



## Building Nurse Competence to Address Global Health and Global Era Challenges

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### Abstract

**Introduction:** Globalization is a fact of life. In addition to having an impact on the economic, social, political, technological, environmental, and cultural spheres of human life, globalization also affects the health care and educational systems. Health-related educational institutions, particularly nursing programs, must be able to turn out graduates who can compete in the modern world.

**Methods:** Studies are systematically found utilizing electronic databases that have been Scopus indexed, such as ProQuest, Science Direct, CINALH, and PubMed. The Medical Subject Heading (MeSH) search terms for the papers in this investigation are globalization AND global health AND nursing. Four articles that fulfill the requirements were left after articles were found using an electronic database search and then chosen based on the inclusion and exclusion criteria.

**Results:** This review study discovered that in order for nursing students to successfully navigate the issues of globalization and global health, they must increase their global health nursing competences.

**Conclusions:** The best available data is compiled in this study to help universities and other interested parties create and assess global health nursing competency-strengthening programs for nursing students.

**Keywords:** globalization; global health; nursing.

### Introduction

Globalization is an unavoidable phenomenon today. Globalization affects the health care system in addition to other facets of human existence, such as the economic, social, political, technological, environmental, and cultural spheres. Globalization eliminates national barriers in the health service system and brings systems, structures, and processes in the healthcare sector closer together (Dorri, Abedi, & Mohammadi, 2020). The impact of globalization on health is a complex issue that calls for consideration of a

variety of factors, including immigration, financial development, the use of technology in daily life, and having a common international language, in addition to care and health (Dorri et al., 2020). These changes include the migration of nurses, technology advancements in the healthcare industry, and education in higher institutions, which is no less significant. In order for graduates to compete in the global era, health education institutions, particularly nursing programs, must be able to generate graduates with global health competences.

**Method**

This review's main objective is to ascertain how globalization and global health have affected nursing. In this examination of the literature, pertinent papers were looked up in electronic databases with the Scopus index, including ProQuest, Science Direct, CINALH, and PubMed. The Medical Subject Heading (MeSH) search terms for the article in this literature review study are globalization AND global health AND nursing. The search for pertinent papers is restricted to studies with full texts that were published in English between 2017 and 2022. The

Preferred reporting Items for Systemic Review and Meta-analysis (PRISMA) guidelines are used to write article search results according to the proper norms and procedures.

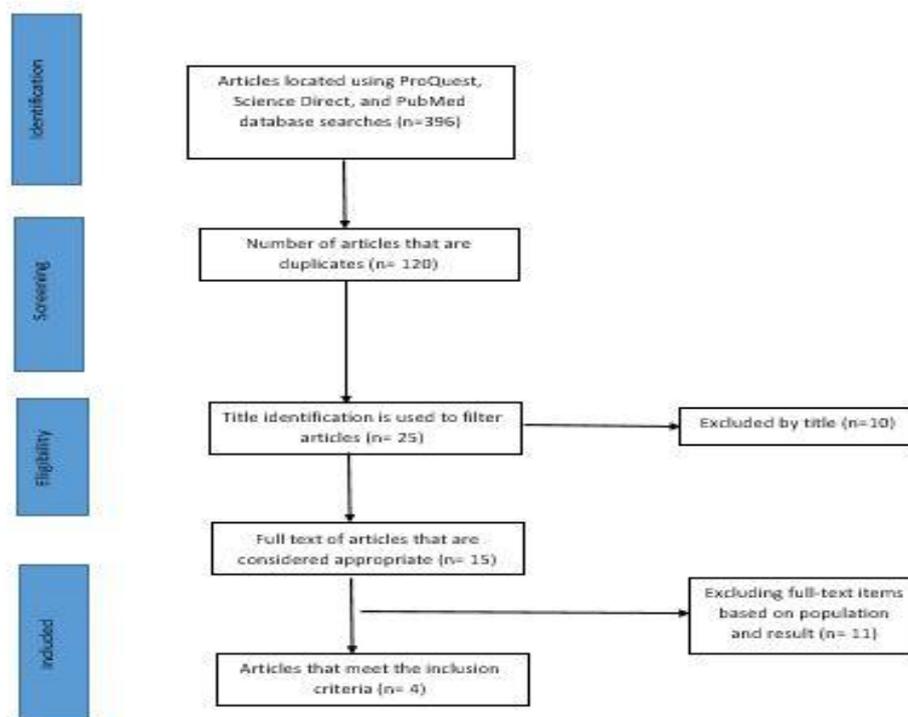
The PICOS framework was used to evaluate the study's viability. If a study satisfies the criteria for inclusion, which include all categories of nursing-related research findings from both the nursing practice and education fields, it is deemed feasible for evaluation. While all forms of research that are unrelated to nursing, either in terms of education or practice, are excluded.

**Table 1** PICOS framework

PICOS framework	Inclusion & Exclusion Criteria
Population	Studies focusing on nurses
Intervention	Examines how globalization and health have affected nursing globally.
Comparison	There was no comparison of interventions.
Outcomes	Research explains how globalization and global health affect nursing.
Study design	Qualitative, mixed method, cross sectional study

Search results using an electronic database obtained 396 articles. The remaining 15 articles were suitable for review following the discovery of duplicate publications (n = 120), which were then chosen based on identification of title, full

text, and eligibility. Title, inclusion, and exclusion criteria were used to screen articles. Four research articles were found for review based on the results of the full-text article feasibility test.



**Figure 1** Study selection process

## Results and Discussion

A search of the electronic database for publications turned up 396 items, of which 4 satisfied the inclusion and exclusion requirements with a publication year constraint of 2017–2022. There will be one item in 2019, one in 2020, and two in 2022 (a total of four articles). Article publications were from South Korea 2 (50%), India 1 (25%) and Uganda 1 (25%). The research designs of each study were Qualitative Study 2 (50%), Mixed Method 1 (25%), and Cross-Sectional Study 1 (25%).

**Table 2** General characteristics of selected articles

Characteristics	n	%
Year of publication		
2019	1	25
2020	1	25
2022	2	50
Country		
South Korea	2	50
Uganda	1	25
India	1	25
Study design		
Qualitative	2	50
Mix Methods	1	25
Cross Sectional	1	25

Four articles met the inclusion criteria. This study is classified into two thematic areas, namely program development and evaluation and identification of nurse competencies to meet the demands of global health standards. The research in this systematic review was conducted in South Korea with 2 studies, one study from India and one study from Uganda. The results of the research show that the development and implementation of programs to strengthen global health competencies among students have succeeded in improving global health competencies, self-assessment global leadership, and critical thinking skills (Hwang & Jo, 2020). Similar research also shows a significant increase in knowledge and performance in global health (Rajaguru, Oh, & Im, 2022). One study identified strategies for enhancing global health competencies to be included in the curriculum (Kim, et.al, 2019). There were 761 respondents in all for this systematic study. The largest

population is 325 respondents. Participating respondents were constrained by criteria, specifically their position as nursing students or alumni.

All studies, after analysis, point to the necessity of developing or evaluating programs to boost nurses' competence in the age of globalization, particularly in the field of global health. Studies from Uganda evaluate programs that aim to develop competencies to solve global health challenges (Ssekamatte, et.al. 2022). According to Ssekamatte's research, et. al. (2022), nurses need to be knowledgeable about and skilled in problem-solving, teamwork, effective communication, community involvement, and report writing. This is in accordance with the opinion of Dorri, Abedi and Mohammadi (2020) that the effect of globalization is increasing global awareness and affecting communication or conversation in the nursing system.

Studies from South Korea explain the need for strategies to enhance competence in dealing with the global era, particularly global health, by integrating global health competencies into the curriculum, developing content and results based on norms or values, and involving students in learning activities (Kim, et. al, 2019). Mendes, et al. (2020) noted that it is challenging to undertake professional training capable of reaching the Sustainable Development Goals or SDGs 2030 since teaching global health is still inadequate or not included in the curriculum. A curriculum that is organized clearly and meets the demands and priorities of the global period is therefore essential. Therefore, to accomplish the SDGs by 2030, global health must be covered in the nursing curriculum. It has been demonstrated that studying remotely with international students makes learning about global health more relevant and improves both parties involved (Bothara, et al., 2021). In order to educate students for high-quality global health learning and international joint learning in the current era of globalization, it is crucial for universities to offer learning opportunities with foreign universities (Lee &

Quinn, 2021). Topics related to global health ought to be covered in regular nursing education curriculum. Creating programs for international nursing practice is crucial for giving students the chance to engage with people from various cultural backgrounds, improve their language abilities, and open the door to internationalization (Higuchi, 2017).

Other Korean studies (Hwang & Jo, 2020) aim to improve nursing students' awareness of global leadership, global health competency, critical thinking abilities, and student relationships. However, Plamondon, Brisbois, Dubent, and Larson (2021) focus on the partnership area more broadly, namely how global health partnerships might function for nurses' ability to address community needs. This must be taken into account to prevent health disparities in the community. The ability of nurses to make their unique voices heard or counted is challenged as the focus of global competence turns to participating in global leadership (Kraft, 2018). It's crucial to establish nurse leadership and larger duties. The preparation of nursing students for global health changes must be a priority in nursing education programs (Wakefield, 2018). The creation and implementation of health care policies that significantly alter and enhance healthcare is one of the contributions made by nurse leadership. The nurse's role in leadership and public policy helps ensure that global leadership is essential and relevant nursing knowledge is fully utilized in transforming care that impacts the nation's health and contributes to improving health worldwide (Wakefield, 2018).

A study in India conducted by Rajaguru, et al (2022) showed that the development and evaluation of global health nursing programs resulted in increased knowledge, skills and performance of global health nursing. The development and evaluation of this global health nursing program is the responsibility of tertiary institutions, especially lecturers or educators. Nursing lecturers are jointly accountable for efforts to lessen the negative effects of

globalization that affect nursing education and health services, as well as for easing the transfer of knowledge and global competency of students (Kraft & Nisell, 2018). According to Oh, Jang, Kim, and Jung's (2019) study, global health training programs help nursing students become more competent, particularly in terms of cultural understanding. Several issues were examined through reflection diaries during the international global health training period. These themes include increasing global health leadership, experiencing real obstacles, increasing nursing professional values, inspiring health equality and internal growth (Oh, et al., 2019). The global health training program gives nursing students the chance to explore the nurse's job in a variety of international settings.

The results of research in Uganda show that one-health competencies training programs can be applied to solve global health challenges (Ssekamate, et al., 2022). By training multidisciplinary health professionals, this program aims to increase global health security. In the age of global health, nursing education needs to reach across national boundaries and form collaborations. Consequently, it is essential to create a framework for nursing competencies in global health. The essential values and principles of nursing are one of the dimensions in this framework, and they are broken down into seven subcategories: social justice and equity, holistic care, advocacy, health as a human right, sustainability, and teamwork (Torres-Alzate, 2019). The framework also contains four assumptions, namely environmental focus, care, education and level of competence.

### **Conclusions and Recommendations**

Some of the studies mentioned above demonstrates the need for a program to improve nurses' global health competence in order to confront and overcome global challenges, particularly those related to global health. Starting in the area of nursing education is a good place to start Universities should revise their curricula to

better meet the demands of the global period and the issues of global health. The fact that nurses serve as the first line of healthcare is another crucial factor. Because students are possible future resources for the healthcare sector, it is crucial to generate quality nursing graduates. Therefore, planning investments in health workforce resources is crucial because they are a crucial part of enhancing the global health system.

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