Nurse-Led Advocacy
Learning Collaborative Series
Session 4
May 26, 2022
The National Nurse-Led Care Consortium (NNCC) is a non-profit membership organization that supports nurse-led care and nurses at the front lines of care.

NNCC, in partnership with the CDC, works to support efforts to build COVID-19 vaccine confidence among nurses and the communities they serve.

Learn more at NurseLedCare.org
ABOUT THE SERIES

• 4-Part Learning Collaborative Series

• **1.5 CEU** will be offered for today’s attendees.
  ○ Following the session you will receive an email with the CE link, complete the brief questionnaire, to receive CEU credit.
  ○ *Please allow up to 4 weeks for receiving your certificate.*

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EXPECTATIONS FOR THE SERIES

• To complete the pre-series survey and post-series surveys.
• Through this session, we intend to create a space where we can facilitate supportive conversations and learning across the nursing community.
➢ Session 1: April 14 → The Legislative Process
➢ Session 2: April 28 → Grassroots Advocacy
➢ Session 3: May 12 → Coalition and Network Building
➢ Session 4: May 26 → Systems Change Through Action
Session Reminders

1. Share your video during breakouts.
2. Snacks and lunch are okay!
3. Take breaks when you need
4. Respond and participate to breakout discussions.
AGENDA

- NNCC Welcome/introduction
- Didactic Presentation
- Breakout Discussion
- Report Back and Q+A
- NNCC Wrap-up
Ruth McDermott-Levy

PhD, MPH, RN

Professor and Co-Director of the Mid-Atlantic Center for Children's Environmental Health (PEHSU) at the M. Louise Fitzpatrick College of Nursing, at Villanova University
Systems Change Through Action

Ruth McDermott-Levy, PhD, MPH, RN, FAAN
Professor and Co-Director, Mid-Atlantic Center for Children’s Health and the Environment
M. Louise Fitzpatrick College of Nursing
Villanova University
Ecological Systems Model

Bronfenbrenner’s Bioecological Model of Human Development

**Macrosystem**
- Social ideologies and values of cultures and subcultures

**Exosystem**
- Systems that influence the individual indirectly through micro-system

**Mesosystem**
- Connections between systems and microsystems

**Microsystem**
- Direct interaction in activities, roles and relations with others and objects

**Techno-subsystem**
- Media influences
  - Computers
  - Internet
  - Portable devices
  - Social media
  - TV, Phone

**Chronosystem**: time and historic influences

**Immediate environments**
- family
- school
- friends
- workplace
- neighborhood
- community
- religious community
- economic systems
- legal systems
- mass media
- educational systems
- political systems
- government

**Indirect environments**
- norms & values of the culture
- norms & values of the community
- structures of social systems
- structures of economic systems
- structures of legal systems
- structures of mass media systems
- structures of educational systems
- structures of political systems
- structures of government systems
“Nurses are America’s largest group of health professionals, but they have never played their proportionate role in helping to shape health policy, even though that policy profoundly affects them as both health providers and consumers.”

-Senator Edward Kennedy, 1985
We MUST do more
But how?
What is important to you?
About this seedling....
"I just came out to say, POWER TO THE PEOPLE!!"
Find your people.
Find your people
Say yes.
Say Yes!
Pediatric Environmental Health Specialty Unit
Goal:
Incorporate Environmental Health into the nursing curricula.
Get prepared.
Environmental Health Textbook – open access

• Alliance of Nurses for Healthy Environments (ANHE) Awarded 2017 AJN Book of the Year Award in Environmental Health for the e-textbook: *Environmental Health in Nursing*

• Available for free on-line [https://envirn.org/e-textbook/](https://envirn.org/e-textbook/)

• Second edition released in May 2022
Act.
Be prepared for your goal to expand and evolve.
Action in Academia

Teaching
• Increased environmental health content in undergraduate nursing.
• Added an international course: Global Perspectives of Climate and Health.
• Added an indoor air quality & health course – collaboration with environmental science professor.
• Revised International Health Course: Planetary Health for Global Populations.

Research
• Studied environmental health concerns about fracking and community education needs.
• Nurses’ perception of climate change in Finland (Fulbright).
• Climate change mortality.
• Community based climate change adaptation in PA.
• Mentor undergraduate & PhD student environmental health research.
Is the Pennsylvania health department fracking-phobic?

Its actions don’t instill confidence that it is protecting us, write nurses RUTH McDERMOTT-LEVY and NINA M. KAKTINS.

Imagine you’re a parent living near a natural-gas fracking site in Pennsylvania when suddenly your child begins having nose
Nurses, climate change and health

Climate change presents the single largest threat to global development with the potential to undermine the past 50 years of public health gains.¹ Nurses can make a powerful contribution to both mitigate climate change and to support people and communities around the world to adapt to its impacts. Leadership from nurses to take immediate action to build climate resilient health systems is necessary. This includes, but is not limited to, developing models of care to reduce unnecessary travel, developing climate-informed health programmes for emerging infectious and communicable diseases; engaging in sustainable practices in the health sector, building the response capacity of the health workforce; engaging in health and climate research, and participating in intersectoral policy and governance responses.¹ The healthcare sector makes both positive and negative contributions to climate change. The nursing profession has a duty to contribute to climate change adaptation (reducing vulnerability to the harmful effects) and mitigation (reducing or preventing green house gas (GHG) emissions) as it is committed to protecting health and wellbeing and to promoting social justice.

Climate change refers to a change in the state of the climate which is attributed directly or indirectly to human activity that alter the composition of the global atmosphere and which is in addition to natural climate variability observed over a comparable period.² Climate
Mandate for the Nursing Profession to Address Climate Change Through Nursing Education

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Key words
Climate change, ecological model, environmental health, health policy, planetary health, nursing education

Abstract

Purpose: The adverse health effects from climate change demand action from the nursing profession. This article examines the calls to action, the status of climate change in nursing education, and challenges and recommendations for
Integrating Climate Change Into Nursing Curricula

Ruth McDermott-Levy, PhD, RN • Kathryn P. Jackman-Murphy, EdD, RN
Jeanne M. Leffers, PhD, RN, FAAN • Lisa Jordan, PhD, RN, CNE

Climate change is a significant threat to human health across the life cycle. Nurses play an important role in mitigation, adaptation, and resilience to climate change. The use of health care resources, air quality and extreme heat, mental health, and natural disasters are major content areas across undergraduate nursing curricula that influence or are influenced by climate change. Teaching strategies and resources are offered to prepare nursing students to address climate change and human health.

Keywords: climate change; ecological model of planetary health; nursing curriculum; public health nursing
Climate Change: Preparing the Nurses of the Future

Kathryn P. Jackman-Murphy, EdD, MSN, RN, William Uznanski, RN, Ruth McDermott-Levy, PhD, RN, Cara Cook, MS, RN, AHNBC
People’s Climate March
New York, NY
October 2014

Climate change is a health crisis!
Be prepared for your goal to expand and evolve:

**Goal:** Address climate change and its impact on human health.

**Today:** Address climate change and its impact on planetary health.
Celebrate victories….and defeats.
Take time for reflection and self care.
“Do you know individuals who selflessly (in a balanced way) improve the lives of others? Nominate them for the XXXX award…..”
There is a pervasive form of contemporary violence to which the idealist most easily succumbs: activism and overwork….to allow oneself to be carried away by a multitude of conflicting concerns, to surrender to too many demands, to commit oneself to too many projects, to want to heal everyone in everything, is to succumb to violence. The frenzy of our activism neutralizes our work for peace. It destroys our own inner capacity for peace. It destroys the fruitfulness of our own work, because it kills the root of inner wisdom which makes work fruitful.

~ Thomas Merton

From See No Stranger: A Memoir and Manifesto of Revolutionary Love, by Valerie Kaur
Decide what is important to you.
WHY DOES CLIMATE CHANGE MATTER TO ME?
Change the nursing paradigm for advocacy (Chiu, 2020)

Figure. A reconceptualized metaparadigm for nursing policy advocacy.
Stages of Nursing’s Political Development (Cohen et al, 1996)

Stage 1: Buy in -> what is important to you professionally?
Stage 2: Self-interest -> find your people, get prepared
Stage 3: Political sophistication -> act
Stage 4: Leading the way -> making the change
What is important to you and what actions are you going to take?
50 years later, here is that seedling
You can lead through the maze of systems change

Ruth McDermott-Levy, PhD, MPH, RN, FAAN
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M. Louise Fitzpatrick College of Nursing
Villanova University
Nurses make change happen.

Be a part of history.

This toolkit was created to give nurses the tools to do their part in the national vaccine effort. It is designed to help you decrease vaccine hesitancy and increase vaccination rates in your community.

#Nursesmakechangehappen