

Incorporating Social Determinants of Health in Associate Degree Nursing Programs

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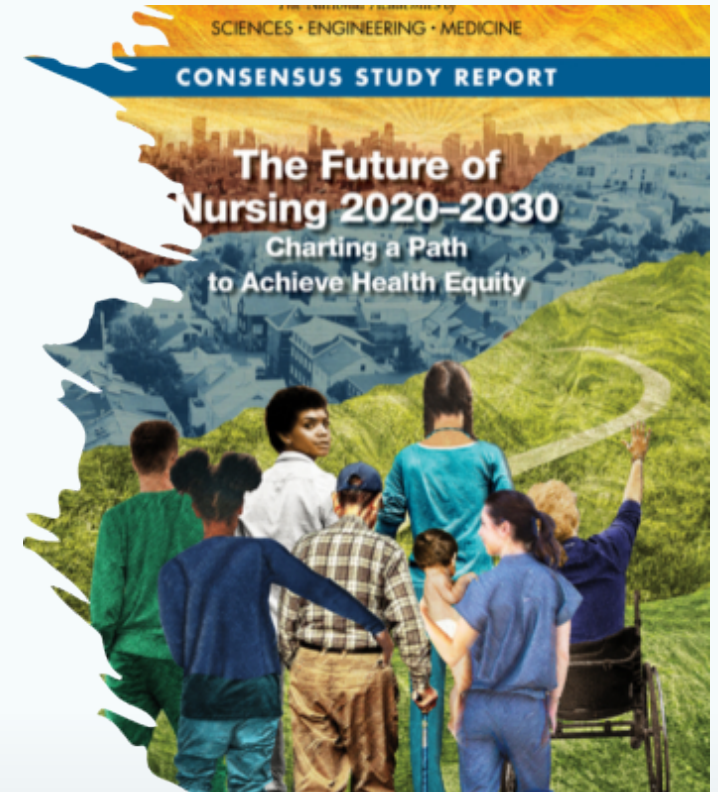
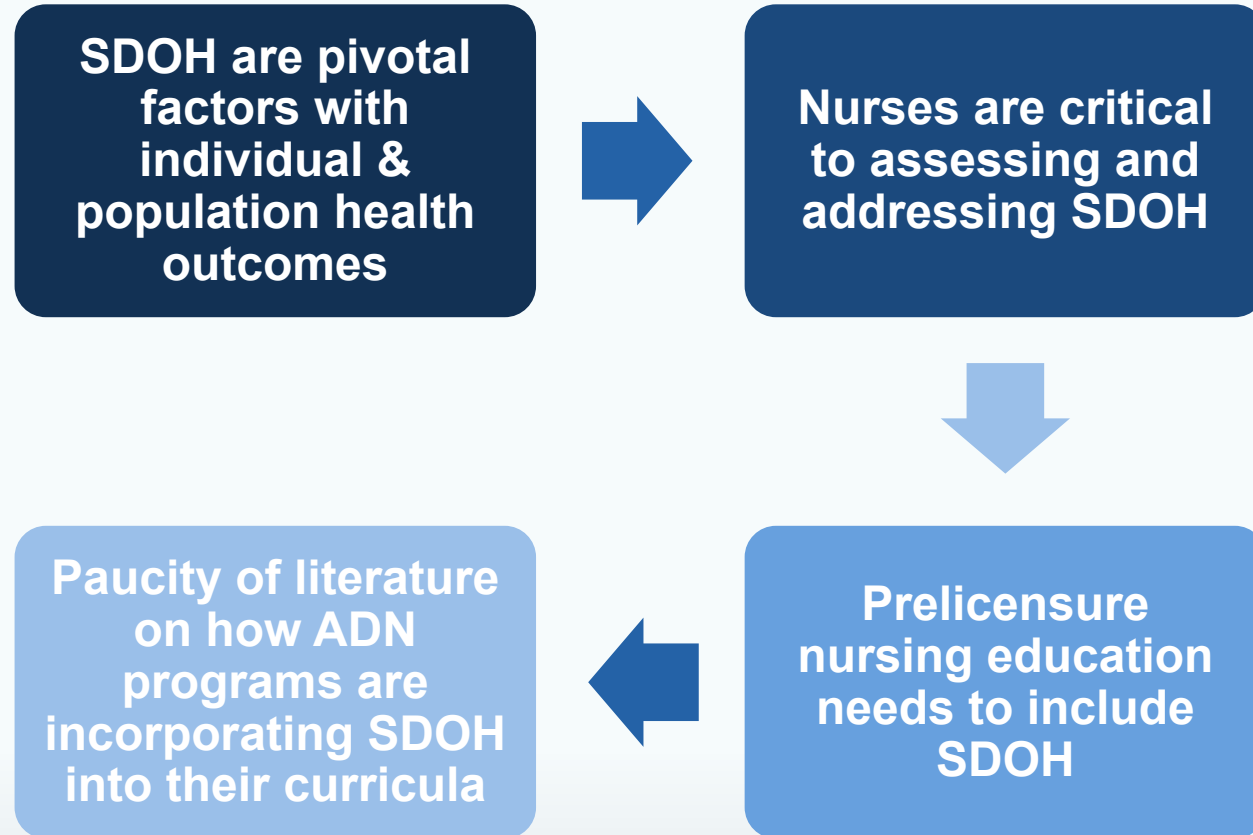
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Objectives

- Discuss what has influenced associate degree nurse (ADN) educators to include SDOH into their teaching/learning activities.
- Describe how associate degree nurse (ADN) educators are incorporating SDOH into their nursing programs.
- Identify approaches that prelicensure nurse educators could implement to fully integrate SDOH into their programs.

SDOH Incorporation Poll

Problem



Research Questions

1. What influences associate degree nurse educators to incorporate social determinants of health into their courses or curriculum?
2. How do associate degree nurse educators incorporate social determinants of health into prelicensure nursing education?

Data Collection

- Recruited through membership of two national nursing organizations
- Nineteen (19) ADN Educators interviewed
- Interviews conducted with video-conferencing technology

Semi-Structured Interview Guide

Opening Script:

Thank you for agreeing to participate in this research study. Today we are going to be talking about social determinants of health in associate degree nursing education.

Opening Questions:

1. Tell me about what course(s) you teach in your nursing program.

Semi-Structured Interview Questions:

2. Based on your experiences and the review of the *Healthy People 2030* link, how would you describe social determinants of health?
3. How are decisions made about what and where concept/topics are taught in your nursing program?
4. How are social determinants of health taught throughout your nursing program?
 - a. What discussions have occurred about integrating SDOH throughout the curriculum?
5. Describe the learning activities you use to teach social determinants of health.
 - a. How did you decide which social determinants to include and why?
 - b. Describe the course(s) that you have included social determinants of health.
6. What has influenced you to include social determinants of health in your teaching practice?

Probes:

Please elaborate on that.

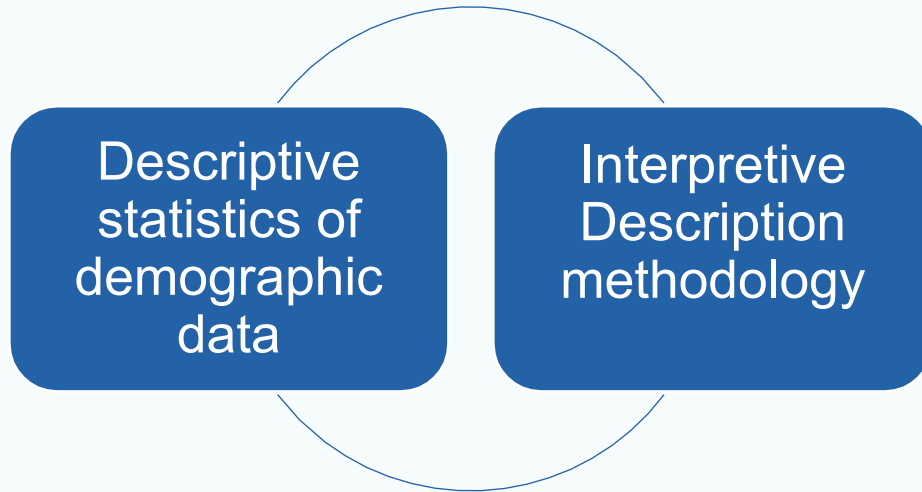
Talk about that a little more.

Give me an example.

Ending:

7. Is there anything else that you would like to add?

Data Analysis



Characteristics	n	%
Gender Identity		
Male	2	11
Female	17	89
Racial/Ethnic Background		
Black	4	21
White	15	79
Content Teaching Areas (Select all that apply)		
Adult (Med/Surg & Critical Care)	13	68
Community/Public Health	6	32
Fundamentals	11	58
Leadership	3	16
Maternal/Newborn	2	11
Mental Health	3	16
Pediatrics	3	16



Forging Ahead with Refining ADN Education

“[SDOH are] what [students] need and I know that.”

“And to not include that [SDOH], I think, does a disservice to the associate programs... students are like sponges and receive it very readily”

Living the Experience of SDOH



- **“I probably wouldn’t have the whole hypertension, hyperlipidemia, and the type two diabetes.” Nina**
- **“I see a lot of SDOH, and I see a lot of them being ignored.” Reeree**
- **“I think if I was at [XXXX] college, I don’t think I could teach it the same way I teach [SDOH] at my college because we live it.” Desarea**

Navigating the Program's Culture

- **“A lot of our faculty still have that mindset we’re producing nurses to work in the hospital.”**
Kay



- **“Faculty seem to be steeped in getting our students pass NCLEX and not necessarily to be amazing nurses.”**
Kevin

- **“It’s just so saturated. We can’t talk about these things that are so important to our profession.”**
Lilly



Creating Awareness of SDOH



- “Look at your personal bias. You can’t just look at the patient and say well they’re coming from an upper middle-class family.” Debbie
- “ [Students’] eyes became very aware of SDOH, their eyes really opened to what population health looks like.” Ruby
- “Did you ask them why they missed the appointment? No, okay well next time ask why they missed the appointment.” Desarea

Fusing SDOH with Content

- **“I’ve tried to incorporate some [SDOH], but that’s still not the primary focus of the simulation.” Nina**
 - **“Why is this person underweight, what could be causing them to be underweight?” Lisa**
- **“She put the [medication], where the action was. Nobody told her to take it orally. I tell students [that] you have to be specific.” Maddie**

Implications for Nursing Science & Research



Supported use of Interpretive Description in Nursing Education



Filled the gap in understanding how ADN educators are incorporating SDOH and what has influenced these decisions



Extended the understanding of two theories:

Patterns of Knowing in Nursing
(Carper, 1978; Chinn & Kramer,
2018)

Situated Cognition
(Brown et al., 1989)

Implications for Nursing Education



Faculty Development

- Discussions with educators on outcomes of ADN education (and prelicensure education)
- Experiential learning opportunities where experience SDOH
- How to integrate SDOH throughout the program

Implications for Nursing Education



SDOH integration throughout nursing curricula (*The FON Report, 2021*)

- **Intentionality**
- Introduced in beginning
 - Provide a foundational understanding of SDOH
- Fuse SDOH with content
 - Discuss SDOH with what topic/concept is being presented
- Classroom and experiential learning activities (*The FON Report, 2021*)

Implications for Nursing Practice & Leadership

Nursing Practice

- New graduates & Orientation

Nursing Leadership

- Recruitment & Retention
- Partnerships
- NCSBN, Accreditation Organizations, & Publishing companies

Conclusions



Life and nursing experiences prompted the inclusion of SDOH into ADN programs



Dynamics and aspects in ADN programs and nursing faculty impacted the incorporation of SDOH



ADN educators are incorporating SDOH in courses or classes but full integration of SDOH was not apparent

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