Academic Preparation of Global Health Leaders

Dr. Linda Johanson
Appalachian State University
Boone, NC
Dr. Dianne Daniels
Pfeiffer University
Misenheimer, NC
Objectives/COI

• Define the importance of global health study in the educational preparation of nurses
• Describe the methods, procedures, findings and results of a study in which the effectiveness of global health concepts were described
• No conflicts of interest

Author: Linda Johanson
Importance

• The world is interconnected and interdependent
• Focus on global health concepts increased cultural competence, service, awareness and sensitivity, understanding of problems.
A story...
How to teach about global health?

- Short term global immersion experiences
- Formal preparation for volunteerism
- Elective courses
- Curriculum revision
- Inter-professional education
One example and a pilot study

- Is knowledge of global health concepts increased among student nurses following participation in a study abroad course in which global health concepts are integrated?
The existing program

- A 3 credit hour course with travel to the Yucatan region of Mexico
- Comparison/contrast of health care in Mexico, cultural insights, Service work
The Plan

• Intentional infusion of global health pre-trip and during
• UN Sustainable Developmental Goals, statistics
• Daily themes: poverty, natural disaster, man-made disasters, infection and pandemics.
Student requirements

- Research paper
- Reading on focus areas
- Sharing in post-conferences
- Journals
- Post trip reflection essay
The tool

- 10 multiple choice questions based on literature
- Disasters, contagious disease, war, access, poverty
- Validity tested using known groups
- Reliability test-retest
Scoring

- Administered pre-and post trip experience
- 8-10: Strong knowledge
- 5-7: Moderate knowledge
- 0-4: Weak knowledge
Results

- Pre-test scores average 72.7%
- Post-test scores average 95.45%
Chi-square

- Significant at .001 level

<table>
<thead>
<tr>
<th></th>
<th>Pre-test observed</th>
<th>Pre-test expected</th>
<th>Post-test observed</th>
<th>Post-test expected</th>
<th>Marginal total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>5</td>
<td>8</td>
<td>11</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>Fail</td>
<td>6</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Marginal total</td>
<td>11</td>
<td>3</td>
<td>11</td>
<td>11</td>
<td>22</td>
</tr>
</tbody>
</table>
• Responded that knowledge of global health increased
• Comments from journals revealed insights
Considerations for new study

Given the challenges to the integration of global health concepts in nursing curricula, how accurate is the knowledge of global health concepts of nursing students?
The Sample

- Four groups of BSN nursing students at 2 universities, one public & one private
- Non-probability, both face to face and online
- 53 juniors
- 46 seniors
- 38 RN-BSN
- Total 137
Results

- Range of scores 1-10
- Average 6.7 (moderate knowledge)
- RN-BSN group scored slightly higher
Results

- Most correct: Poverty and health problems
- Most incorrect: HIV and Ebola
- Perceptions of coverage of global health issues in nursing school
  56% “very little”
• Limitations
• Explore ways to emphasize global health in nursing curricula
Thank you