



Take Home Message: Nurse educators must have a foundational understanding of health equity and social determinants of health (SDOH) and how to teach these and related concepts of health disparities, racism, implicit bias, belonging and inclusion. Incorporating these concepts into a Master's of Nursing Education program of study can facilitate nurse educators to develop skill in health equity and SDOH to improve and transform healthcare.

Significance

The 2020-2030 Future of Nursing (FON) Report recommends that nursing education programs ensure learners are prepared to address SDOH and health equity.

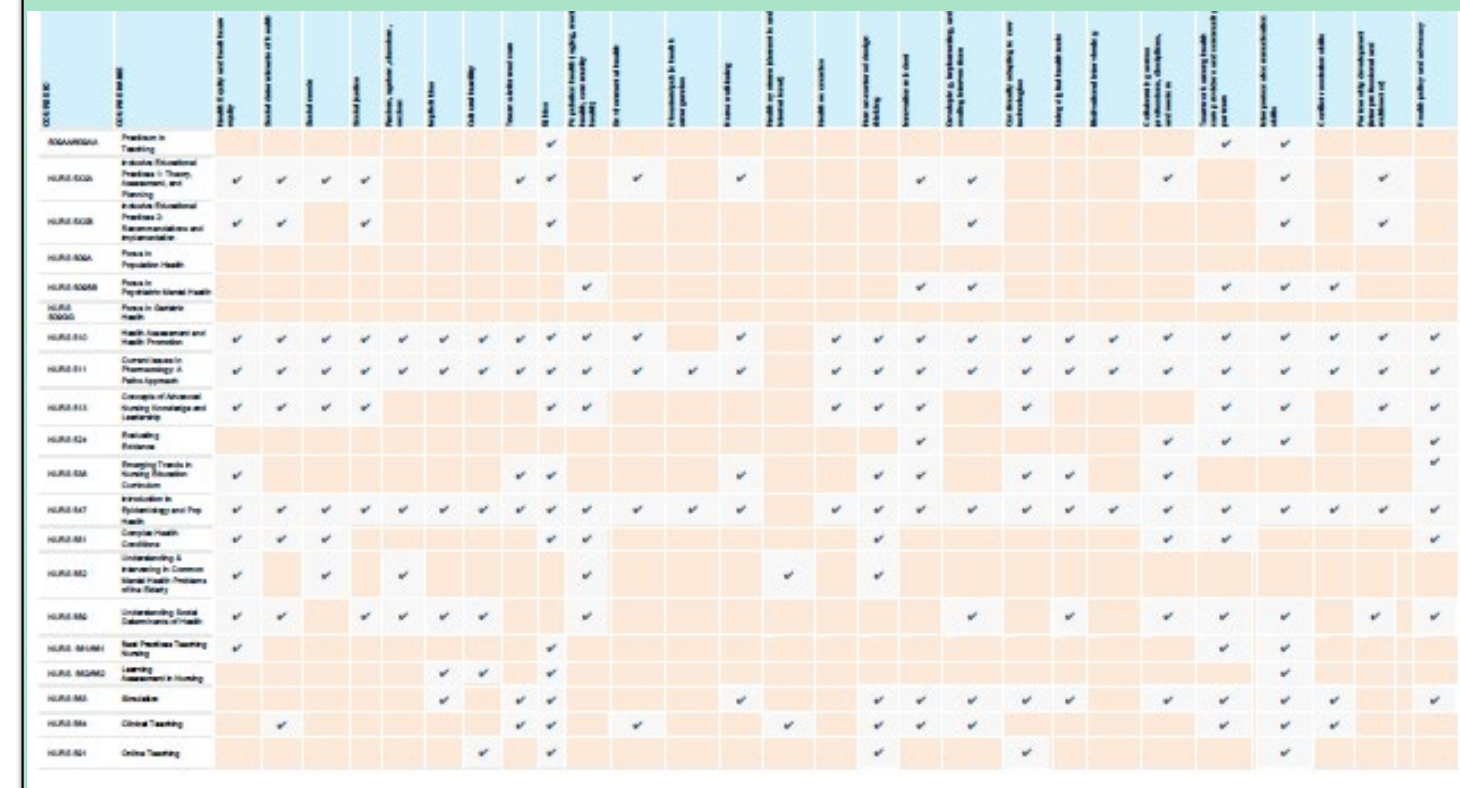
Activities

- Revision of student learning outcomes to address FON recommendations
- Baseline curriculum mapping of concepts
- Annual course assessment of diversity, equity, inclusion, and belonging
- Three courses provide focused didactic and clinical experience on health equity, SDOH, and inclusion.

Revised Student Learning Outcomes

- Address health and educational equity
- Example: "Create equitable methods to assess achievement of learning outcomes"

Curriculum Mapping



COURSE ID	COURSE NAME	Health Equity and Healthcare equity	Social determinants of health	Social needs	Social justice	Racism, stigma, climate, health	Implicit bias	Cultural humility	Trauma informed care	Ethics	Population health (aging, mental health, community)
006A000AA	Practices in Teaching										
NUR0 554A	Inclusive Educational Practices 1: Theory, Assessment, and Planning	✓	✓	✓	✓					✓	✓
NUR0 554B	Inclusive Educational Practices 2: Recommendations and Implementation	✓	✓		✓						✓
NUR0 500A	Focus in Population Health										✓

Course Work

Understanding Social Determinants of Health

- Concepts of health disparities, SDOH, implicit bias
- Learners design a health disparity educational presentation

Inclusive Educational Practices (2 courses)

- Concepts of belonging, mindset, trauma-informed educational practices
- Service learning group project with nurse educators on DEI projects.

Student Feedback

"Last week, I was a keynote speaker for a local conference here in my rural county on health equity and SDOH. I would never have been able to speak to these issues if I had not started my graduate education taking Understanding Social Determinants of Health. This course changed my life: it inspired me to address SDOH in every class I teach while also providing me with insights to my own community and family. I am just so very grateful for how it has impacted me both personally and professionally. What you are doing is so, so important and is impacting every student who takes your course. I know that I, as well as my community, is better for it."

"The course did an excellent job at providing the learner with a strong background of inclusive practices. The instructors are passionate about these topics and it was great to be connected with a faculty stakeholder who was an expert on the content of the group project."

SkyFactor Survey scores on a scale of 1-7 with higher numbers indicating more positive responses and set their benchmark for **excellence** at 5.5 and above.

2022-2023 SkyFactor Benchmarks™ Exit Survey*	Exit Survey
Clinical Prevention and Population Health for Improving Health. Regarding clinical prevention and population health for improving health, to what degree did the MSN program enhance your ability to apply organizational, client-centered, and culturally appropriate concepts in the:	
Planning of evidence-based clinical prevention and population care and services to patients	6.38
Delivery of evidence-based clinical prevention and population care and services to patients	6.38
Evaluation of evidence-based clinical prevention and population care and services to patients	6.38

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