The Challenges Lived and The Lessons Learned Teaching Nursing in Cambodia

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Once upon a dare......
Cambodia is a poor country in Southeast Asia with 80% of 14.4 million people surviving as sustenance farmers.

(Cambodian Ministry of Health [MoH], 2011)

Cambodian health remains the lowest in the Western Pacific Region and ranks 174th out of 190 countries.

(World Health Organization [WHO], 2010).

Only 12% of Cambodian homes have electricity.

(US Ambassador Todd, Interview, 2012)
Population: 14.9 million
Average Age: 23.3 years
Infant Mortality: 55 deaths/1,000 births
Maternal Mortality: 250/100,000
Life Expectancy: 62 years
(Central Intelligence Agency [CIA], 2012)
<table>
<thead>
<tr>
<th>Countries in SE Asia</th>
<th>Number Physicians</th>
<th>Number Nurses</th>
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<tbody>
<tr>
<td>Cambodia</td>
<td>.16/ 1,000</td>
<td>.61/ 1,000</td>
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<tr>
<td>Vietnam</td>
<td>1.22/1,000</td>
<td>1.01/ 1,000</td>
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<tr>
<td>Laos</td>
<td>.27/1,000</td>
<td>.97/1,000</td>
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Source: World Bank, 2010

Killing Cave used by Khmer Rouge, Kampot
Non-communicable Disease Burden:

Urban Areas:
10% of adults have diabetes
25% high blood pressure

Rural Areas:
5% of adults have diabetes
12% hypertension
Cigarette Use:
48% of men
3.6% of women

Chewed Tobacco Use:
17% of women
1% of men
Land mines and road accidents are the most significant causes of traumatic injury and death in peacetime Cambodia.

Land mines are particularly serious for children and youth who attempt to salvage unexploded ordinance to sell it as scrap metal (UNICEF, 2009).
Traffic Fatalities
Second Leading Cause of Death
The Health System: Starting Over

1979:
20 physicians (45)
26 pharmacists
28 dentists
728 medical students
20 nurses
The Health System: 1995- Present

Level 1: Operational Districts Serving
100,000 - 200,000 pop
Referral Hospital & Network of Health Centers

Level 2: Provincial Hospital & Provincial Health Department

Level 3: Ministry of Health, National Institutes, National Hospitals, National Programs, & Training Institutions

8 National Hospitals
73 Operational Districts
67 Referral Hospitals
823 Health Centers
There are 5 public nursing programs in Cambodia:

- Technical School for Medical Care
- Kampot RTC
- Stung Treng RTC
- Battambang RTC
- Kampong Cham RTC

RTC = Regional Training Center
Cambodian Nursing Education System

- Bachelor’s Degree – 4 years (only TSMC)
- Secondary Nurse- 3 years
- Primary Nurse- 1 year
- Secondary Nurse Midwife- 3 years
- Primary Midwife- 1 year
- Secondary Nurse/ Midwife- 3 + 1 (not Stung Treng RTC)
- Secondary Nurse/Dental Nurse- 3 years (only Kampong Cham RTC)
Out-dated libraries in 4 of 5 nursing programs. Stung Treng has no library.

3 of 5 programs have equipment in poor condition. TSMC and KampotRTC have best maintained equipment. Faculty are not permitted to use equipment in some programs and/or faculty lack knowledge of use.
Nursing lab (demonstration room) in 4 of 5 nursing programs; however, Battambang RTC has their nursing lab on the roof. Stung Treng has no nursing lab.

Typical classroom size: 90-122 students in room

Typical classroom: long and narrow; overcrowded
Challenges:

The Ministry of Health oversees the funding, staffing, and content of the five regional training centers that provide a three year nursing program.

- No nationally specified terminal program outcomes.
- There is program inconsistency on the subject matter taught.
- Faculty lack baccalaureate or advanced nursing degrees and academic preparation in education principles associated with course construction, teaching methodologies, and evaluation.
"Culturally congruent" education is education that is "provided in a manner that is meaningful and useful". (Crane, 2006).
Nursing education must be presented with the local cultural, religious, economic, social environmental and political influences in mind (Murray, 2005).
Challenge: Rules of Propriety and Attitudes About Time
Do I move my hands, arms, body location?
Use of touch?
Meeting/ Greeting
Gaining Attention
Giving Praise
Emphasizing
Giving Correction
Challenge:
Adapting Our Teaching Techniques Abroad Which Work Well in the US
Teaching Methods

- Work sheets and color pencils
- Teams were used to develop nursing care plans/answer case study questions
- Games, such as Jeopardy, to encourage learning and promote active interaction.
- Donors provided pen lights, ink pens, clips, tote bags and candy for prizes and gifts.
Same–Same, but Different!
- Use of Stories
- Preparing Outlines
- Be Clear and Culturally Alert
- Make Lecture Information Personal
- Invite Listener Questions
Use Illustrative Examples
Simplify the Vocabulary
Repeat & Summarize Carefully
Repeat and Repeat Again
Break up Lecture w/ Demonstrations & Breaks
BRAIN

CEREBELLUM

FRONTAL

TEMPORAL

PARIETAL

BRAINSTEM

Sensory perception and motor
Send information to muscles causing them to move.

Motor, problem solving, emotional control, social behavior, initiation

Language, judgement, spontaneity

Sensory hard to know contrast
Challenges for Cambodian Nursing Education

- Lecture plans are not based on evidence, are not scientific, and are poor in quality.
- Faculty lack appropriate teaching knowledge and skills.
- Faculty do not supervise students in clinical setting
- No mentoring of nurses in provincial hospitals on how to supervise nursing students
- Nurse: Student Ratio in clinicals 1:20-35
- No incentive for nurses to supervise nursing students.
Nursing Programs were asked to self-report English speaking skills of faculty to JICA.

- 3.4% Very Good (N=3)
- 89.7% Good (N=78)

Direct experiences at all 5 nursing programs found a very different situation. (11/1/6)
Challenges for Cambodian Nursing Education
(Sources: Direct Observation, Cambodian Interviews, & JICA)

- No textbooks in Khmer (major language)
- Textbooks are not available to students
- English language lessons are not available to students in 4 of the 5 nursing programs.
- Nursing programs are not internationally recognized due to limited quality and content.
- WHO has a collaborative program with the University of the Philippines to create a “bridge program”. Piloted in TSMC.
Challenge:
Cultural Hurdles
Political Hurdles
Structural Hurdles
Child Trafficking
Lack of Resources – Environment
Lack of Clean Water
Lack of Safe Food
Environmental Concerns Beyond Capacity
(arsenic in ground water)
Future Directions

There is a need for Cambodian nurses to learn the leadership skills necessary to foster the role of professional nursing in Cambodia's health care system.
Future Directions

There is a need to expand the current nursing education options to include BSN and graduate programs, with access to such programs either in-country or via distance programs.
Future Directions

There is a tremendous need for masters prepared nurses to assist Cambodian nursing faculty in developing their educational delivery skill set and knowledge base.
Future Directions

There is an opportunity for nursing programs in developing nations to work together to foster nursing education/health care in Cambodia.
Questions?