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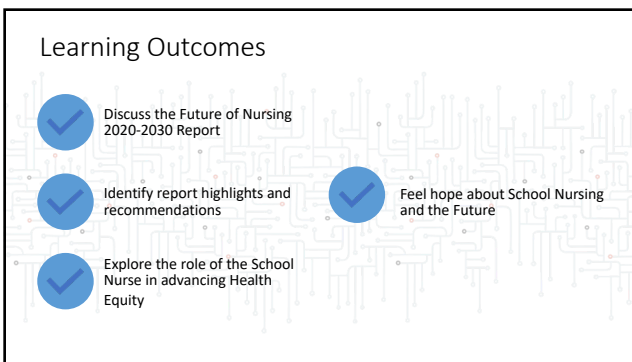
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Question: How long does it take for a average person to become a nurse?

Answer: Average people don't become nurses...





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*The* **Future of Nursing**  
2020-2030

Charting a Path to Achieve Health Equity






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**We will never thrive as a country unless we all have what we need to live a healthy life, no matter who we are or where we live.**

<https://www.nap.edu/resource/25982/interactive/>

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**Nurses are catalysts for this change. They are trusted bridge builders who collaborate with people, communities and organizations to promote good health and well-being no matter one's background.**

<https://doi.org/10.17226/25982>, <https://www.nap.edu/resource/25982/interactive/>

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**For our country to advance health equity for all, the systems that educate, pay, employ, and enable nurses need to permanently remove practice barriers, value their contributions, prepare them to understand and tackle the social health factors that affect health, and diversify the work force.**

<https://www.nap.edu/resource/25982/>

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“The ultimate goal is the achievement of health equity in the United States built on strengthened nursing capacity and expertise.”

[https://www.nap.edu/resource/25982/highlights\\_future%20nursing\\_43021.html.pdf](https://www.nap.edu/resource/25982/highlights_future%20nursing_43021.html.pdf)



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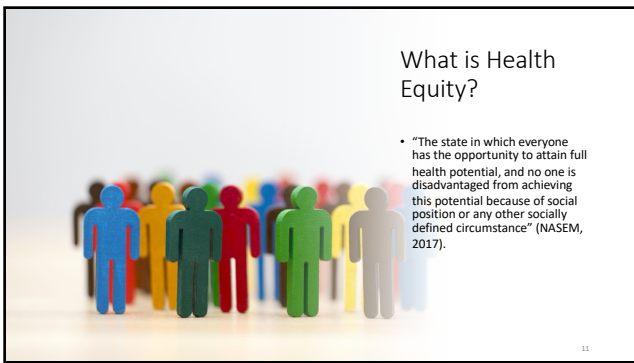
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### What will the Next Decade Bring?

National Academies of Sciences, Engineering, and Medicine. 2021. The Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity. Washington, DC: The National Academies Press.

- Over the next decade, both the nation and the nursing workforce will face dramatic changes: more than 1 million registered nurses are expected to retire, the country's aging population will become more diverse, health care needs will become more complex, and nurses will have to address the lingering physical and mental health effects of COVID-19.

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### Understanding Forms of Racism

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### Structural Racism

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"The processes of racism that are embedded in laws, policies, and practices of society and its institutions that provide advantages to racial groups deemed as superior, while differentially oppressing, disadvantaging, or otherwise neglecting racial groups viewed as inferior" (Williams et al., 2019, p. 107).

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## Cultural Racism

"The ideology of inferiority in the values, language, imagery, symbols, and unstated assumptions of the larger society" (Williams et al., 2019, p. 110).



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## Discrimination

Occurs when people or institutions treat racial groups differently, with or without intent, and this difference results in inequitable access to opportunities and resources (Williams et al., 2019).



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## VISION

For the United States to advance health equity for all, the systems that educate, pay, employ, and enable nurses need to:



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## PERMANENTLY REMOVE BARRIERS

- Policymakers need to expand scope of practice for advanced practice registered nurses, including nurse practitioners, and registered nurses.
- Employers need to remove institutional barriers, such as telehealth restrictions and restrictive workplace policies.



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## VALUE NURSES' CONTRIBUTIONS

- Public and private payers need to establish sustainable and flexible payment models to support nurses working in health care and public health.
- This includes school nurses, a group that is consistently undervalued and underutilized.



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## ENSURE ADEQUATE FUNDING

1. IMPLEMENT OR CHANGE STATE POLICIES TO ALLOW SCHOOL NURSES TO BILL MEDICAID AND OTHER FUNDING FOR SERVICES
2. REIMBURSE SCHOOL NURSE SERVICES THAT INCLUDE COLLABORATION WITH COMMUNITY AGENCIES
3. USE PAY SCALES FOR COMMUNITY AND PUBLIC HEALTH NURSES THAT ARE COMPETITIVE WITH HOSPITAL-BASED PAY SCALES



National Association of School Nurses (NASN)

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## RECOMMENDATION 6

"All public and private health care systems should incorporate nursing expertise in designing, generating, analyzing, and applying The Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity." (p. 366-7).

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## PREPARE NURSES TO ADVANCE EQUITY

- Preparing nurses should take **many forms**.
- Federal agencies, employers, nursing schools and other stakeholders need to **strengthen the capacity of the nursing workforce to respond to public health emergencies and natural disasters, while also protecting nurses on the frontlines of this work.**
- Nursing education programs need to **strengthen education curricula and expand the environments where nurses train to better prepare nurses to work in and with communities.**
- Employers need to **support nurse well-being** so nurses can in turn support the well-being of others. They, along with other stakeholders, should create and implement systems and evidence-based interventions dedicated to fostering nurse well-being.

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## DIVERSIFY THE WORK FORCE

- Nursing schools need to intentionally recruit, support, and mentor faculty and students from diverse backgrounds to ensure that the next generation of nurses reflects the communities it serves.
- Nursing accreditors can play a role by requiring standards for student diversity just like other health professions schools.

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### ACTIVITY 3 Minutes

- WHAT DO YOU THINK?
  - LOOK AT THE BROAD SCOPE OF NURSING PRACTICE?
  - WHERE DO YOU SEE NURSES IN THE PICTURE OF EQUITY?
  - WHAT IS UNIQUE TO NURSING PRACTICE THAT MAKES THIS POSSIBLE?

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REMOVE INSTITUTIONAL BARRIERS

- Nurses at all levels and in all settings face institutional barriers to fully leveraging their skills to advance health equity. These range from restrictions on providing telehealth services to workplace policies that prevent them from providing the best care possible.

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### VALUING NURSES' CONTRIBUTIONS

The current healthcare payment system prioritizes volume of care and underestimates the value nurses bring in addressing obstacles to good health, such as poverty and discrimination, and in expanding access to care.

For example, payment systems often reimburse for physicians' services—excluding services of other care providers, including nurses, and team-based care. Many nurses are also unable to bill for telehealth services.

Value-based payment models and alternative payment models such as accountable care organizations (ACOs) and accountable health communities (AHCs) link quality of services and value, thus focusing on outcomes that advance health equity.

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Valuing School Nurses' Contributions

- Health services provided by School Nurses is funded by education monies and minimally by the Medicaid in Schools Program (MSP)
- Saves insurance companies and payors millions of dollars in Health Care
- And let's talk salaries....

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## DIVERSIFYING THE WORK FORCE



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### Statistics

FROM

#### 2000-2018

- The proportion of Black nurses in the workforce **increased** from 8.8 percent to 12 percent.
- The proportion of Hispanic nurses in the workforce **doubled** from 3.7 percent to 7.4 percent.
- The proportion of white women in the workforce **declined** from 79.1 percent to 69 percent.

SINCE

#### 2011

the number of graduates from historically underrepresented ethnic and racial groups:

- More than **doubled** for bachelor's of science in nursing programs.
- More than **tripled** for entry-level master's programs.
- More than **doubled** for doctorate programs.

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ACTIVITY 3 min.

- LET'S TALK ABOUT VALUING AND DIVERSITY!
  - WHAT DEFINES "VALUED" FOR YOU?
  - HOW DOES DIVERSITY ADD TO VALUING OF NURSES?



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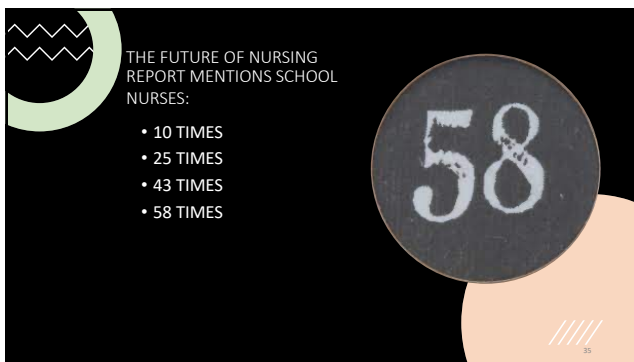
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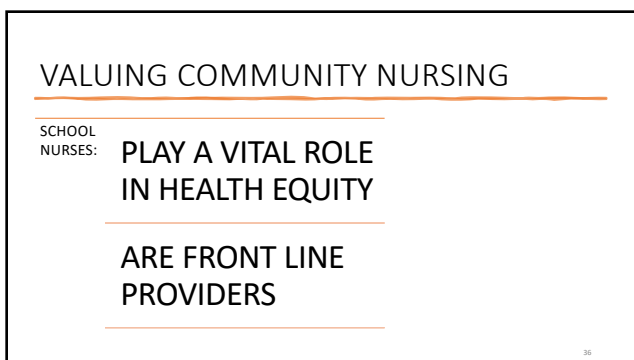
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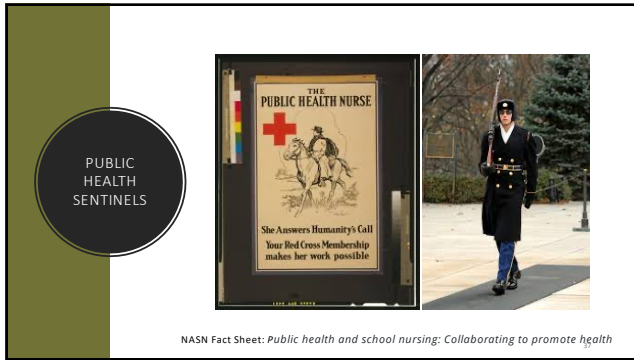
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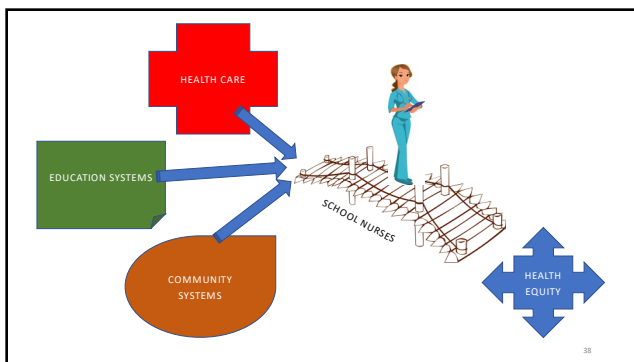
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SCHOOL NURSES  
ARE UNIQUELY  
POSITIONED TO  
ADDRESS:

- \*Homelessness
- \*Food Insecurity
- \*Poverty

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**EQUITY ISSUE**

**ACCESS TO A  
SCHOOL NURSE:**

- **COMPLEX HEALTH NEEDS**
  - **SOCIAL NEEDS**
- **SAFE AND HEALTHY ENVIRONMENTS**

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**UNDERRESOURCED  
COMMUNITIES**

RELY ON SCHOOL NURSES FOR VACCINES AND OTHER HEALTH CARE SERVICES.

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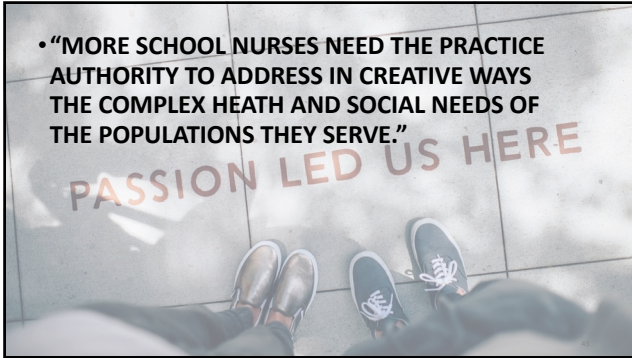
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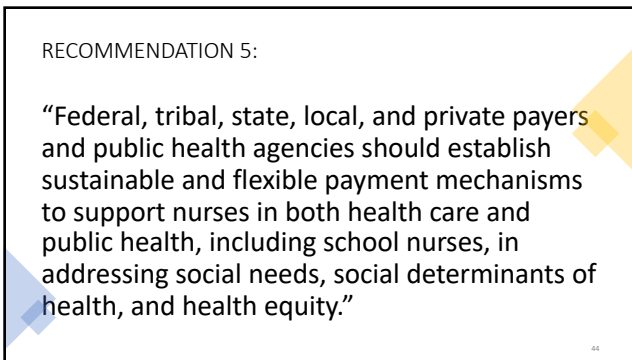
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- Guest speaker
- Talking to college classes
- Career programs
- Talking to your students
- Others?

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## BE WELL PREPARED TO BRIDGE MEDICAL AND SOCIAL NEEDS

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Read and know	Read and know	Serve on	Contact
Read and know the health and educational policies of the local district	Read and know the laws and rules pertaining to health care in schools.	Serve on local, state and national professional organizations	Frequently contact local, state and national government officials

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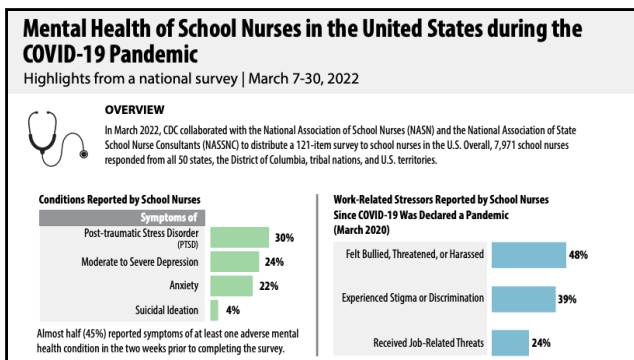
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**School nurses were more likely to report symptoms of mental health conditions if they:**

- Worked >40 hours weekly
- Reported inadequate staffing support or compensation
- Experienced lack of peer, supervisor, or school leadership support
- Felt unappreciated
- Worried about workplace exposure to COVID-19
- Reported stigma, discrimination, job-related threats, or harassment
- Took on additional COVID-19-related job duties, such as notifying parents about COVID-19 quarantine and isolation, and caring for students and staff suspected of having COVID-19

**Overall, work-related stressors and COVID-19-related job duties were significantly associated with mental health symptoms among the school nurses who responded to the survey.**

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**Improving school nurse mental health is essential to creating safe environments for young people in our nation's schools.**

These survey findings highlight opportunities to improve supportive policies and practices to reduce workplace stressors and increase workplace supports for school nurses.

Supportive policies and practices could include providing adequate staffing, training, and support, particularly as they relate to COVID-19 or future public health emergencies.

[cdc.gov/coronavirus](https://cdc.gov/coronavirus)

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**WHAT CAN SCHOOL AND DISTRICT LEADERS DO?**




**EDUCATE COMMUNITIES ON HOW SCHOOL NURSES ARE KEY TO STUDENTS' ACADEMIC SUCCESS**



**UNDERSTAND THE ROLE OF THE NURSE: WHAT THE NURSE DOES AND WHAT THE NURSE CAN'T DO**



**CLEAR WORKPLACE PROCEDURES FOR: REPORTING HARASSMENT OR THREATS PROVIDING INSURANCE COVERAGE THAT COVERS THERAPY/COUNSELING**



**CREATE A HEALTHY ENVIRONMENT: 30 MINUTE LUNCH BREAKS FOR NURSES SUPPORT TO TAKE TIME OFF FOR FEELING UNWELL**

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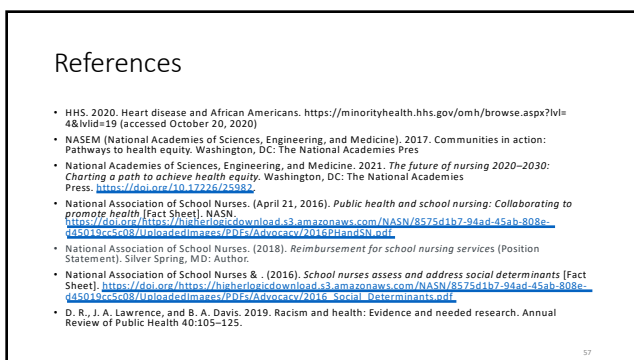
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