessness" where they acknowledged feeling “demoralised”, “demotivated”, “lost and robbed” (FGD NS, 3, 4)
- Limited resources.
- These drawbacks could affect the sustainability of the programme
Discussion

- This study demonstrated the unique influence of the African cultural concept of Ubuntu in explaining stakeholders’ experience.

- The programme resulted into “Community ownership”.

- Participants’ inclusivity and their being part of the collective contributed to collaboration, teamwork, openness, transparency, honesty, communication and trustworthiness among the stakeholders.

- This was associated with acceptance and respect, with each stakeholder being seen as ‘valuable knowers’ with a unique experience.

- The diversity in knowledge among different stakeholders was seen to contribute to the sustainability of the programme.
Discussion cont’

- This "collective-mind-set" and interconnectedness facilitated the development of a spirit of solidarity among the stakeholders.
- The ‘we’ state of mind contributed to a cohesion among stakeholders.
- Honesty, respect and dignity for each other promoted sharing and active participation in the programme while embracing the key principles of Ubuntu (Poovan, DU Toit et al. 2006; Muwanga-Zake 2009).
Humility and being respectful to communities’ indigenous knowledge and culture supported this sharing.


Knowledge was transferred from pupils to their parents, siblings and the community through sharing (Mwanga, Jensen et al. 2008; Mosavel 2012; Sedighi, Nouri et al. 2012).
Implication for study

- Nursing education should promote new approaches in community nursing education using culturally appropriate models.
- Nursing educators should address the challenges of language barriers before the students get into the community.
- The sample chosen for this research included only stakeholders of the programme; future research might draw from a larger sample of the community to address inclusivity.
- Further investigation should consider a longitudinal design to evaluate the long-term impact of the programme on the stakeholders.
- The programme should roll out.
“In the light of inclusiveness and equality” Ubuntu values contributed to:

- Cohesion,
- Respect,
- Mutual trust,
- Sharing knowledge and
- Compassion

Community-based programmes based on Ubuntu, reciprocal effect and role modelling could be used as a departure towards achieving diversity intervention in the community.
The End

- Thank you for listening

- Any questions?
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References