



PROMOTING GLOBAL HEALTH COMPETENCY AMONG RN-BSN STUDENTS

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ABSTRACT

There is increasing need for nurses to demonstrate global health competencies that address population level health and disparities beyond practicing borders. In an effort to embrace the dynamic capabilities and global influence of the nursing profession, RN-BSN faculty at one Historically Black University (HBCU) integrated principles of problem based learning to develop an assignment in which RN-BSN students could apply concepts of global health nursing to real world issues. Information concerning this educational innovation can inform nurses on strategies that may enhance the development of global health competency and professional global identity in baccalaureate completion programs.

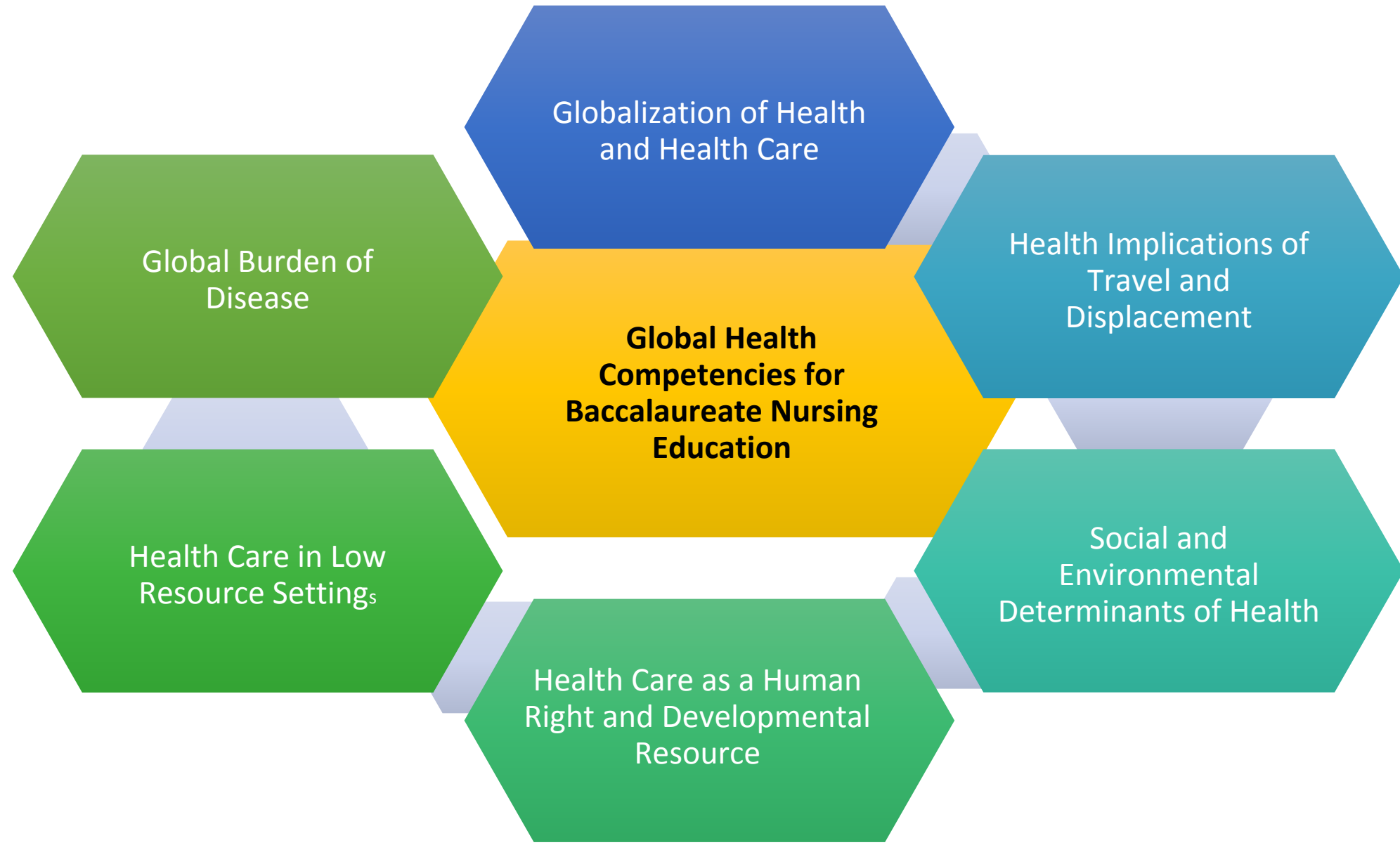
PURPOSE

The aim of this poster presentation is to describe the global health nursing action assignment as an innovative educational strategy designed to promote global health competency among RN to BSN students.

BACKGROUND

- Global Health encompasses transnational health issues and determinants of health through critical analysis and sustainable solutions for health improvement in populations worldwide (Wilson & Colleagues 2016).
- The United Nations’ 2030 Sustainable Development Goals provide an unique opportunity for baccalaureate prepared nurses to engage in addressing global health challenges within their scope of practice.
- However, there is a critical need for nurses who are able to demonstrate competencies related to global health nursing in order to address transnational health care needs of individuals, families, and communities (Opollo et al., 2012).

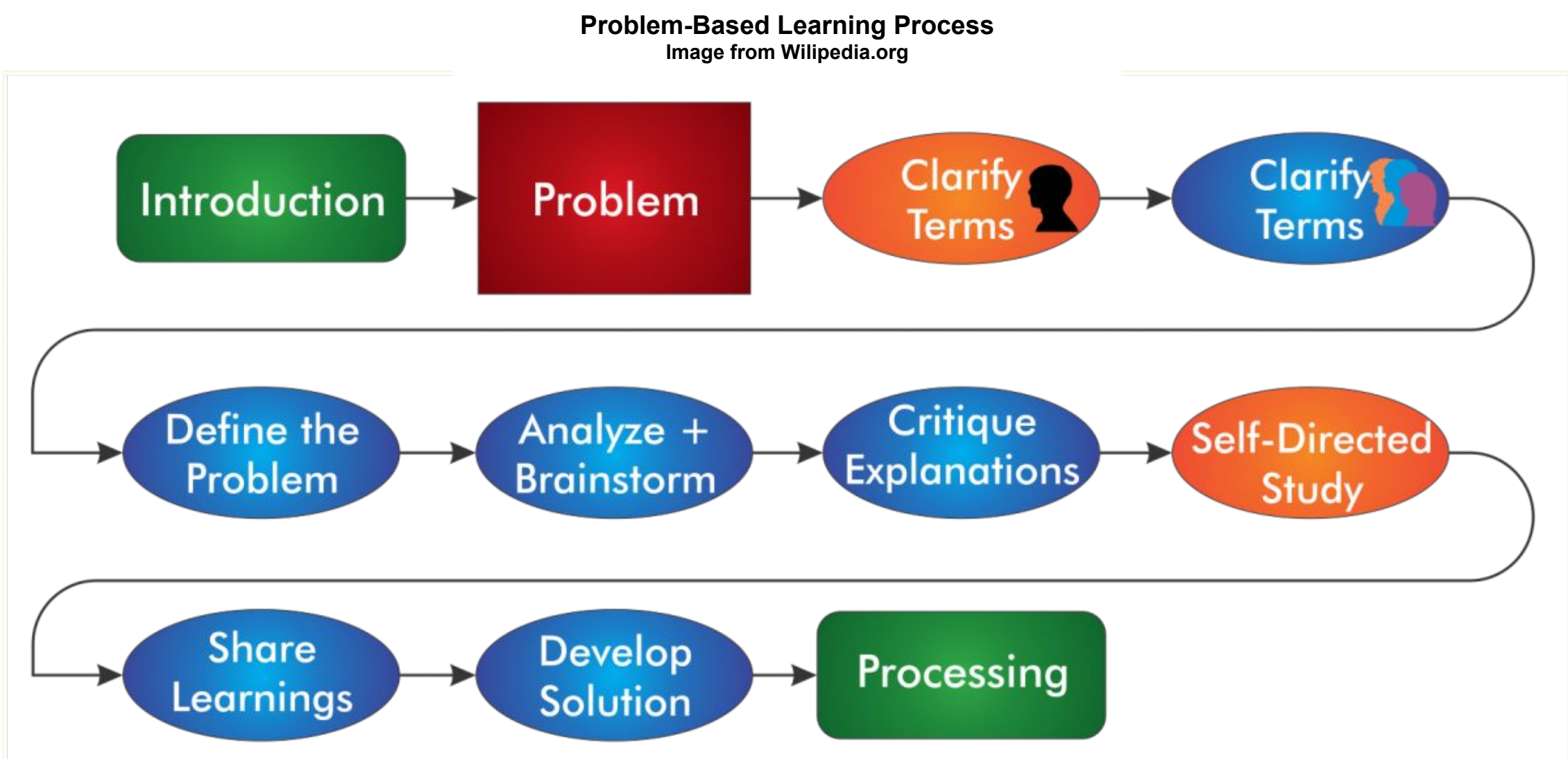
Global Health Competencies for Baccalaureate Nursing Education (Wilson & Colleagues, 2016)



- Clinical opportunities for global health are limited in RN to BSN completion programs. Therefore, nursing faculty desiring to enhance global health competence in the curriculum may be challenged.

Problem-Based Learning and Competency Development

- There have been calls for nursing education reform to include problem-based learning (PBL) as a strategy for competency development (Landeem et al., 2013).
- Problem-based learning is a strategy that promotes active learning and critical thinking through the discussion and analysis of real issues and solution oriented strategies (Alarron and Prazotto, 2016).



- Use of problem based learning as an active learning strategy in the may improve students’ knowledge retention, learning, critical thinking skills, leadership capacity, and cultural understanding of critical concepts (Landeem et al., 2013; Opollo et al., 2012).
- Problem-based learning presents an opportunity for nursing students to apply theory in clinical practice, improve skills and problem solving, and overcome obstacles while address social realities in the healthcare field (Alarron and Prazatto, 2016; Shin and Kim, 2013).
- Problem based learning as an active teaching strategy may help improve global health awareness and competency in the RN to BSN population .

Project Overview

The global health nursing action paper was designed as a problem-based educational activity in which RN to BSN students could assess global health problems and develop practical and sustainable nursing actions that could be employed in one community.

Project Aims:

- Describe a current global health issue affecting a vulnerable population within a local or global community of practice.
- Create a realistic community-based nursing proposal aimed at improving health outcomes within the vulnerable identified population.
- To develop population-level interventions using global health action concepts within a nursing framework.

Assignment Procedures

- Disparity Identification - Students were instructed to identify a current global health issue affecting a vulnerable population within a local or global community.
- Faculty reviewed and approved each topic.
- Paper components
 - Global Health Issue Overview** – Vulnerable community and population demographically described with literary and statistical support for the global health issue.
 - Epidemiological Significance** - Included the determinants and distribution of the health issue identified in the community and population of interest.
 - United Nation’s SDGs Linkage** – Students were required to describe how the selected health issue linked to the United Nations’ 2030 SDGs.
 - Nursing Discipline Linkage** - Using a nursing theory, students were required to discuss how the issue could be addressed within the scope of nursing practice.
 - S.M.A.R.T. Goals (Doran, 1981)** – Community-based, health promotion proposals required *specific, measurable, attainable, results oriented and time-bound* project development goals.

-Key to the process was ongoing feedback and mentoring by the faculty.

-At the end of the assignment, students were asked to provide a critical self-reflection and discuss insights gained related to global health and global health nursing.

Exemplar Student Projects and Reflections

Global Health Nursing Action Proposals	S.M.A.R.T Goals	Student Self-Reflections
Health Snack Food Truck Proposal for Middle School Children	S – Provision of healthy food truck located at middle schools to provide nutritious snacks. M – Brief survey of students and parents pre and post intervention and weight measures after one school year. A – Studies in some school districts note an 85% rejection of school lunches by middle school children preferring fast food options (Fimey, 2015). R – The convenience of fast foods and unhealthy snacks places children at higher risk for obesity (Ahmad, Ahmad, & Ahmad, 2010) T – Before school, at lunch time, after school and sporting events. Reassessment after one school year.	“The insight gained for the writer of this project is an appreciation for the challenges in procuring funding to support a healthy eating project”.
Depression and Mental Illness Education in African American Community Churches	S – Implement a mental health awareness and education program within African-American churches. M – Evaluation surveys, attendance, and levels of understanding with a goal of achieving at least 1/2 of the memberships attending. A – Religion is very important in the African-American community and most people respect their church leaders. R – African-Americans tend to view their community church as a safe and trustworthy setting to receive health information (Reaves, 2017). T – Hourly seminars weekly for one month with assessment of attendance and survey of understanding.	“As an African-American woman, mental illness continues to be a stigma ... personally, I have received treatment for anxiety and depression and felt stigmatized by my community. My family lacked the knowledge to detect the signs of disease. Lack of knowledge and access to mental health services are a big concern”.
Addressing Physical Inactivity in Hispanic/Latinos Women	S – Weekly exercise classes with education on diet, life-style and avoidance of substance abuse. M – Weekly measurement of blood pressure, weight and log of physical activity. A – Church or community groups may be appropriate setting for starting programs for Hispanic/Latino women (Chandler, n.d.). R – Latino women who exercise regularly are more likely to belong to a community or church groups (Benitez et al., 2014). T – Group meetings will occur weekly and reassessment of measures in six months.	“It is evident that Latino women face barriers to physical activity and their willingness to participate in physical activity is impacted by their support systems and cultural background”.
Drowning Prevention for Rural Dwelling Children	S – Institution of a <i>Safe Kids Coalition</i> program of water safety, drowning prevention, added life preservers to key locations and CPR instruction in schools and community centers targeting lower income and minority children ages 4-14 years. M – Participants will complete standard evaluations for CPR proficiency and drowning safety on completion. Participants will be surveyed monthly afterwards to assess for drowning incidents. A – Vital risk factors in drowning deaths are the lack of barriers, adequate supervision for infants and children and a lack of education about the dangers of water (WHO, 2014). R – Children are more likely to drown in Robeson County than anywhere else in North Carolina (Robesonian, 2015). T – Courses will last 2 hours weekly for six months.	“Prior to completing this project, there was little thought as to how drowning deaths not only affected my hometown but is a growing global concern”.

SUMMARY

- One of the challenges for nurse educators in RN-BSN programs is creating learning opportunities that facilitate socialization, competency, problem-solving skills and broader role development of the baccalaureate-prepared professional nurse.
- The purpose learning innovation was to promote critical thinking and broader appreciation of nursing abilities towards solving real-life healthcare disparities within the scope of nursing practice.
- This learning innovation assignment assisted students with transition to baccalaureate nursing practice and development of professional identity required for professional practice in the 21st century global community.