Our Pre-College Course

Background
Pre-college summer programs expose secondary school students to university life and potential career paths in the U.S. Nursing — especially global health nursing — is typically under-represented in pre-college programs.

To reach a pool of high-achieving, university-bound students, we taught a global health nursing short course in the Emory University Pre-College Program.

Methods

Course activities included
- Field trips with hands-on activities
- On-site briefings by local organizations
- Inter-professional panels
- Classroom instruction
- Student-led current events reviews
- Reflective essays

Topics included
- Maternal and reproductive health
- Comparative health systems
- Neglected tropical diseases
- Human trafficking
- Refugee health
- Mental health
- HIV/AIDS
- Malaria and Ebola virus disease

Course Activity Example 1

We ran a simulation of refugees’ experience of accessing public supplemental nutrition benefits.

- At the grocery store, student pairs were assigned hypothetical households with different compositions, languages, and incomes.
- Students had to record the groceries they would buy for the week with their mock food vouchers and assigned income.

Method: We taught a pre-college short course, which employed experiential and reflective learning approaches with the aim to expand empathy and insight about global health nursing concerns.

Throughout the course, we highlighted various career paths with attention to global health nursing.

Course Activity Example 2

We drew on the perspectives of expert guest speakers including:
- Advanced-degree nurses, a midwife, a physician, and a librarian
- Epidemiologists, health scientists, a veterinarian, and an entomologist with the U.S. Centers for Disease Control and Prevention
- Social workers and advocates with local refugee support organizations
- A former logistician with Médecins sans Frontières

Course Activity Example 3

We visited the global health exhibit at the Jimmy Carter Presidential Library and Museum.

- Students worked through interactive, touch-screen simulations about neglected tropical diseases, e.g., Guinea worm and trachoma
- Students identified the clinical presentations of each disease, selected evidence-based interventions, and considered socio-cultural contexts

Results
- Student evaluations were almost uniformly positive: 69% stated that the course increased their interest in the subject “a lot”, and 100% stated that it would “possibly” or “definitely” be helpful to them in the future.
- Post-tests showed an average 27-point knowledge gain, and reflective learning essays suggested expanded awareness of health disparities

Conclusions
1. Pre-college programs present an under-utilized opportunity to expose high-achieving youth to global health nursing
2. Further courses should be developed for secondary school students to encourage enrollment in global health and nursing studies at the university level
3. The practice of nursing schools participating in their university pre-college programs, this could be an untapped source of future global health nurses and allies

References

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Nursing Pre-College Survey

Background
Pre-college programs have historically under-represented schools of nursing.

Global health nursing has received negligible attention in such programs, even though it is a rapidly growing specialty for which nursing is developing core definitions and texts.

Methods

To see whether comparable universities were engaged in similar activities, we conducted a web search of American universities with a top 15 graduate nursing program per U.S. News & World Report using Google.

We noted whether the university offered a pre-college program and, if so, whether any of the courses were described as nursing-related or taught by nursing faculty.

Results

Only one other pre-college program offered instruction in the school of nursing by nursing faculty.

No other program included a global health nursing course.