

ORIGINAL RESEARCH

The Global Health Nursing Imperative: Using Competency-Based Analysis to Strengthen Accountability for Population Focused Practice, Education, and Research

Barbara Joyce, PhD, RN, CNS, ANEF, Nancy Brown-Schott, MSN, CNS, RN, BC,
Vicki Hicks, MS, APRN-CNS, RN, Regina (Gina) Johnson, MSN, RN,
Monica Harmon, MSN, MPH, RN, Lucille Pilling, EdD, MPH, RN
Colorado Springs, Colorado; Toledo, Ohio; Kansas City, Kansas; and Philadelphia, Pennsylvania

Abstract

BACKGROUND The Quad Council Competencies for Public Health Nurses are used to guide community and public health nursing course development in baccalaureate nursing programs. As clinical practice has expanded to global settings, the appropriateness of the 2011 Quad Council Public Health Nursing (PHN) Competencies to guide global clinical practice and evaluation was questioned.

OBJECTIVE To describe a comparison and analysis of three sets of competencies: PHN competencies, competencies for global health nurses, and interprofessional competencies for health professionals.

METHOD A literature review identified the most current guidelines and competencies for global health practice. Two seminal articles, "Global Health Competencies for Nurses in the Americas" and "Identifying Interprofessional Global Health Competencies for 21st-Century Health Professionals," were reviewed and compared with the 2011 Quad Council Public Health Nursing Competencies. A six-member multi-site team conducted a qualitative thematic approach to competency analysis. A four column crosswalk spreadsheet grid was used for comparison of the three sets of competencies. Column four was created to identify possible exemplars for clinical practice.

FINDINGS Gaps exist in the PHN competencies for specific global and interprofessional competencies.

RECOMMENDATIONS Enhanced and consistent emphasis on population/global health, and interprofessional content throughout nursing curricula is necessary to prepare providers for practice in global settings. Incorporation of global and interprofessional competencies should be considered in the revision of competencies for PHN practice to enhance productive contributions to community health outcomes. Consideration of proper placement of content gaps within basic and advanced nursing education as well as leveling for community/public health nursing practice needs to be addressed by nursing education and practice. In the interim, a special course or elective may be appropriate, especially for schools having clinical nursing practicums in international settings. Clinical evaluation in low-resource settings needs to be enhanced and aligned with competencies.

KEY WORDS public health nursing, nursing competencies, global health nursing, global health competencies, interprofessional nursing

The authors declare that they have no conflict of interest to disclose.

From the University of Colorado, Colorado Springs, CO (BJ); University of Toledo, Toledo, Ohio (NB-S); University of Kansas, Kansas City, Kansas (VH, RJ); University of Pennsylvania, Philadelphia, PA (MH, LP). Address correspondence to BJ. (bjoyce@uccs.edu).

INTRODUCTION

Over the past two decades, much discussion on health occurs under the umbrella of population health, which is built upon a long tradition of public health, community health and health promotion. The passage of the Affordable Care Act placed a renewed emphasis on population health and created a shift in focus for health care.¹ The recent epidemic of Ebola and Zika substantiates that focusing only on local or national health care problems is no longer possible. There now exists a greater understanding that in our global society, disease and social determinants transcend continents. By the year 2050, the population of North America will increase by 1% as a result of immigration and globalization.² Population health must embrace new meaning related to local impacts of globalization. Increased international mobility, global interdependence, and global collaboration create a momentum for a prepared workforce to address the issues of global health.³

The College Learning Report for the New Global Century discusses the aims and outcomes of preparing students for the 21st century global realities.⁴ The authors of this report describe the need for students to have personal and social responsibility, local and global civic knowledge and engagement, and intercultural knowledge and competence. These outcomes need to be anchored through active involvement with diverse communities and real-world challenges. Current undergraduate curricula increasingly provide opportunities for education in local and global settings with diverse populations. Program models such as study abroad, medical mission trips, exchange programs, and national health-related partnerships are currently being offered in baccalaureate programs. These programs provided the stimulus for this analysis. Students in various disciplines seek opportunities for international exposure and global work and application. The 2008 Essentials of Baccalaureate Education for Professional Nursing practice requires global health be included as an essential component of the nursing curriculum. The document identifies that (1) the increasing globalization of health care and diversity of the nation's population has resulted in a more diverse and global nature in which nurses practice; (2) liberal education is a requirement for equipping nurses to be responsible citizens and to engage with the larger community, both locally and globally; and (3) nursing curricula need to prepare nurses with skills to practice in multicultural

environments. These essential underpinnings of undergraduate baccalaureate curricula provide the foundation for clinical learning experiences in local and global settings.⁵

Community service opportunities abroad are an integral component of undergraduate community and public health nursing courses.⁶ Service learning, however, has often been confounded with other types of activities such as volunteerism and direct client care experiences.⁷ The sustainability of service-learning projects, especially in international contexts, is a concern,⁸⁻¹³ whereas competency-based community projects provide stimulus for increased partnership, empowerment, and collaboration to influence global health outcomes.

Global health practice is guided by the United Nations' Sustainable Development Goals (SDGs), a universal set of goals, targets, and indicators that follow and expand on the Millennium Development Goals.¹⁴ The Millennium Development Goals, though progressive, fell short of their 2015 goals as they focused on health outcomes rather than the sustainable means to meet these goals.^{15,16} The SDGs were developed to address all the social determinants of health. They were adopted in 2015 and extended until 2030. In addition to the SDGs, the 2011 Quad Council Competencies for Public Health Nurses were developed to guide 3 levels of practice (generalist, management or supervisory, and senior management or leadership).¹⁷ These competencies provide benchmarks for community and public health baccalaureate nursing faculty for Tier 1 generalist roles. Furthermore, global health practice competencies and interprofessional global health competencies have been developed to guide nursing curricula development and practice.^{3,18} Nurses who volunteer or seek work must understand and use competencies of global health practice and interprofessional practice in community and public health in both local and global settings.

Background. A multisite team of investigators from 4 US academic institutions have been using the Quad Council Competencies for Public Health Nurses to guide community and public health nursing course development in baccalaureate nursing programs. A clinical evaluation tool was developed based on the 8 domains and the 76 competencies delineated for Tier 1 generalist community and public health nursing practice. Tier 1 competencies are primarily focused on the baccalaureate generalist nurse's role. As investigators expanded clinical practice into global clinical settings, specifically Botswana, Guatemala, India, and Uganda, the

Download English Version:

<https://daneshyari.com/en/article/8753419>

Download Persian Version:

<https://daneshyari.com/article/8753419>

[Daneshyari.com](https://daneshyari.com)