

**Background:** There is a growing need to educate today's nursing students about the influence of social determinants of health and nurses' social responsibility to address the challenges experienced by people experiencing health disparities. Social responsibility involves "advocacy for the needs of others and the effects of personal or corporate behavior on social issues that have an impact on communities and societies" and is a prominent theme advocated by a variety of professions (Tyler-Viola et al., 2009; Warshawski, 2024, p. 2). Historically, social responsibility is a long-held value in nursing education and practice, as nurses must advocate for public policies that affect health of populations (Mayo, 1996; Warshawski, 2024). However, novice nursing students often have a narrow focus, viewing nursing as a series of physical tasks to perform on individual patients. Faculty need to use teaching strategies to help students broaden their perspective to see their social responsibility to address health disparities of patient populations.

**Purpose:** Nurse educators are challenged to lay the foundation for promoting social responsibility early on in the student's nursing education. The purpose of this poster is to present teaching strategies to promote the development of social responsibility awareness in novice nursing students. These students in a professional concepts course gave a nursing history presentation and participated in discussions of video clips & case studies.

**Conceptual Framework:** Perry's Theory of Ethical and Intellectual Development purports that college students progress thru a sequence of "nine positions in which their thinking about the nature of knowledge, truth, values and responsibility evolves"; but most researchers have focused on three of Perry's positions: dualism, multiplism, and contextual relativism (Myers, 2010, p. 124-125; Perry, 1970).

**Course Overview:** One goal of this course was for students to explore the history & evolution of nursing to understand the full scope of professional nursing, locally, regionally, nationally, & globally. Another goal was to explore cultural considerations of diverse populations including LGBTQ, that impact HC decisions and delivery of effective care. Class size ranged from 64 to 66 students per semester.

**Nursing History Presentations:** The purpose of this assignment was to provide students with the opportunity to learn how past nursing leaders demonstrated their commitment to social responsibility by advocating for vulnerable groups in society, as well as developing students' public speaking skills needed in their nursing career. Novice nursing students were required to work in teams of 5 – 6 students to give a nursing history presentation. Students were told that as they are starting their nursing journey, learning the history of nursing is imperative for them to become a professional nurse. Learning about the nursing history would facilitate students' awareness of challenges that affected the past, current issues in nursing, and the future of the nursing profession. Assignment directions:

1. Read assigned readings and your team can use other references for sources of information for this assignment. Students will be assigned in groups to work together on this assignment. As a group, answer the questions included on the History of Nursing assignment on their assigned time period or topic. Create a PowerPoint that includes the answers to assigned questions. The PowerPoint will be presented by each group during class. All group members will participate in the presentation.
2. Nursing Leaders: Examples: Florence Nightingale, Lavinia Dock (women's suffragette), Lillian Wald (mother of Public Health Nursing), Mary Breckinridge (Frontier Nursing Service), Maragaret Sanger (women's rights/health advocate), Mary Eliza Mahoney (advocate for African American nurses), Hazel Johnson-Brown (Army Nurse Corps), Dorothea Dix (advocate for humane treatment of mental health patients), etc.  
Nursing Issues: E.g.: Historical development of nursing educational programs, practice, collective bargaining, etc.
3. Discussion Questions: What were the major trends/challenges/ barriers in the development of the nursing profession during this period in nursing history? What were the historical contributions of selected leaders to the development of the nursing profession and health care during that time period? What are practice settings & roles for professional nursing today's modern health care? How have educational options for nursing education been influenced in the context of social, political and economic in trends & issues for patients? Etc.
4. Students fielded questions from the audience and the professor.

**Streaming Videos:** Discussion of streaming videos promotes student engagement and "a video can create an authentic patient context" (Frith, 2024, p. 456). Small group and large class discussions of videos were used to illustrate issues related to social determinants of health, and nursing's social responsibilities to address barriers with health disparities.

Examples of video clips and videos: "Essence of Healing: The Journey of American Indian Nurses". "Sentimental Women Need Not Apply: A History of American Nursing". "If We Could See Into Each Other's Hearts". "I Am a Nurse" (series of video clips). "The Danger of a Single Story". "LGBT Healthcare Training Video: "To Treat Me, You Have to Know Who I Am". "Culturally Competent Health Care for LGBTQ Clients". "Code Gray: Ethical Dilemmas in Nursing". "Miss Evers' Boys". "A Story about Healthcare Inequality: How to Protect Yourself and Your Family". "Reducing LGBT Health Disparities". "Health Literacy: Learning is the Best Medicine".

**Case Studies and Class Discussion Topics:** Small group and large class discussions were used to illustrate issues related to social determinants of health, and nursing's social responsibilities to address barriers with health disparities. Analysis of case studies is an effective teaching strategy to build students' critical thinking skills (Stalter, 2024).

Examples of Case Studies: Adolescent HIV patient. Transgender patient experiencing challenges.

Examples of Class Discussion Topics: Social Determinants of Health/ Health Disparities. Vulnerable populations most in need of care coordination. Affordable Care Act. Health Care: A Right, a Privilege, or an Obligation in a Moral Society.

**General Reflections:** Students showed progress over the semester in their understanding of social responsibility as a nursing value, as evidenced by their presentation performance and class discussions. Upon general reflection, it was the professor's impression that some students were more engaged by these active learning strategies than other students. Challenges: some students appeared to enjoy working in teams for presentations more than others, and some students felt less inclined to participate in discussions than others, likely due to diversity of learning styles.

**Lessons Learned:** Conducting meaningful discussions requires advanced planning, including adequate class time for discussions. Finding relevant videos and case studies is time consuming. Having a back-up plan for unanticipated technology problems with internet connections for showing streaming videos is essential. Calling on students at random may motivate students to be more engaged during discussions.

**Implications:** The importance of laying the foundation for social responsibility in nursing is a key component of beginning students' path to professional socialization. These teaching strategies are consistent with the "call for an emphasis on reflective capacity, the ... values of nursing, understanding of the changing social context of nursing, history, ... practice and ethics, all in the interest of formation of student as a nursing professional" (Fowler, 2015, p. 77). They may help students move from dualist to contextual relativist in their intellectual and ethical development journey (Perry, 1970).

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Myers, S.A. (1970). Using the Perry Scheme to explore college student classroom participation. *Communication Research Reports*, 27(2), 125-130.

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Warshawski, S. (2024). First-year nursing students' perception of health activism and social responsibility: A cross-sectional study. *Nurse Education Today*, 132, 106019, 1-7.