Field Experience Seminar: Diabetes Mellitus EBP
The University of Toledo
College of Nursing
NURS 5220-001 (CRN 24180)

Instructor: Susan Batten PhD APRN CNS FNP-C
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Office Hours: By appointment
Office Location: Collier 4436 or 4326
Instructor Phone: 419-383-5822 or 419-383-5861
Offered: Spring 2025
Course Website: Blackboard Learn
Clinical Day/Time: Thursday, 5:30-8:30p
Clinical Location: UT Community Care Clinic
Credit Hours: 3 (three)
Contact Hours: 90 (combiniation of direct care, research and presentation)

Prerequisites:
NURS 5910 with a minimum grade of B
The Capstone Seminar is limited to the Master Student's final three semesters.
The Capstone project is designed to be a culmination of the student's graduate work.
Enrollment by permission of course faculty. Course faculty reserves the right to require specific
prerequisites per the course content.

Course (Catalog) Description:
Capstone projects are culminating experiences completed at the end of a plan of study. They are
designed to encourage students to think critically, solve challenging problems, and develop skills such as
oral communication, public speaking, research skills, media literacy, teamwork, planning, self-sufficiency,
or goal setting.

Student Learning Outcomes (per approved CON capstone syllabus)
1.   Apply knowledge learned throughout a program course of study in a comprehensive manner that
     demonstrates mastery and application.
2.   Communicate culminating project either through a manuscript submission or scholarly presentation
     on a local, regional, or national level.

Student Learning Outcomes (applied)
1.   Participate in outpatient setting that provides care to unserved and underserved patients
2.   Apply knowledge from theory courses and clinical student experiences to make recommendations for
     management of care
3.   Engage with interprofessional student teams to provide EBP interventions
4.   Provide a brief oral presentation to CCC student team related to DM EBP care

Content Outline:
1.   ADA Standards of Medical Care in Diabetes 2024
2.   Diabetes wellness strategies supported by local service agencies
3.   Implementing diabetes mellitus EBP services with local unserved and underserved populations

Teaching/Learning Strategies:
1. Review of professional literature for best practices in diabetes care (add to article repository)
2. Integration of evidence-based practice or service focused on self-care management (development and

implement of a patient center product or service)
3. Implement use of evidenced based rating tools to critique a 2024 or 2025 published research article
4. Interprofessional healthcare team collaboration and problem solving
5. Design an educational session for interprofessional student team members at CCC

Evaluation Strategies
1. Contribution to article repository (at least 3 current articles)   5%
2. Implementation of diabetes EBPIP with patients and families   40%
3. Completion of evidenced based rating assignment   5%
4. Professional engagement with UT CCC team   40%
5. Professional presentation on patient centered product or service   10%

Grading Policy:
1. Successful completion of the course requires overall grade of "Satisfactory"
2. Students and faculty will establish a mutually agreeable date for completion of activities.
3. All students will equally participate in research, planning, preparation and presentation.

Grading Scale:
Satisfactory/Unsatisfactory

Required Reading:
ADA Standards of Care 2025 (posted in BB)
Other assignments to be determined by faculty and students

Assessment of Student Outcomes
1. Students have opportunity to discuss achievement of course requirements with faculty during the semester. Early engagement is encouraged.
2. Students individually upload a self-evaluation of what was accomplished during the capstone experience before end of the semester. Faculty review the document to assign the course grade.
2. Students with less than satisfactory performance are identified, provided written notice of performance and actions necessary to improve and pass the course. Referrals are made to SARP and Program Director.

Application and Enrollment process
1. Meet with course faculty to discuss and confirm interest. A broad range of professional expertise is valued.
2. Obtain and sign the Graduate Research Advisory (GRAD) Committee Approval & Assurances Form. Faculty generates the form and provides to students.
3. Submit completed Graduate Research Advisory (GRAD) Committee Approval & Assurances Form to the graduate advisor.
4. Graduate advisor creates a permit for course registration and notifies student that permit has been placed; then student registers via Banner.

Professional conduct
1. Student must be enrolled at The University of Toledo College of Nursing during Fall 2024
2. Student must abide by professional nursing standards of practice (ANA, OBN, etc)
3. Student must abide by policies in UT CON Graduate Student Handbook and Graduate Policies at http://www.utoledo.edu/policies/academic/graduate/

Establishing a UT Community Care Clinic Account and Signup
Create a student volunteer account at UT Community Care Clinic as a NP or GEM student.
1.   Access http://www.utcommunitycare.org/students
2.   Click Request Account
3.   Follow online instructions, then wait for account confirmation
4.   Account should indicate you are part of EBP Diabetes Management
5.   Once you have an account, login and access Upcoming Clinics, then Signup

6. Select dates you will attend CCC; logout when completed
7. As a cohort, create a schedule and provide to faculty

Establishing an AthenaNet account
1. Access the following link: https://athenanet.athenahealth.com/1/12/login.esp
2. Enter in your username and temporary password found on the following doc: https://docs.google.com/spreadsheets/d/1M6Jlv2Gs_4IO8NsnDR0ew3oWgbEYZyF_NyPM6TFsLR4/edit#gid=0
3. Follow the prompts to create your new password and security questions.
4. If you have any issues or questions, please email a CCC officer

Attendance in Class and Clinical
1. Discussion expands on reading, media and online content. Active engagement indicates investment in the course.
2. Each student participates in implementation of the EBP at UT CCC.
3. Personal illness is a valid excuse for missing a class or clinical. A note from a licensed healthcare provider is required to document the illness.
4. Death of an immediate family member is a valid excuse for missing class or clinical. A copy of the obituary and note from the funeral director is required to document the absence.
5. Active military duty assignment is a valid excuse for missing class or clinical. A copy of military orders is required in advance to the course coordinator to document the absence.
6. It is the student's responsibility to make arrangements with the course coordinator f or a makeup date of the class or clinical.

Clinical Attire
1. The UT identification badge is worn at all times.
2. A lab coat is required for all clinical sites that prefer professional attire.
3. Professional attire covers the upper arms, chest, and legs. No short skirts, jeans, halters, or flip-flops. Appearance reflects respect for the clients and families. This includes student physical demeanor, hygiene, hair, jewelry, nails, and clothing
4. PPE (provide own N-95 mask); cover gown provided by UT CCC if needed

Clinical Location and Flow
1. CCC is located at CedarCreek Church, 2150 S Byrne Rd, Toledo, OH 43614
2. Setup is determined by patient flow in setting. Once patient has completed intake (triage), introduce self to patient, explain program, offer assistance,
3. If a A1c has not been done within the past 3-4 months, direct patient to screening. Record value in patient chart.
4. Provide new patients with the DM EBPIP notebook. Orient to contents and help patient register for diabetes management app.
5. Identify gaps in patient/ family understanding and self-care. Provide focused intervention based on patient needs (new diagnosis, returning patient, special issues, etc.
6. Chart assessments and interventions in Athena. Use area under Exam, specifically in A/P.
7. Patient will have usual progression thru clinic: interview team, provider, pharmacy
8. Following interaction with the provider, team members located in care area will meet with patient to review orders and medications, and answer questions about self-care

General Notice
Faculty reserve the right to change course requirements in exceptional circumstances with fair notice to all students.

Communication with faculty
For personal related communication, use the appropriate faculty.name@utoledo.edu.

Technology Requirement
1. Access to Blackboard for resources, uploading and sharing documents, email, Collaborate, etc.
2. Access to internet for open-source websites that provide professional documents related to diabetes management and patient education content
3. Proficiency in MS Word for preparation of EBPIP resources
4. Working laptop and access to Athenanet account to document care each week.

Emergency Procedure for Students in Classroom and Clinical
1. If a student becomes ill in the clinical setting, do an immediate assessment to determine if simple measures will suffice or there is need for more complex care.
2. If treatment is not available, arrange for student transport to the University of Toledo Medical Center.
3. Call "911" if ambulance transport is warranted
4. Faculty, staff or peer should remain with the student until the health concern is resolved or emergency transport begins.
5. The individual can be referred to HSC Student Health and Wellness (419-383-5000) or their healthcare provider as appropriate.

UNIVERSITY POLICIES

Academic and Support Services
A comprehensive list of Student Academic and Support Services available is hosted at (http://www.utoledo.edu/studentaffairs/departments.html)

Academic Policies
Undergraduate Policies: http://www.utoledo.edu/policies/academic/undergraduate/
Graduate Policies: http://www.utoledo.edu/policies/academic/graduate/

Use of Artificial Intelligence Tools
There is no expectation for use of AI during this clinical experience other than assisting with point of care ultrasounds.

Policy Statement on Non-Discrimination on the Basis of Disability (ADA)
The University is an equal opportunity educational institution. Please read The University's Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance. Students can find this policy along with other university policies listed by audience on the University Policy webpage.

Academic Accommodations
The University of Toledo embraces the inclusion of students with disabilities. We are committed to ensuring equal opportunity and seamless access for full participation in all courses. For students who have an Accommodations Memo from the Office of Accessibility and Disability Resources, I invite you to correspond with me as soon as possible so that we can communicate confidentially about implementing accommodations in this course.
For students who have not established accommodations with the Office of Accessibility and Disability Resources and are experiencing disability access barriers or are interested in a referral to health care resources for a potential disability, please connect with the office by calling 419.530.4981 or sending an email to StudentDisability@utoledo.edu.

Inclusive Classroom Statement
In this class, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity/expression, socioeconomic background, and a myriad of other social identities and life experiences. We will encourage and appreciate expressions of different ideas, opinions, and beliefs so that conversations and interactions that could potentially be divisive turn, instead, into opportunities for intellectual and personal development.

Institutional Classroom Attendance Policy
Please be aware that the university has implemented an attendance policy, which requires faculty to verify student participation in every class a student is registered at the start of each new semester/course. For this course, if you have not attended/participated in class (completed any course activities or assignments) within the first 14 days, I am required by federal law to report you as not attended. Unfortunately, not attending/participating in class impacts your eligibility to receive financial aid, so it is VERY important that you attend class and complete course work in these first two weeks. Please contact me as soon as possible to discuss options and/or possible accommodations if you have any difficulty completing assignments within the first two weeks.

Religious Accommodations
A student is permitted to be absent, *without penalty*, for up to three days each academic semester to take holidays for reasons of faith or religious or spiritual belief system or to participate in organized activities conducted under the auspices of a religious denomination church, or other religious or spiritual organization. 3364-71-30 Religious accommodations policy and 3364-71-30.01 Religious accommodations procedure.

Grievance procedure
A student may notify the institution of any grievance regarding the policy's implementation using the 3364-71-05.1 Academic grievance procedure.

Academic and Support Services
Please use this link to explore the wide array of resources and services available to you as a student: https://www.utoledo.edu/success/

Safety and Health Services
Please use the following link to view a comprehensive list of Campus Health and Safety Services available to you as a student and click here for information on the Office of Public Safety.

COVID-19 GUIDELINES (https://www.utoledo.edu/coronavirus/#isolation-guidance)

Special Course Expectations
Maintaining a safe campus during the ongoing COVID-19 pandemic remains a top priority. UToledo continues to follow the guidance of the U.S. Centers for Disease Control and Prevention and Ohio Department of Health to keep our campus safe.

Keeping Campus Safe
Since the beginning of the COVID-19 pandemic, The University of Toledo has relied on evidence-based guidance from the Ohio Department of Health and the U.S. Centers for Disease Control and Prevention, as well as our own infectious disease experts, to promote a safe campus environment for our students, employees and guests. The University continues to offer on-demand testing for students and employees who are experiencing symptoms of the virus and support services for students who must miss class because of an illness. We continue to monitor and respond to changes in guidance from public health officials and state leaders.

Testing Availability
Faculty, staff and students who are experiencing symptoms of COVID-19 have access to on-demand testing through the University Health Center from 10 a.m. to noon Monday through Friday. Individuals should go to door 2 at the front of the building and call 419.530.3451 to notify staff they are there for a test. Individuals can ring the doorbell and a clinic employee will escort them to a specially designated waiting area to get a rapid antigen test and see a provider. No appointments are needed but individuals can call ahead to 419.530.3451 to reduce their wait time. Insurance will be charged for the test. Students needing financial assistance can receive help by contacting Student Affairs at

419.530.7963.The Toledo-Lucas County Health Department also maintains a list of community testing sites.

Vaccine Information
The University does continue to strongly recommend COVID-19 vaccinations and boosters. Proof of vaccination can voluntarily be shared through the University's secure vaccine registry portal. Students in the healthcare professions who are entering clinical rotations may be required by their clinical site to be vaccinated. Students, faculty and staff members can receive a COVID-19 vaccine on Main Campus at the Main Campus Pharmacy and on Health Science Campus at the outpatient pharmacy in the UTMC Medical Pavilion. For more information, call the Main Campus pharmacy at 419.530.3471 or the UTMC outpatient pharmacy at 419.383.3750.

Isolation Guidance
Individuals who have tested positive for COVID-19 should follow the recommended CDC guidelines for isolation. Students needing assistance with COVID-19 protocols can email coronavirus@utoledo.edu or call 419.383.6794

Employee Resources
The University established a Flexible Work policy, effective June 1, 2021. In accordance with this policy, employees and leaders have the option to create flexible work arrangements that balance the operational demands of the University with the preferred work arrangements of staff and leaders. The flexible work policy has no effect on workplace accommodations made under the Americans with Disabilities Act (ADA) and Rehabilitation Act. Employees in need of workplace accommodations due to a disability or medical condition should complete the ADA Accommodations Request Form. Employees with questions specific to their individual circumstances should contact their supervisor or Human Resources consultant.

WHY PARTICIPATE IN A EVIDIENCED BASED PRACTICE HEALTHCARE EXPEREINCE?

The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021)

Domain 3: Population Health
Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes. (Kindig & Stoddart, 2003; Kindig, 2007; Swartout & Bishop, 2017; CDC, 2020).

Contextual Statement: A population is a discrete group that the nurse and others care for across settings at local, regional, national, and global levels. Population health spans the healthcare delivery continuum, including public health, acute care, ambulatory care, and longterm care. Population health also encompasses collaborative activities among stakeholders – all relevant individuals and organizations involved in care, including patients and communities themselves - for the improvement of a population's health status. The purpose of these collaborative activities, including development of interventions and policies, is to strive towards health equity and improved health for all. Diversity, equity, inclusion, and ethics must be emphasized and valued. Accountability for outcomes is shared by all, since outcomes arise from multiple factors that influence the health of a defined group. Population health includes population management through systems thinking, including health promotion and illness prevention, to achieve population health goals (Storfjell, Wehtle, Winslow, & Saunders, 2017). Nurses play a critical role in advocating for, developing, and implementing policies that impact population health globally and locally. In addition, nurses respond to crises and provide care during emergencies, disasters, epidemics, or pandemics. They play an essential role in system preparedness and ethical response initiatives. Although each type of public health emergency will likely require a unique set of competencies, preparedness for responding begins with a population health perspective and a particular focus on surveillance, prevention, and containment of factors contributing to the emergency.

Entry Level Nursing Education	Advanced Level Nursing Education
3.1 Manage population Health	
3.1a Define a target population including its functional and problem-solving capabilities (anywhere in the continuum of care).	3.1j Assess the efficacy of a system's capability to serve a target sub-population's healthcare needs
3.1b Assess population health data.	3.1k Analyze primary and secondary population health data for multiple populations against relevant benchmarks.
3.1c Assess the priorities of the community and/or the affected clinical population.	3.1l Use established or evolving methods to determine population-focused priorities for care.
3.1d Compare and contrast local, regional, national, and global benchmarks to identify health patterns across populations.	3.1m Develop a collaborative approach with relevant stakeholders to address population healthcare needs, including evaluation methods.
3.1e Apply an understanding of the public health system and its interfaces with clinical health care in addressing population health needs.	3.1n Collaborate with appropriate stakeholders to implement a sociocultural and linguistically responsive intervention plan
3.1f Develop an action plan to meet an identified need(s), including evaluation methods.	
3.1g Participate in the implementation of sociocultural and linguistically responsive interventions.	
3.1h Describe general principles and practices for the clinical management of populations across the age continuum.	
3.1i Identify ethical principles to protect the health and safety of diverse populations.	
3.2 Engage in effective partnerships	
3.2a Engage with other health professionals to address population health issues.	3.2d Ascertain collaborative opportunities for individuals and organizations to improve population health.
3.2b Demonstrate effective collaboration and mutual accountability with relevant stakeholders.	3.2e Challenge biases and barriers that impact population health outcomes.
3.2c Use culturally and linguistically responsive communication strategies.	3.2f Evaluate the effectiveness of partnerships for achieving health equity.
	3.2g Lead partnerships to improve population health outcomes.
	3.2h Assess preparation and readiness of partners to organize during natural and manmade disasters
3.3 Consider the socioeconomic impact of the delivery of health care.	
3.3a Describe access and equity implications of proposed intervention(s).	3.3c Analyze cost-benefits of selected population based interventions.
3.3b Prioritize patient-focused and/or community action plans that are safe, effective, and efficient in the context of available resources.	3.3d Collaborate with partners to secure and leverage resources necessary for effective, sustainable interventions
	3.3e Advocate for interventions that maximize cost effective, accessible, and equitable resources for populations.
	3.3f Incorporate ethical principles in resource allocation in achieving equitable health.
3.4 Advance equitable population health policy.	
3.4a Describe policy development processes.	3.4f Identify opportunities to influence the policy process.
3.4b Describe the impact of policies on population outcomes, including social justice and health equity	3.4g Design comprehensive advocacy strategies to support the policy process.
3.4c Identify best evidence to support policy development	3.4h Engage in strategies to influence policy change.
3.4d Propose modifications to or development of policy based on population findings.	3.4i Contribute to policy development at the system, local, regional, or national levels.
3.4e Develop an awareness of the interconnectedness of population health across borders.	3.4j Assess the impact of policy changes.
	3.4k Evaluate the ability of policy to address disparities and inequities within segments of the population.

	3.4l Evaluate the risks to population health associated with globalization.
3.5 Demonstrate advocacy strategies.	
3.5a Articulate a need for change.	3.5f Appraise advocacy priorities for a population
3.5b Describe the intent of the proposed change	3.5g Strategize with an interdisciplinary group and others to develop effective advocacy approaches
3.5c Define stakeholders, including members of the community and/or clinical populations, and their level of influence.	3.5h Engage in relationship-building activities with stakeholders at any level of influence, including
3.5d Implement messaging strategies appropriate to audience and stakeholders	3.5i Demonstrate leadership skills to promote advocacy efforts that include principles of social justice, diversity, equity, and inclusion.
3.5e Evaluate the effectiveness of advocacy actions	
3.6 Advance preparedness to protect population health during disasters and public health emergencies.	
3.6a Identify changes in conditions that might indicate a disaster or public health emergency	3.6f Collaboratively initiate rapid response activities to protect population health.
3.6b Understand the impact of climate change on environmental and population health.	3.6g Participate in ethical decision making that includes diversity, equity, and inclusion in advanced preparedness to protect populations.
3.6c Describe the health and safety hazards of disasters and public health emergencies.	3.6h Collaborate with interdisciplinary teams to lead preparedness and mitigation efforts to protect population health with attention to the most vulnerable populations
3.6d Describe the overarching principles and methods regarding personal safety measures, including personal protective equipment (PPE).	3.6i Coordinate the implementation of evidence based infection control measures and proper use of personal protective equipment
3.6e Implement infection control measures and proper use of personal protective equipment.	3.6j Contribute to system-level planning, decision making, and evaluation for disasters and public health emergencies.

Domain 6: Interprofessional Partnerships
Descriptor: Intentional collaboration across professions and with care team members, patients,
families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

Contextual Statement: Professional partnerships that include interprofessional, intraprofessional, and paraprofessional partnerships, build on a consistent demonstration of core professional values (altruism, excellence, caring, ethics, respect, communication, and shared accountability) in the provision of team-based, person-centered care. Nursing knowledge and expertise uniquely contributes to the intentional work within teams and in concert with patient, family, and community preferences and goals. Interprofessional partnerships require a coordinated, integrated, and collaborative implementation of the unique knowledge, beliefs, and skills of the full team for the end purpose of optimized care delivery. Effective collaboration requires an understanding of team dynamics and an ability to work effectively in care-oriented teams. Leadership of the team varies depending on needs of the individual, community, population, and context of care.

Entry-Level Professional Nursing Education	Advanced-Level Nursing Education
6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery.	
6.1a Communicate the nurse's roles and responsibilities clearly.	6.1g Evaluate effectiveness of interprofessional communication tools and techniques to support and improve the efficacy of team-based interactions.
6.1b Use various communication tools and techniques effectively.	6.1h Facilitate improvements in interprofessional communications of individual information (e.g. EHR).
6.1c Elicit the perspectives of team members to inform person-centered care decision making.	6.1i Role model respect for diversity, equity, and inclusion in team-based communications
6.1d Articulate impact of diversity, equity, and inclusion on team-based communications.	6.1j Communicate nursing's unique disciplinary knowledge to strengthen interprofessional partnerships.
6.1e Communicate individual information in a professional, accurate, and timely manner.	6.1k Provide expert consultation for other members of the healthcare team in one's area of practice.
6.1f Communicate as informed by legal, regulatory, and policy guidelines.	6.1l Demonstrate capacity to resolve interprofessional conflict.
6.2 Perform effectively in different team roles, using principles and values of team dynamics.	

6.2a Apply principles of team dynamics, including team roles, to facilitate effective team functioning	6.2g Integrate evidence-based strategies and processes to improve team effectiveness and outcomes.
6.2b Delegate work to team members based on their roles and competency.	6.2h Evaluate the impact of team dynamics and performance on desired outcomes.
6.2c Engage in the work of the team as appropriate to one's scope of practice and competency.	6.2i Reflect on how one's role and expertise influences team performance
6.2d Recognize how one's uniqueness (as a person and a nurse) contributes to effective interprofessional working relationships.	6.2j Foster positive team dynamics to strengthen desired outcomes.
6.2e Apply principles of team leadership and management. performance to improve quality and assure safety.	
6.2f Evaluate performance of individual and team to improve quality and promote safety.	
6.3 Use knowledge of nursing and other professions to address healthcare needs.	
6.3a Integrate the roles and responsibilities of healthcare professionals through interprofessional collaborative practice.	6.3d Direct interprofessional activities and initiatives.
6.3b Leverage roles and abilities of team members to optimize care.	
6.3c Communicate with team members to clarify responsibilities in executing plan of care.	
6.4 Work with other professions to maintain a climate of mutual learning, respect, and shared values.	
6.4a Demonstrate an awareness of one's biases and how they may affect mutual respect and communication with team members.	6.4e Practice self-assessment to mitigate conscious and implicit biases toward other team members
6.4b Demonstrate respect for the perspectives and experiences of other professions.	6.4f Foster an environment that supports the constructive sharing of multiple perspectives and enhances interprofessional learning
6.4c Engage in constructive communication to facilitate conflict management	6.4g Integrate diversity, equity, and inclusion into team practices
6.4d Collaborate with interprofessional team members to establish mutual healthcare goals for individuals, communities, or populations.	6.4h Manage disagreements, conflicts, and challenging conversations among team members
	6.4i Promote an environment that advances interprofessional learning.

Domain 9: Professionalism
Descriptor: Formation and cultivation of a sustainable professional identity, including accountability, perspective, collaborative disposition, and comportment, that reflects nursing's characteristics and values.

Contextual Statement: Professionalism encompasses the development of a nursing identity embracing the values of integrity, altruism, inclusivity, compassion, courage, humility, advocacy, caring, autonomy, humanity, and social justice. Professional identity formation necessitates the development of emotional intelligence to promote social good, engage in social justice, and demonstrate ethical comportment, moral courage, and assertiveness in decision making and actions. Nursing professionalism is a continuous process of socialization that requires the nurse to give back to the profession through the mentorship and development of others. Professional identity, influenced by one's personal identity and unique background, is formed throughout one's education and career. Nursing identity flourishes through engagement and reflection in multiple experiences that is defined by differing perspectives and voices. As a result, nurses embrace the history, characteristics, and values of the discipline and think, act, and feel like a nurse. Professional identity formation is not a linear process but rather one that responds to challenges and matures through professional experiences as one develops confidence as a nurse.

Entry-Level Professional Nursing Education	Advanced-Level Nursing Education
9.6 Integrate diversity, equity, and inclusion as core to one's professional identity.	
9.6a Demonstrate respect for diverse individual differences and diverse communities and populations	9.6d Model respect for diversity, equity, and inclusion for all team members.
9.6b Demonstrate awareness of personal and professional values and conscious and unconscious	9.6e Critique one's personal and professional practices in the context of nursing's core values.

biases	
9.6c Integrate core principles of social justice and human rights into practice.	9.6f Analyze the impact of structural and cultural influences on nursing's professional identity.
	9.6g Ensure that care provided by self and others is reflective of nursing's core values.
	9.6h Structure the practice environment to facilitate care that is culturally and linguistically appropriate.
	9.6i Ensure self and others are accountable in upholding moral, legal, and humanistic principles related to health.

Determinants of health: The range of personal, social, economic, and environmental factors that interrelate to determine individual and population health. These factors include policymaking, social factors, health services, individual behaviors, and biology and genetics. Determinants of health reach beyond the boundaries of traditional health care and public health sectors. Sectors such as education, housing, transportation, agriculture, and environment can be important allies in improving population health *(Healthy People 2020).*

Healthcare team: The collective of individuals who contribute to the care and treatment of an individual, family, group, or population.

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