

# Developing Health Equity Education through Interprofessional Stakeholder Engagement

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## Abstract

### Background/Introduction

Radical transformations are needed to equip nurses with the knowledge, skills, and attitudes to advance population health equity. An interprofessional team of stakeholders developed an innovative MSN curriculum focusing on dismantling health inequities through systemic change. The timely and inclusive curriculum fosters interdisciplinary collaboration using an adapted health equity model, making notable contributions to advance population health skills for multiple levels of nursing education and interprofessional competencies.

### Purpose

We will describe the context, processes, and outcomes involved in developing the curriculum that has the potential to improve academic nursing, generate new curriculum models, and empower academic nursing programs to become catalysts for advancing health equity.

### Methods or Processes/Procedures

Creation of the collaborative MSN curriculum involved an alliance of community-based partnerships with tribal liaisons, state-level rural health experts, Black, Indigenous, and People of Color communities, palliative care experts, and education experts, creating the vision, mission, goals, and philosophy, and a curriculum inspired by interprofessional models that address the historical impacts of colonialism and racism on health, a focus on palliative care instead of curative care, and integrating an interprofessional systems practice model that aligns with the new AACN Essentials and nursing specialty competencies in leadership and education.

### Results

Through our interprofessional team and curriculum development approach, we developed an innovative interprofessional MSN curriculum (Education and Leadership) centered on health equity. The model will be available to other higher education programs as a valuable resource to foster positive change in health equity education.

### Limitations

While the MSN curriculum holds promise, scalability may pose challenges regarding resources, contextual relevance, faculty training, resistance to change, evaluation, and sustainable engagement.

### Conclusions/Implications for Practice

Implementing this curriculum can significantly enhance healthcare workers' readiness to address health disparities and social determinants of health, fostering positive change in health equity education across multiple academic nursing domains and interprofessional education.

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## Biography

Dr Branson is the Academic Program Director for the Nursing Program at Western Washington University. Western's nationally accredited RN-to-BSN program is a degree completion program for nurses to complete their BSN. Western has received state support to develop an MSN program in Nursing Leadership & Administration and Nursing Education and will launch in 2024, contingent upon WABON approval. Western faculty and staff have been working with community members to develop the MSN focused on health equity and specialty competencies. The abstract describes the context, processes, and outcomes of developing the curriculum.

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