



Academic Preparation of Global Health Leaders

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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**

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



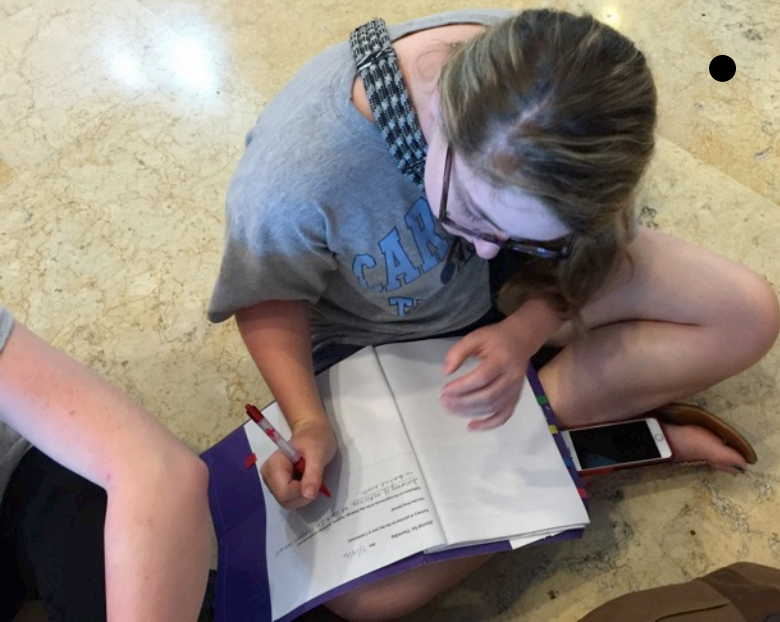
The Plan



- 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**

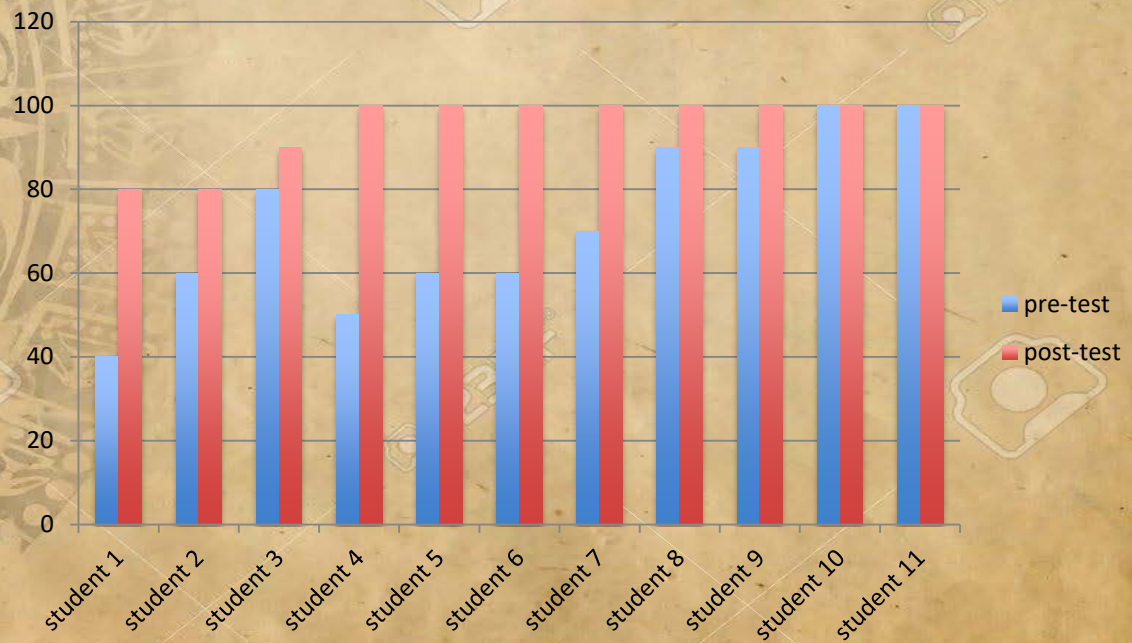


Scoring

- 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

	Pre-test observed	Pre-test expected	Post-test observed	Post-test expected	Marginal total
Pass	5	8	11	8	16
Fail	6	3	0	3	6
Marginal total	11		11		22

- Responded that knowledge of global health increased
- Comments from journals revealed insights



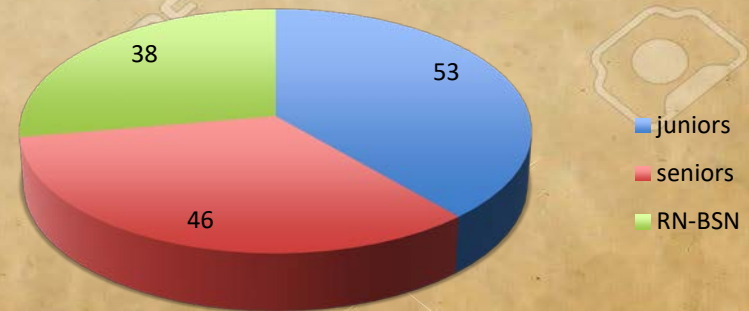
Considerations for new study

- 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

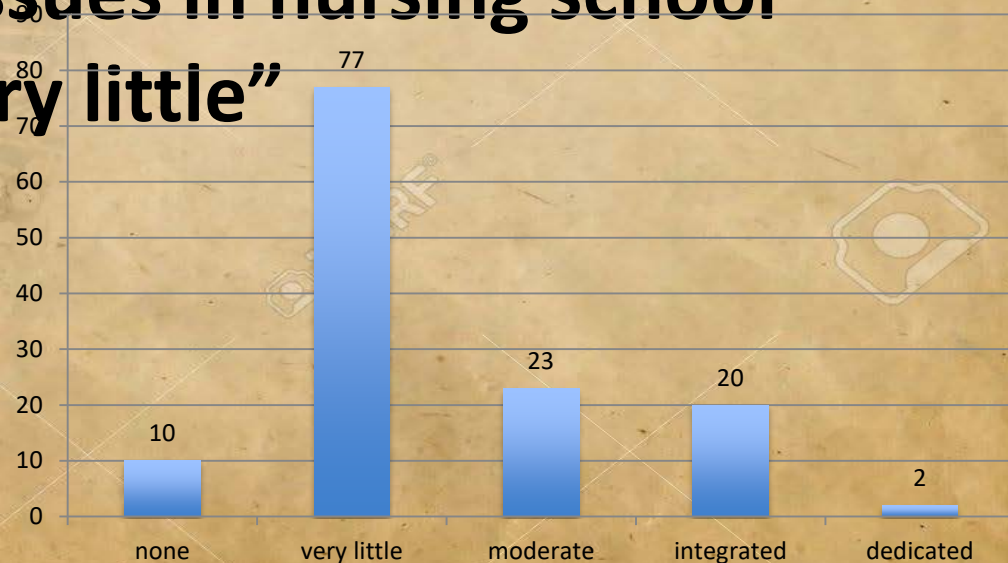
- Range of scores 1-10
- Average 6.7 (moderate knowledge)
- RN-BSN group scored slightly higher



Results

- Most correct: Poverty and health problems
- Most incorrect: HIV and Ebola
- Perceptions of coverage of global health issues in nursing school

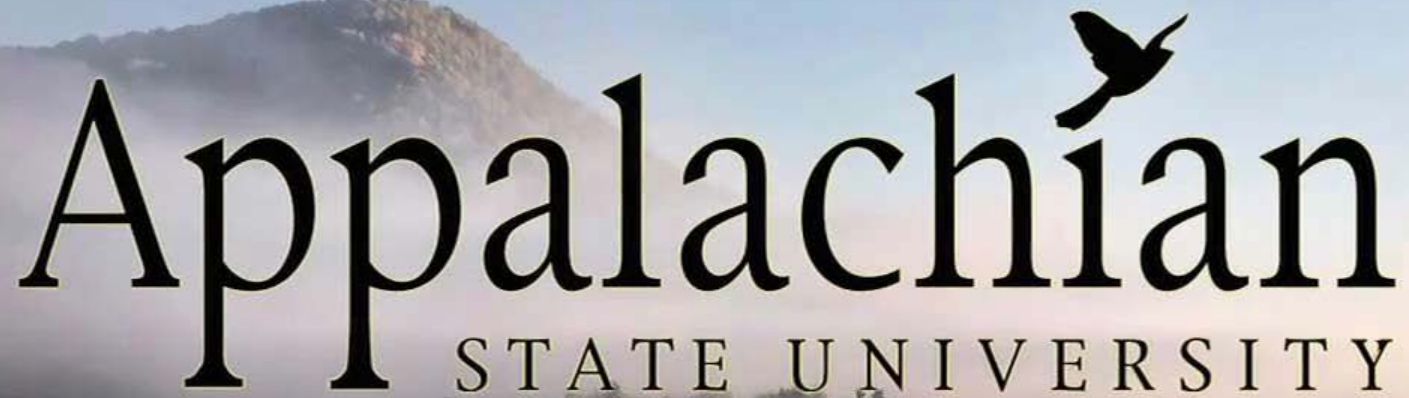
56% “very little”



Discussion



- **Limitations**
- **Explore ways to emphasize global health in nursing curricula**



Appalachian

STATE UNIVERSITY



Thank you