This course supports the assessment for SGT2. The course covers 5 competencies and represents 3 competency units.

**Introduction**

**Overview**
Global Health is a new and emerging competency for nursing. Prevention of disease requires understanding about the effects of diseases worldwide and an understanding of the globalization of diseases today. In the past, nursing curriculum has focused on community, public health nursing, and epidemiology. A global health focus expands these concepts.

Nursing knowledge in global health affects program development focused at disease prevention, disaster preparedness, and ultimately, joins forces with others to treat illness and disparity. Advances in technology, biology, genetics, and communication have produced valuable interventions. The globalization of our world helps improve health and decrease health disparities for all nations.

Watch the following video for an introduction to this course:

**Competencies**
This course provides guidance to help you demonstrate the following 5 competencies:

- **Competency 713.3.1: Health Variants**
  The graduate can design and implement culturally competent healthcare services based on identification and evaluation of potential variants in health in a wide range of groups with diverse characteristics/backgrounds.

- **Competency 713.3.2: Community Assessment**
  The graduate can perform a community assessment, utilizing appropriate social and epidemiological principles.

- **Competency 713.4.1: Epidemiological, Social, and Environmental Data**
  The graduate demonstrates the use of epidemiological, social, and environmental data to draw inferences regarding the health status of various client populations (i.e., families, groups, and communities).

- **Competency 713.4.2: Global Health**
  The graduate understands global health issues and identifies world organizations working toward healthy populations.

- **Competency 713.4.3: Community Health**
  The graduate can develop and monitor comprehensive, holistic plans of advanced nursing care that address the health promotions and disease prevention needs of various client populations (i.e., individuals, families, groups, and communities).

**Nursing Dispositions Statement**
Please review the [Statement of Nursing Dispositions](#).
Course Mentor Assistance
As you prepare to successfully demonstrate competency in this subject, remember that course mentors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course mentors are excited to hear from you and eager to work with you.

Successful students report that working with a course mentor is the key to their success. Course mentors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course mentors act as a support system to guide you through the revision process. You should expect to work with course mentors for the duration of your coursework, so you are welcome to contact them as soon as you begin. Course mentors are fully committed to your success!

Preparing for Success

The information in this section is provided to detail the resources available for you to use as you complete this course.

Learning Resources
The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

Automatically Enrolled Learning Resources

You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.

VitalSource E-Texts
The following textbook is available to you as an e-text within this course. You will be directly linked to the specific readings required within the activities that follow.


Note: This e-text is available to you as part of your program tuition and fees, but you may purchase a hard copy at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.

Other Learning Resources

Global Health 101
You may use the following companion website as a learning resource for this course.

- Global Health 101

Use it to expand the learning activities provided to you in the course; it has activities for all the
chapters including videos, glossary, policy briefs, web links and work/study abroad options. If the concepts of global health, epidemiology, or community assessment, for example, are new to you, you may want to review the videos and multimedia presentations offered at this companion website.

Remember, the actual e-text is not within this website but linked within the activities in this course.

**Nursing Standards**
You will be able to access Nursing Professional Standards as they apply to your program through the WGU Library. Please access these documents at the following website:

- [Nursing Standards E-Reserves](#)

**Human Diversity and Social Issues**

All nursing processes begin with assessment. Assessment is vital to determine what is actually happening to clients.

This section will introduce the major concepts and issues related to health disparities from political, cultural, and aging perspectives.

**Variations in Healthcare**

Historically, populations experience differences in the assessment, screening, or care of diseases and conditions. Some populations have differences in clean water, safe communities, or mass transit. All of these variations can lead to health disparities and affect the overall health of a population or aggregate group.

Many explanations for such health variances have been argued, including socioeconomic factors, lifestyle behaviors, social environment, and access to safe communities or preventive health care services as well as treatment and lack of insurance, to name a few. Variations in health occur as people with different genetics, traits, and variations are a part of different environments, policy, and protections.

This topic addresses the following competency:

- **Competency 713.3.1: Health Variants**

  The graduate can design and implement culturally competent healthcare services based on identification and evaluation of potential variants in health in a wide range of groups with diverse characteristics/backgrounds.

**Health Disparities**

Make a concept map on health disparities. Consider the following questions:

- What are they?
- How do they affect a community or population's well being?
- Are they based on genetics?
Are they based on location?
Are they based on age?
Are they basic human needs that affect health and well being?

Read the following chapter in *Global Health 101*:

- chapter 2 ("Health Determinants, Measurements, and Trends")

In *Global Health 101*, review how to assess the burden of a disease, and then review the leading causes of death and the risk factors of disease. Now compare and contrast these indicators for different nations, populations, and cultures, and how these indicators affect life expectancy for populations and gross national product for nations.

**Political Astuteness Inventory**

Explore your personal competencies related to the public and global health goals of health policy and advocacy for those with health disparities.

Access the following website and complete the inventory:

- [Political Astuteness Inventory](#)

Consider the following questions:

- What did you find out about yourself?
- What effect might this have on your function in global health nursing?
- Why does it matter that you have an understanding of a population’s needs, resources, and services?
- Why does it matter if you are politically astute as a nurse?

**Environmental Justice**

Visit the [Environmental Protection Agency’s (EPA) website](#) and search for the topic “environmental justice.” Review environmental justice basics and how the United States views it.

Asses how environmental justice ultimately affects the health and safety of all populations.

Read the following chapter in *Global Health 101*:

- chapter 7 ("The Environment and Health")

Consider the following questions:

- What adverse environmental conditions have an impact on health?
- What is the federal government’s role in environmental health policy?
- Identify the role that nursing plays in promoting a healthy environment.
Discuss your answers with your peers using the message board.
Cultural Competency Case Studies

Access the Transcultural Nursing website and click on the “Basic Concepts” tab to read the following two subsections:

- “Cultural Factors”
- “Biological Factors”

Click the “Cultural Competence” tab and read the article.

Click the “Case Studies” tab and review a few of the cultural groups.

Culture and Health

Read the following chapter in Global Health 101:

- chapter 6 (“Culture and Health”)

Complete the following items:

- Analyze the differences between stereotype and generalization.
- Identify theories of behavior change and how to promote behavior change.

Culture and Health Continued

Go to the following companion website to view the web links for chapter 6 (“Culture and Health”):

- Global Health 101

Explore the following items:

- traditional medicine practices in different countries
- differences between social and cultural factors affecting health

Describe the theoretical framework for addressing cultural competence in your notebook. Consider the following questions:

- What does cultural sensitivity mean?
- What are some shared cultural characteristics among most cultures?

Discuss one of the cases you have completed to in the message board.

Transcultural vs. Multicultural Nursing

Explore the Transcultural Nursing website and answer the following questions:

- How do you define the difference between Transcultural and Multicultural Nursing?
- What are culturally relevant healthcare delivery systems that meet the needs of different cultures?
Discuss your answers in the message board.

Vulnerable Populations

Health disparities are most evident, and sometimes most devastating, for vulnerable populations. Nursing has always acted as a vital link between vulnerable populations and healthcare systems working to improve health. This section also focuses on the reasons and consequences of being part of a vulnerable population.

This topic addresses the following competency:

- **Competency 713.3.1: Health Variants**
  The graduate can design and implement culturally competent healthcare services based on identification and evaluation of potential variants in health in a wide range of groups with diverse characteristics/backgrounds.

Who are Vulnerable Populations?

Access the National Healthcare Quality and Disparities Reports to investigate how health disparities affect vulnerable populations in the U.S. healthcare system.

Complete the following items:

- Analyze the data provided as it relates to various vulnerable populations.
- Investigate the impact of lifestyle, intergeneration effects, and life experiences on vulnerability of groups.
- What factors impact vulnerable populations' access to healthcare?
- How do social, cultural, political, and economic factors, as well as public policy on health and healthcare, influence a group's vulnerability?

Advocating for the Vulnerable

Review the following chapter in Global Health 101:

- chapter 18 ("Profiles of Global Health Actors")

Complete the following items:

- Identify advocates for vulnerable populations and their actions to affect health disparities.
- Examine advocacy issues in these vignettes as they affect the healthcare of individuals of vulnerable populations.
- What therapeutic communication strategies are important to use with persons from vulnerable populations?
- Identify types of mentors and advocates nurses can find in global health work.

Health Promotion and Disease Prevention
This section introduces the major concepts and issues related to epidemiological, social, and environmental data, as well as explores health promotion frameworks vital for nursing to effect change in populations.

**Epidemiology**

The use of data from epidemiological studies can help drive the care given to populations of people. The Master’s prepared nurse needs to have an understanding of epidemiology in order to make informed decisions and participate in policy-making decisions.

This topic addresses the following competency:

- **Competency 713.4.1: Epidemiological, Social, and Environmental Data**
  The graduate demonstrates the use of epidemiological, social, and environmental data to draw inferences regarding the health status of various client populations (i.e., families, groups, and communities).

**Initial Concept Mapping**

Develop a concept map on your knowledge of epidemiology. You might start by asking yourself the following questions:

- What is epidemiology?
- What role does the nurse play in epidemiological studies?
- What make up the parts of epidemiology?

**Epidemiology**

Read the following chapters in *Global Health 101*:

- chapter 11 (“Communicable Diseases”)
- chapter 12 (“Noncommunicable Diseases”)

Conduct an Internet search for “Healthy People 2020.” What are priority areas and modified risk factors identified in Healthy People 2020 initiatives?

**Epidemiology of Infectious Diseases**

Access the following website:

- [Understanding the Epidemiologic Triangle through Infectious Disease](#)

Discuss the following questions in the message board:

- What is the Epidemiologic Triangle?
- How would you discuss it in relation to infectious diseases?
- What is epidemiology?
- What are the definitions of endemic, pandemic, and epidemic?
- What role does the nurse play in epidemiology?

**Morbidity and Mortality**
Use the Internet to investigate the difference in morbidity and mortality. The Center for Disease Control and Prevention (CDC) and the World Health Organization (WHO) are excellent sites at which to start your search.

Consider the following questions:

- Why is it important to make this distinction?
- How does it affect nursing practice?

**Health Promotion for Populations**

Health promotion theory/frameworks help the nursing community effect change in individuals and communities through planned change processes based on the knowledge of change and the knowledge of health promotion.

Nations are made of populations and populations are made of individuals; thus, understanding how to most positively effect change, plan for change, and promote change in health for individuals and for populations is how nursing works to promote health.

This topic addresses the following competency:

- **Competency 713.4.1: Epidemiological, Social, and Environmental Data**
  The graduate demonstrates the use of epidemiological, social, and environmental data to draw inferences regarding the health status of various client populations (i.e., families, groups, and communities).

**Concept Map on Health Promotion**

Develop a concept map on health promotion from your knowledge of community health or individual health and expand it to include concepts about populations and differing cultures. You might start by asking yourself the following questions:

- How do you think the concepts of health promotion are different for individuals and for populations?
- What do you think national initiatives should consider when promoting health for many?
- Have you been personally affected by national health promotion initiatives?
- What do you think a nation’s responsibilities or funding should be related to health promotion?
- What do you think of the complexities of international efforts to promote health in other cultures?

**Promoting Health for Populations**

Review the following chapter in *Global Health 101*:

- chapter 6 ("Culture and Health")

While reading, focus on the following topics:
- Health Behaviors and Behavior Change
- Improving Health Behaviors
- Understanding Behaviors

Consider posting to the message board about how the models of health behavior help improve understanding of health promotion for populations.

**Population (Community to Global) Assessment**

Health disparities abound in our country. Oftentimes it is the Master’s prepared nurse who has the privilege of caring for the underserved. These nurses need to have knowledge about how to assess populations; need to know what disparities exist; and need to plan healthcare improvements for many in a respectful, knowledgeable, caring way.

**Assessing the Health of a Community**

Many measures needed to reduce the burden of illness and death have to do with appropriate knowledge and behavior of individuals and families; thus, the role of the family and community is integral to improving health.

As you have learned, the community includes the local, national, and global family. Assessing the health at any level of a community begins with understanding the principles of public health, the millennium development goals, and their relationship to global health.

This topic addresses the following competencies:

- **Competency 713.3.2: Community Assessment**
  The graduate can perform a community assessment, utilizing appropriate social and epidemiological principles.

- **Competency 713.4.3: Community Health**
  The graduate can develop and monitor comprehensive, holistic plans of advanced nursing care that address the health promotions and disease prevention needs of various client populations (i.e., individuals, families, groups, and communities).

**The Principles and Goals of Global Health**

Read the following chapter in *Global Health 101*:

- chapter 1 (“The Principles and Goals of Global Health”)

Complete the following items:

- Identify definitions between public health and global health.
- Identify the burden of disease in different populations.
- Identify millennium goals and their relation to the health of all communities.

Access the following web page:

- "Goals, Targets and Indicators"
Select one millennium goal and review the target(s) for that goal. Consider social, environmental, cultural, and epidemiological influences to make recommendations for improving health for this population while working toward the target goal.

Go to the message board and describe several recommendations for improving the health of this population, thus moving closer toward the achievement of the related target(s).

**Global Health**

Nurses are part of almost every national and international team working to improve the health of our world. Nursing care and research on global health can be viewed as the first line of prevention for illness and disease.

**Global Health**

International healthcare opportunities and concerns are addressed by nurses throughout the country. As nurses practice within a healthcare delivery system where culture meets culture; disease travels the globe and the significance of international values, standards, and competencies are appreciated.

This section investigates what is meant by *global health* and how global issues can affect the nurse working in this country.

This topic addresses the following competency:

- **Competency 713.4.2: Global Health**
  The graduate understands global health issues and identifies world organizations working toward healthy populations.

**Initial Concept Map-Global Health**

Make a concept map on what you now know about global health. Within the concept map make sure to describe what is meant by global health. Questions you might ask include the following:

- What areas of the world do you think are at risk for the most untreated health problems. Why?
- What is meant by global burden of disease?

View the following webinar on epidemiology related to global health and community assessment:

- [Global Health Epidemiology Webinar](#)

**World Health Organization**

Access the [WHO](http://who.int) and [International Council of Nurses](http://www.icn.ch) websites and use them to answer the following questions:

- What are the major functions of the World Health Organization (WHO)?
- What is the stated position of the World Health Organization regarding human rights and
healthcare?

- What are the effects of a global economy on international health?
- What are the goals of the International Council of Nurses (ICN)?
- What projects or programs are being carried out to address these issues, if any?

On the WHO home page, scroll to the bottom and investigate the "Outbreaks" and "Crises" sections. Answer the following questions:

- What were the major concerns on the day you investigated?
- What are the latest disease outbreaks and where are they occurring?
- What are the major emergencies and disasters and where have they occurred?

Global Health and the Environment

Access the Global Health 101 companion website and view the web links for chapter 7 focused on the environment and health.

- Explore the costs and consequences of pollution, water sanitation, and other environmental problems affecting health.
- How does this affect you in your role as a nurse leader?

Global Issues

Natural disasters and complex emergencies have significant impact on global health and ultimately, impact large numbers of people. Health care providers must value cooperative action and collaborative approaches to the challenges of global health.

This topic addresses the following competency:

- **Competency 713.4.2: Global Health**
  The graduate understands global health issues and identifies world organizations working toward healthy populations.

Natural Disasters and Complex Humanitarian Emergencies

Read the following chapter in Global Health 101:

- chapter 14 ("Natural Disasters and Complex Humanitarian Emergencies")

Describe a recent natural disaster and its impact on the population. Your description might include the specific demographics of the effected population (age, gender, income, etc.) and the type and cause of the disaster.

Global Issues

Read the following chapters in Global Health 101:

- chapter 15 ("Working together to Improve Global Health")
- chapter 16 ("Science, Technology, and Global Health")
Identify major organizational actors in global health and their focuses.

Access the Pandemic Preparedness website and use it to answer the following question:

- Are we as a global community, prepared for natural disasters, epidemics, pandemics?

Go to the message board and discuss your thoughts on emerging and reemerging infectious diseases, natural disasters, complex humanitarian emergencies, and the role of the Master's prepared nurse approaching global health challenges.

**Final Concept Map and Reflection**

Explain your thoughts and ideas pertaining to the following questions within your concept map:

- Is there anything you could do to change a particular health issue you have identified in your activities?
- Have your concepts, thoughts, and perceptions of communities changed as a result of your learning?

Think back to your first concept map in this course.

- What knowledge was new to you?
- What do you know about the effects of nursing in the concept of global health?
- Where do you see nursing in the 21st century as work is done to improve health for all populations and also as nurses care for clients affected by globalization of disease?

**Final Steps**

Congratulations on completing the activities in this course! This course has prepared you to complete the assessment associated with this course. If you have not already been directed to complete the assessment, schedule and complete your assessment now.

**The WGU Library**

The WGU Library is available online to WGU students 24 hours a day.

For more information about using the WGU Library, view the following videos on The WGU Channel:

Introducing the WGU library

*Note: To download this video, right-click the following link and choose "Save as...":* [download video](#)
Note: To download this video, right-click the following link and choose "Save as...": download video.

Center for Writing Excellence: The WGU Writing Center

If you need help with any part of the writing or revision process, contact the Center for Writing Excellence (CWE). Whatever your needs—writing anxiety, grammar, general college writing concerns, or even ESL language-related writing issues—the CWE is available to help you. The CWE offers personalized individual sessions and weekly group webinars. For an appointment, please e-mail writingcenter@wgu.edu.

Feedback

WGU values your input! If you have comments, concerns, or suggestions for improvement of this course, please submit your feedback using the following form:

- Course Feedback

Accessibility Policy

Western Governors University recognizes and fulfills its obligations under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973 and similar state laws. Western Governors University is committed to provide reasonable accommodation(s) to qualified disabled learners in University programs and activities as is required by applicable law(s). The Office of Student Accessibility Services serves as the principal point of contact for students seeking accommodations and can be contacted at ADASupport@wgu.edu. Further information on WGU’s Accessibility policy and process can be viewed in the student handbook at the following link:

- Policies and Procedures for Students with Disabilities