

Implementing Social Determinants of Health as a concept in undergraduate RN-BSN nursing courses.

**BACKGROUND:** The World Health Organization (World Health Organization, 2018) defines the SDOH as, “the conditions in which people are born, grow, live, work and age that impact their health” (para. 1). The WHO website lists several key concepts related to these determinants, such as employment conditions; social exclusion; public health programs and social determinants; women and gender equity; early child development; globalization; health systems; measurement and evidence; and urbanization. With a little over 3 million nurses in the United States, the role of the nurse to impact and positively influence social determinants of health must be strengthened (United States Department of Labor, 2021). The concentrations of health inequality that exist in the U.S. and beyond is impacted and influenced through active engagement of the nursing workforce. Nurses, whether in acute care or in the community, connect patients daily to specified services that have the potential to improve health through an increased understanding of the impact of SDOH. Nursing education and educators are at the forefront of this change to integrate this concept across the curriculum and better prepare the nursing workforce to assess care through a lens of SDOH. Faculty teaching in undergraduate nursing must intentionally incorporate these concepts from beginning to end of curriculum in an intentional manner (Josiah Macy Jr. Foundation, 2016).

**METHODS:** A gap analysis was performed with all RN-BSN faculty responding to determine the content taught related to SDOH. SDOH defined and taught in only one course, the community health course. Faculty development occurred during monthly faculty meetings to define, describe, and discuss SDOH. Faculty were encouraged to bring cases that applied to their course content integrating SDOH for discussion. Over the next 6 months various faculty discussed case studies and how to intentionally integrate within their specific content area. Teaching methods of incorporating these cases into curriculum were overviewed. Faculty were encouraged to use active learning such as simulation through a service-learning project or poster/presentation. Rubrics for each of the ideas submitted were created by the faculty. The SDOH will be introduced in the Professional Roles course and Evidenced Based Practice since these are the initial courses students entering the pathway take. Quality/Safety, Informatics and Leadership I and II will reinforce the concepts taught while Community health course will continue to assess the competency as integrated through actual care plan development in the community.

**CONCLUSION:** The needs assessment affirmed that threading content related to SDOH throughout all courses requires that all faculty are adequately prepared to teach this content within the context of their individual course(s). Faculty development is essential for those interested in integrating SDOH into nursing curriculum through the various strategies discussed. Graduates of nursing programs must be equipped with the knowledge and skills needed to effectively address SDOH. Program faculty and leaders must commit resources needed for both faculty and student development. Possessing the skills to offer transformative learning opportunities is essential not only for full time faculty, but also for clinical instructors, mentors, and preceptors.

References:

Josiah Macy Jr. Foundation, 2016. Social Determinants of Health.

Social Determinants of Health as defined by World Health organization 2018

Thornton, M., Persaud, S., (September 30, 2018) "Preparing Today's Nurses: Social Determinants of Health and Nursing Education" OJIN: The Online Journal of Issues in Nursing Vol. 23, No. 3, Manuscript 5.

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