

An Equity Workshop to Improve Knowledge and Attitudes of Health Equity Among BSN Students

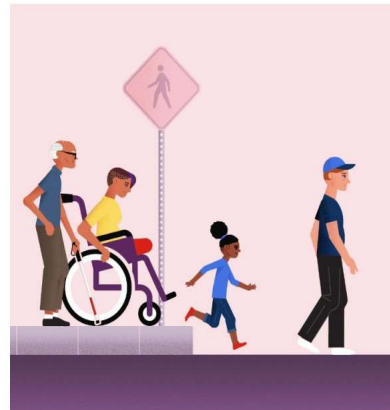
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Background/Significance

- Healthy People 2030 asserts the need to “Eliminate health disparities, achieve health equity, and attain health literacy to improve the health and well-being of all” (U.S. Department of Health and Human Services (HHS), 2022).
- Addressing social determinants of health (SDoH) is important for achieving health equity and reducing disparities in healthcare. However, not all nurses feel comfortable advocating for patients when they witness health inequities due to limited education, absence of guidelines, personal beliefs, fear of making mistakes, and unknown consequences (Nsiah et al., 2020).
- Nurse educators are uniquely positioned to develop and implement strategies to increase nursing students’ understanding of health inequities and disparities, the role of SDoH in health outcomes, and knowledge about health disparities among populations who are historically marginalized, though most baccalaureate nursing (BSN) courses focus on physical care (Thornton, 2018; Colburn, 2022).
- Literature supports training in SDoH to promote patient-centered care and improve health outcomes.

EQUALITY:
Everyone gets the same – regardless if it’s needed or right for them.



EQUITY:
Everyone gets what they need – understanding the barriers, circumstances, and conditions.



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Anticipated Outcomes

1. Nursing students’ knowledge, attitudes and beliefs related to health equity will increase after the Health Equity workshop.
2. Nursing students’ social determinants of health competency will increase after the Health Equity workshop.
3. Nursing students’ advocacy skills will increase after the Health Equity workshop.
4. The improvement will remain high even 7 weeks after the workshop.

Objectives

- To study the effect of a health equity workshop and booster sessions designed to improve knowledge, attitudes, and beliefs about health equity and SDoH
- To enhance skills in patient advocacy among BSN students.

Methods

- **Design:** A quasi-experimental design with repeated measures is utilized.
- **Subjects:** Sophomore nursing students in traditional and accelerated BSN (TBSN, ABSN) programs enrolled in the required Health Promotion course will participate as part of the course curriculum.
- **Timeframe/Setting:** One clinical day from 10am to 4pm.
- **Measurements:** 1. Nursing students’ knowledge, attitude, and beliefs related to health equity. 2. SDoH competency including attitude/perception, knowledge, and skills (Johnson, 2023) and 3. The Protective Nursing Advocacy Scale (Hanks, 2010).
- **Data collection:** Baseline survey (Week 1), Post-intervention survey (Week 8), and follow-up survey (Week 15).

Intervention

An equity workshop and booster session will be conducted. Small group dialogue will be facilitated by the MSU Office for Institutional Diversity and Inclusion (MSU IDI).

MSU IDI will focus on health inequities, racism, populations who are historically marginalized, and rural and urban inequities. Additionally, a mini-play with different health inequity scenarios will be performed by the MSU Transforming Theatre Ensemble (MSU TTE), followed by a large group debriefing. The booster session is designed to help students sustain their learning and application of knowledge about health inequities and disparities.

Preceding a large group debrief, students will be given case scenarios to discuss in small groups.

During the equity workshop, students at the main campus will also participate in a Health Equity simulation facilitated by a trained and certified healthcare simulation educator.

Participants will role-play a month in poverty and confront challenges faced by families with income insecurities. The Health Equity simulation will also be implemented at the satellite.

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ChengChing Hiya Liu, Ph.D.

Biography

I am deeply committed to advancing "Diversity, Equity, and Inclusion," recognizing the crucial need for Health Equity within this framework. My research is dedicated to addressing behavioral and mental health disparities among vulnerable populations, particularly college students, including those from international backgrounds, with the aim of enhancing their overall well-being.

In my role as Principal Investigator, I have led a few research projects funded both internally and externally, collaborating with experts from diverse disciplines. Currently, my focus lies in developing interventions, such as video-based approaches, to foster mental health and promote HPV vaccine uptake among college students.

My recent investigations delve into understanding vaccination behaviors, including HPV, Influenza, and COVID, among international and domestic students. Notably, one study centered on the experiences of Chinese international students during the COVID pandemic, shedding light on the racialized challenges they faced and their impact on mental health. Additionally, my research has explored the influence of mental health policies on the academic success of undergraduate students in U.S. higher education institutions.

Drawing from my research background and extensive work with vulnerable populations, I have conducted studies examining the interplay between cultural factors—such as ethnic background, gender, perceived health status, stress, discrimination, vaccination history, and acculturation—and health-related decision-making, alongside their implications for mental health outcomes such as depression and anxiety among college students, including those from international backgrounds.

In a commitment to nurturing the next generation of scholars, I have mentored over 20 undergraduate nursing students through honor's option projects, as well as undergraduate research students. Notably, one of my mentees collaborated as a co-author on several publications and presented research findings at a regional conference, culminating in the prestigious 1st place nursing student poster award at the 2023 Midwest Nursing Research Society event. These experiences underscore my dedication to guiding and empowering emerging scholars in their academic pursuits.

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