



Effect of Global Nursing Leadership Program developed by Students' Need Assessment

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Background

This study analyzed the effects of the global leadership program among participants from three different countries after a short-term program was developed through their needs assessment.

Methods

A pre- and post-test design without a matched control group was used with a random sample. A questionnaire was used to identify the effect of global nursing leadership. The educational needs of nursing undergraduate students from South Korea, Vietnam, and the United States were assessed to develop a global nursing leadership program.

Results

Participants took a forty-hour program that was composed of sixteen hours field experience, sixteen hours special lecture on healthcare system, global nursing leadership, and health issues discussion and presentation. Students' response to the effect of program is currently on the process of analyzing by quantitative and qualitative methods. To assess students' global nursing competency needs, a total of 192 participants were surveyed. Approximately, 10% reported overseas experiences. Educational needs significantly differed by overseas study experience (higher for those with such experience) but not by

gender. The three countries significantly differed in terms of educational needs (South Korea> the US> Vietnam). Educational needs by country revealed that variables pertaining to healthcare competencies in developing countries were the highest in the US, followed by Vietnam, and South Korea. The variables with the highest scores were globalization of health in the US, health implications of migration in Vietnam, and globalization of health in South Korea. Global nursing education needs slightly differed between the three countries. This could be due to the differences in educational environments.

Conclusion

It is necessary to increase global health and nursing competency for nursing major students to improve their understanding of people from various cultural backgrounds on a long-term basis. Living in the age of globalization makes professors teach their students to acquire more of these competencies. Further studies on global leadership ability are required and more well designed global nursing leadership programs for undergraduate students should be considered to increase global leadership ability. Moreover, community-partnership program with university should be considered to expose students for awareness of global health setting and to support them; they can live with them harmonized as a global citizen.