

Abstract

The development and implementation of global health experiences in our concept-infused BSN curriculum is valued at an institutional, administrative, and curriculum level to foster interconnectedness, compassion, clinical judgement and future advancement of nursing research. The institutional mission supports providing high quality culturally diverse educational opportunities for students and faculty to improve the health of people (TTUHSC Strategic Plan, 2016). Due to administrative value and support of global health experiences, our school of nursing has global health faculty representatives who collaborate with course faculty throughout the curriculum to compare the objectives of the global health experience to semester course objectives to determine synchrony and mastery and the number of clinical hours the student receives in each course after completing the global health experience. According to Glazer, Clark, and Bankston (2015), meeting the demands of the diverse 21st century population is dependent upon providing “high quality culturally competent care (p.1).” Providing students an opportunity to participate in global health experiences at an undergraduate level enhances the development of cultural competence and the likely hood of career involvement and future nursing research at the global level (Glazer, Clark & Bankston, 2015). Through the transformation of globalization the world is challenged to meet individual and collective needs of all cultures represented. Reflection, application and theory are guiding the transformation of praxis with a focus on global health and wellness. Recognizing Healthy People 2020 wellness goals for selected aggregates and populations includes health promotion across the life span and compares to the World Health Organization goals to improve health worldwide.



Background

The mandate for meeting the various challenges of healthcare today include the need for all students in nursing to provide clinically competent care in a safe and culturally competent manner (Anderson et al., 2003). Nurses contribute the largest number of health care workers worldwide with evidence of under usage for global health and related education (Shishani et al., 2011). It is incumbent on nurse educators to provide the outcome-based standardized competencies and curricula for assuming such needs with an eye on sustainability and capacity building in addressing global health initiatives as noted by the United Nations Millennium (Jogerst et al., 2015; United Nations, n.d.).

The International Council of Nurses (ICN) states that nurses have a duty “to safeguard, respect and actively promote people’s health rights” regardless of time or place (ICN, 2011) and the nursing profession as a whole has a societal obligation to address the health needs of individuals and communities around the globe (Opollo et al. 2012) and to advocate for global equity at all levels of need (Merry, 2012).

Participation in border trips to Juarez, Mexico during the early years of 1990-2000 with inter-professional teams provided rich learning opportunities including satellite Pan American Health Organization membership.

Founding Deans and Faculty provided support for visits to surrounding rural communities with a vision for community health clinics for the underserved.

Alliance with other HSC School Programs allowed development of a strong interprofessional international program resulting in global health trips to Nicaragua and later Peru, to provide health care to medically underserved in these developing nations.

Curriculum leadership ensured the appropriate match for clinical hours according to course objectives, skills competency, concepts emphasized, populations served, and level of prevention.



References Available Upon Request

Program Development

Healthy people 2020 and the World Health Organization goals core indicators were used in the development and integration of global health experiences into the BSN Program. These include: access to health services, clinical preventive services, environmental quality, injury and violence, maternal, infant and child health, mental health, nutrition, physical activity, and obesity, oral health, reproductive and sexual health, social determinants, substance abuse and tobacco (WHO 100 Core Health Indicators, Healthy People 2020).

Unique Aspects of the Program

Based on course level and individually tailored to student’s desired learning outcomes

Clinical experiences are integrated within faculty led programs to developing nations

Opportunity for interprofessional collaboration among team members

Community engagement and education is an essential component



Lessons Learned

Differing school programs have differing student requirements. Good communication between international program leaders and student faculty is necessary to assure each student is able to meet their personal educational needs.

Flexibility. International programs cannot flourish without flexibility among all team members. Flexibility.

While programs are faculty led -they are also student driven. Students must participate throughout all stages of the program- from pre-planning meetings through final debriefing and take ownership for their educational outcomes.

Implications

Providing students an opportunity to participate in global health experiences at an undergraduate level enhances the development of cultural competence and the likely hood of career involvement and future nursing research at the global level (Glazer, Clark & Bankston, 2015).

Collaboration between global health faculty representatives and course facilitators each semester promotes synchrony and mastery of course objectives and global health curriculum competencies resulting in clinical practice credit.

BSN global health patient care experiences provide opportunity to develop and refine interprofessional values , communication , and teamwork, thus fostering respect for the roles, responsibilities, and expertise of each interprofessional team member which aligns with the Jogerst et al. 2015 Interprofessional Global Health Competencies.

Today many potential students desire and seek out BSN programs who value, support and incorporate global health patient experiences into the curriculum thus positively impacting recruitment of future nursing students.

Global health patient experiences foster faculty growth, development and leadership as such endeavors have resulted in a paradigm shift increasing expertise at both a practice and educator level.

