

1 **TOPIC:** **IN SUPPORT OF INCREASING NURSING STUDENT AWARENESS AND UNDERSTANDING**
2 **OF HEALTH EQUITY CONCEPTS**
3
4 **SUBMITTED BY:** **Student Nurses At Penn (University of Pennsylvania)**
5 **Philadelphia, Pennsylvania**
6
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8 **Kalnik, John Palmer, Sofia Perfetti, Elizabeth Zabolotneva, and Tracy Zhang**
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10 WHEREAS, Access to social and economic resources can be major factors in one’s healthcare
11 experience, contributing to up to 60 percent of health outcomes (National League for
12 Nursing, 2019, pages 2 & 4); and
13 WHEREAS, Health equity is recognized as a core component of nursing, no less important than
14 alleviating pain or caring for individuals with acute illness (National Academies of
15 Sciences, Engineering, and Medicine, 2021, page 192); and
16 WHEREAS, Guidelines from the American Association of Colleges of Nursing and the National
17 League for Nursing (NLN) emphasize the need for integration of population health,
18 social determinants of health (SDOH), and other health equity concepts into nursing
19 curricula (National Academies of Sciences, Engineering, and Medicine, 2021, page
20 193; NLN, 2019, page 5); and
21 WHEREAS, The 2018 National Sample Survey of Registered Nurses found that 21.5% of nurses who
22 graduated after 2010 said they would be able to do their jobs better if they had received
23 training in SDOH (National Academies of Sciences, Engineering, and Medicine, 2021,
24 page 196); and
25 WHEREAS, Current nursing education accreditation standards do not prioritize the inclusion of
26 health equity and SDOH in nursing curriculum and focus mainly on National Council
27 Licensure Examination (NCLEX) pass rates (National Academies of Sciences, Engineering,
28 and Medicine, 2021, pages 191 & 198; O’Lynn, 2017, page 1); and
29 WHEREAS, The majority of nursing programs do not integrate SDOH and health equity concepts
30 into nursing education beyond community health rotations (Thornton & Persaud, 2018,
31 page 2); and
32 WHEREAS, Varied educational experiences offered throughout the duration of nursing programs,
33 including learning opportunities in classroom, clinical, and simulation environments, are
34 critical for providing students with the knowledge and skills required to advance health
35 equity (Sharma et al., 2018, page 27); therefore be it
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37 RESOLVED, that Student Nurses’ Association of Pennsylvania (SNAP) impress upon its constituents
38 the importance of understanding the impact of health inequities on different patient
39 populations; and be it further
40 RESOLVED, that SNAP publish an article about this topic in *Insight*, if feasible; and be it further
41 RESOLVED, that SNAP send a copy of this resolution to the American Academy of Nursing, the
42 American Association of Colleges of Nursing, the National League for Nursing, the

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National Student Nurses' Association, and all others deemed appropriate by the SNAP

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Board of Directors.