

Global Health Competencies (GHC) of Nurse Students in Philippines

***Hamzeh Y. Abunab
RN. MSN. PhD student
St. Louis University
Baguio City, Philippines***

Faculty Disclosure

Faculty Name	Mr. Hamzeh Abunab RN. MSN. PhD student
Conflict of interest	None
Employer	St. Louis University, Baguio City, Philippines.
Sponsorship/ Commercial support	None
Faculty Name	Dr. Wireen Leila Dator, RN.MSN. PhD
Conflict of interest	None
Employer	Princes Noura University, Riyadh, KSA
Sponsorship/ Commercial support	None

Faculty Name	Dr. Jose Reinhard C. Laoingco RN. MAN. PhD
Conflict of interest	None
Employer	St. Louis University, Baguio City, Philippines.
Sponsorship/ Commercial support	None

Purposes of the study

- (1) To assess the global health competencies of the fourth year nursing students in a selected school of nursing in Philippines through using of a self-rated assessment tool,
- (2) To be able to contribute additional literatures for global health from the findings of the survey and,
- (3) To provide informal information about a status of global health competencies among the nurse students in Philippines.

Background

- ***In 2014 , one of WHO reports about the Philippines summarized the following:***

Philippines suffers a “ triple burden” of disease:

- (i) High incidences of all key communicable diseases and 13/17 of the WHO recognized neglected tropical disease remained endemic;
- (ii) Increasing the level of non-communicable diseases and the high prevalence of all risk factors.
- (iii) The third highest disaster prone country in the world.
- (iv) The report presented set of disappointing facts like, ***global burden of disease*** growth is increased 4% annually in the past decade.
- (v) A 50 % of the population still live on less than \$2/ day.
- (vi) Medicine price in the Philippines remain some of the highest in Asia.

All of these health challenges required collaboration between all the health care providers, with the nurses considered to be the largest unit expected to be engaged in public health.

Background

- Philippines BSN program's competencies include 11 areas. However, despite the importance of all these areas, nothing was explicitly mentioned about the global health competencies (CHED, 2008).
- Philippines graduates big number for BSN every year and is one of the countries who export big number of nurses all over the world

Research problem

1. What are the level of global health competence among the 4th year nursing students in terms of the following:
 - (1.1) Global Burden of Disease,
 - (1.2) Health Implications of Travel and Displacement
 - (1.3) Social and Environmental Determinants of Health
 - (1.4) Globalization of Health and Health Care
 - (1.5) Health Care in Low Resource Settings, and
 - (1.6) Health Care as a Human Right and Development Resource.
2. Are the global health competencies integrated in any of the courses in the BSN curriculum of the SLU School of Nursing

Study Design

- ***This study is a descriptive cross-sectional survey (Polit & Beck,2004).***

Population

- *The study was conducted among 160 from 200 fourth year BSN students*
- *Sample size was calculated based on Slovin's formula (Tejada & Punzalan, 2012).*

Instrument

- ***The questionnaire was initially validated and used in a research focused on Spanish-speaking nursing faculty from Latin America and North America, and later validated and applied in Brazil (Ventura et al., 2014).***
- ***The competencies are divided into six subscales, and the respondents rated each competency on a 4-point Likert scale, with high scores reflecting high level of competence.***
- ***The 30 competencies divided to six categories as the following:***

- 1- Global Burden of Disease,**
- 2- Health Implications of Travel and Displacement**
- 3- Social and Environmental Determinants of Health**
- 4- Globalization of Health and Health Care**
- 5- Health Care in Low Resource Settings**
- 6- Health Care as a Human Right and Development Resource**

Data Collection

- Administrative clearance was obtained from the Dean of the SON.
- The study objectives were explained to the 4th year students and their informed consent was obtained.
- Several meetings were arranged to meet most of the 4th year students based on their convenient time.
- A total of 88% (160 students) from the 200 fourth year students voluntarily accepted to participate in this study after they received a brief explanation about the study and its objectives.
- Data collection process completed was within three weeks in October 2015.
- A 100 % retrieval rate was achieved. Data were collated and analyzed statistically

Data Analysis plan

The mean value range	Qualitative description
1.00 - 1.59	Not competent
1.60 - 2.19	Fairly competent
2.20 - 2.79	Moderately competent
2.80 - 3.39	Competent
3.40 - 4.00	Highly competent

Table 1: Mean values range and qualitative description.

Result

Domains / Competencies	Mean	SD	Qualitative interpretation
1- Global Burden of Disease,	2.60[?]	0.71[?]	Moderately competent
2- Health Implications of Travel and Displacement	2.88[?]	0.76[?]	Competent
3- Social and Environmental Determinants of Health	3.46[?]	0.67[?]	Highly competent
4-Globalization of Health and Health Care	2.85[?]	0.76[?]	Competent
5- Health Care in Low Resource Settings	3.04[?]	0.76[?]	Competent
6- Health Care as a Human Right and Development Resource	3.28[?]	0.76[?]	Competent
Grand mean & SD	3.02[?]	0.76[?]	Competent

Table (2) Mean Distribution of the level of Global Health Competencies of the fourth year Nursing students. Philippines, 2015

Domains / Competencies	Yes		No	
	n	%	n	%
1- Global Burden of Disease,	153	96	7	4
2- Health Implications of Travel and Displacement	131	82	29	18
3- Social and Environmental Determinants of Health	157	98	3	2
4-Globalization of Health and Health Care	135	84	25	16
5- Health Care in Low Resource Settings	154	96	6	4
6- Health Care as a Human Right and Development Resource	148	93	12	7

Table (3): Percentage distribution of affirmation from the 4th year nursing students on the inclusion of the competencies in the BSN curriculum of the School of Nursing in SLU. Philippines, 2015

Discussion

- *The result implies that the fourth year students assessed themselves to be **competent** in collaborating with trans-national research and actions for promoting health.*
- *Unlike our findings, result of one similar study conducted among medical, physiotherapy, and nursing students in five universities across Ontario, Canada, showed **very low** global health skills. (Veras et al., 2015).*

Discussion

- According to the dean of the School of Nursing of SLU (personal communication, 2015), the world health organizations (WHO) related activities and global issues are highly addressed by most of the faculty members in the class discussion & clinical with their students in most of the offered courses.

Community Health Nursing at School of Nursing

- Nursing Mobile Nursing Clinic (MNC)
- Community Organizing-Participatory Action Research (COPAR) to address the following objectives:
 - (1) to pursue relevant researches with the community as co-researchers,
 - (2) to mobilize multi-sectorial linkages,
 - (3) to extend training to other schools and concerned agencies,
 - (4) to widen the program's scope, and to maximize community participation and involvement.
- the school maintains national and international linkages, which are vital to expanding skills and knowledge, enhancing the curriculum, bringing in resources, and promoting trans-cultural learning and appreciation among its faculty and students.

Community Health Nursing

- ***The course learning outcomes (CLO) included seven areas namely:***
- ***(1) Define the nature and scope of public health / community health nursing,***
- ***(2) summarize important dates, people and event that shaped community health nursing in Philippines,***
- ***(3) analyze the implication of the local, national and global health situation,***
- ***(4) evaluation of solution to health care concerns and issue / health situation,***
- ***(5) discuss the qualities, qualification, competencies of community health nurse,***
- ***(6) propose a responsive health care system and***
- ***(7) justify action with existing relevant programs, laws and regulation governing public health.***

Discussion

- *The extensive Community Health Nursing activities of SLU's School of Nursing exemplifies the recommendation of previously conducted study which emphasized the importance of employing the global health competencies **beyond** the classroom activities and include it in a wide-ranging action plans (Ventura et al., 2015).*

Conclusion

- *Based on the findings of this study, the self-assessed level of competence on global health among the fourth year students, and their affirmation of the inclusion of the global health concepts into their BSN curriculum, it is concluded that the School of Nursing BSN curriculum is considered by their students as capable to equip and develop the future nurses to be competent in responding to global health issues.*

Study Implications and recommendations

- It is gleaned from the study that the BSN curriculum is more or less the same as all other BSN curricula in the Colleges of Nursing in the Philippines although may have not explicitly expressed inclusion of the global health competencies identified in this study but is able to develop among their students congruent competencies which maybe expressed in another form.*

Study Implications and recommendations

- ***It is recommended that a further study or reviews on the curriculum vis-à-vis the global health competencies with its six categories identified by the consortium of international universities.***

Study Implications and recommendations

- The result of the study can be considered as an informal input into the database of the WHO and United Nations Organizations, and other global health stakeholders as a springboard for further study that will lead to program development or further actions to improve global health competencies among the nurses and student nurses.*

References

- World Health Organization. (2014). WHO Country Cooperation Strategy at a glance: Philippines.
- Tejada, J. J., & Punzalan, J. R. B. (2012). On the misuse of Slovin's formula. *The Philippine Statistician*, 61(1), 129-136.
- Ventura, C. A. A., Mendes, I. A. C., Wilson, L. L., de Godoy, S., Tamí-Maury, I., Zárate-Grajales, R., & Salas-Segura, S. (2014). Global health competencies according to nursing faculty from Brazilian higher education institutions. *Revista Latino-Americana de Enfermagem*, 22(2), 179–186.
- Veras, M., Pottie, K., Cameron, D., Dahal, G. P., Welch, V., Ramsay, T., & Tugwell, P. (2013). Assessing and comparing global health competencies in rehabilitation students. *Rehabilitation research and practice*, 2013.

Thank
you

