Purpose:
Social and environmental factors are significant contributors to heart disease and its associated risks. Underserved and underrepresented populations, especially African-Americans, are prone to heart disease and risk factors at a disproportionate rate (Foraker, 2013). It is important to educate populations at risk regarding health-promoting behaviors. In addressing social determinants of health, it is critical that individuals have an early understanding of the connections between the social environment and heart health. The District of Columbia (DC) has one of the highest avoidable death rates from heart disease of all major US cities. The purpose of this School of Nursing study, using 11 pre-licensure accelerated bachelors of science in nursing students (ABSN) to), was to engage DC public school middle school adolescents in an interdisciplinary collaborative project to identify and address the facilitators and barriers to heart healthy communities in the DC area.

Methods:
Using a participatory action research approach consisting of three phases, pre-licensure ABSN and faculty mentors guided 19 African American middle school adolescents in performing a community assessment of heart health using photovoice technique. Data consists of photographs, critical group dialogue and collaborative analysis of their lived experiences and the facilitators and barriers to a heart healthy community. Using developed themes the ABSN students encouraged the middle school adolescents to explore connections between heart health and the environment. ABSNs comfort in teaching adolescents about social determinants of health and heart health were assessed with a pre/post survey surrounding their community clinical rotation.

Results:
The middle school students' work culminated in two photography exhibits and the creation of letters that were sent to local stakeholders (health care providers and community leaders) to raise public awareness and stimulate community change. The first exhibit was displayed at a local DC school located in Ward 8, where heart disease reduces life expectancy by 15 years compared to other Wards in DC (DCDoH, 2013). The second exhibit was displayed at the Smithsonian’s National Museum of African American History and Culture for one month in 2019. In addition to the photovoice exhibits, the ABSN students developed a twitter account to share the pictures and stories through social media, which accelerated health information dissemination. The ABSN students’ knowledge and comfort in community nursing was significantly increased after this clinical rotation.

Conclusion:
Social determinants of health are important influences on heart disease and health outcomes. Empowering at-risk populations at earlier ages with the tools and resources for change is essential to addressing and promoting heart healthy outcomes in individuals, families, communities; and pre-licensure nursing students and faculty can lead this initiative. Pre-licensure community health nursing students teaching adolescents about heart health and social determinants of health through a participatory action research study seem to experience an increase in knowledge and comfort in community nursing.

Title:
Instruction and Empowerment of Nursing Students in Participatory Action Research: The Heart Healthy Photovoice Project

Keywords:
photovoice, social determinants of health and undergraduate nursing students

Abstract Summary:
Participants will learn how community health students can participate in a photovoice project to engage middle-school students in a participatory action project to provide them with an early understanding of the connections between the social environment, policy and a heart health.

References:

Teaching Social Determinants of Health to Adolescents: http://guides.hshsl.umd.edu/c.php?g=76220&p=530367

Teaching health to adolescents: https://www.nhlbi.nih.gov/health/educational/wecan/tools-resources/child-teen-resources.htm


First Secondary Presenting Author

Corresponding Secondary Presenting Author
Karen Dawn, DNP
George Washington University School of Nursing
School of Nursing
Assistant Professor
Ashburn VA
USA

Author Summary: Dr. Karen Dawn is an Assistant Professor at George Washington University School of Nursing. She directs the Community Health experiences for ABSN students and has extensive expertise in public and community health.

Second Secondary Presenting Author

Corresponding Secondary Presenting Author
Sandra L. Davis, PhD, DPM, ACNP-BC
George Washington University
School of Nursing
Assistant Dean for Diversity, Equity and Inclusion
Washington, DC
USA

Author Summary: Dr. Davis is currently Associate Professor and Assistant Dean for Diversity, Equity and Inclusion at the George Washington University School of Nursing. Her research interests are health equity, social determinants of health, and healthcare simulation. Dr. Davis co-published an article in the Journal for Nurse Practitioners entitled Social Determinates of Health: Knowledge to Action and presented her work on Teaching Graduate Nursing Students Social Determinants of Health with Simulation Based Learning at national interprofessional conferences.

Third Primary Presenting Author

Primary Presenting Author
Adriana D. Glenn, PhD, MA, MN, RN, FNP-BC
George Washington University
Author Summary: Dr. Glenn is an Assistant Professor at George Washington University. She has been a nurse practitioner for almost 30 years and has extensive experience working with underserved populations in public health clinics and federally qualified health centers. Additionally, she has over 15 years of experience working with nursing students in community clinical settings caring for underserved populations.