Nursing and the Sustainable Development Goals: A Scoping Review

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Abstract

Purpose: In 2015, all member states that comprise the United Nations unanimously adopted the Sustainable Development Goals (SDGs), a set of ambitious and inclusive targets toward global economic, social, and environmental betterment. Nurses have a key role to play in the achievement of the SDGs. The aim of this article was to conduct a scoping review to synthesize the literature related to nursing and the SDGs.

Methods: This scoping review utilized Arksey and O'Malley's five-stage framework. Several electronic databases were searched for literature published from 2015 to 2020 using the key words "nurse OR nurses OR nursing" and "Sustainable Development Goals OR SDGs".

Findings: A total of 447 articles were identified through the databases searches, of which 35 articles were deemed relevant and included for final review and content analysis. Analysis of relevant literature on nursing and the SDGs revealed two distinct, yet connected, perspectives: the nurse and the profession.

Conclusions: Individual nurses may feel disconnected from the SDGs and struggle to relate the goals to their clinical role, calling for an increase in awareness and education on the goals. The wider profession could also increase both research and policy with relation to the SDGs, strengthening nursing's position to have a voice in and contribute towards achievement of the goals.

Clinical Relevance: Individual nurses and the wider nursing profession have opportunities to more meaningfully contribute to the SDGs, beginning with an increased awareness through education and a commitment to research and participation in local and global decision making.

In 2015, all 193 member states of the United Nations (UN) agreed on a set of 17 Sustainable Development Goals (SDGs), with the vision to "end poverty, protect the planet and improve the lives and prospects of everyone, everywhere" by 2030 (UN, 2015). The SDGs provide a framework for action with 169 targets, including the central pillars of "economic growth, social inclusion and environmental protection" (UN, 2020). With only 10 years remaining to create "a decade of action," it is vital that governments, policymakers, organizations, and community members implement local and global strategies to pursue the targets (UN, 2020). Nurses have been identified as having a pivotal role to play in addressing the SDGs. They make a central contribution to achieving health priorities as a result

of the large workforce, global presence, and far reach to remote areas, vulnerable populations, and minority groups (Benton, Watkins, Beasley, Ferguson, & Holloway, 2020b; World Health Organization [WHO], 2020).

The SDGs were developed in response to a previous set of eight targets named the Millennium Development Goals (MDGs), initiated in 2000. The MDGs included targets related to reducing poverty, combatting HIV/AIDs, and ensuring environmental sustainability. These goals, however, had several limitations; for example, they specifically focused on low-income countries and, in their development, largely excluded the contributions of nurses (Benton & Shaffer, 2016). After several years, some progress was made toward the MDGs, yet many were not achieved.

The SDGs offer a more ambitious and inclusive set of goals that address the needs of both high- and low-income countries. The SDGs outline a global effort towards protecting the environment and its people, building on the Bruntland report that focuses on "development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (Bruntland, 1987, p. 16). More opportunity has been afforded to the nursing profession to contribute to the SDGs through global nursing organizations such as Sigma Theta Tau International (STTI), which has significant nursing representation in the UN (Dalmida et al., 2016).

There is a clear link between the nursing profession and SDG 3: good health and wellbeing. The role of the nurse is "the promotion of health, prevention of illness, and care of physically ill, mentally ill, and disabled people of all ages, in all health care and other community settings" (International Council of Nurses [ICN], 2017, p. 9). However, considering the importance of health for all targets, the ICN (2017) has argued that significant investment is vital for nursing to pursue all SDGs.

An example of this investment was the international launch of the Nursing Now campaign. The 3-year campaign, launched in 2018, had the overarching goal of strengthening the standing and profile of nursing on a global scale (Crisp & Iro, 2018). Nursing Now, a joint partnership between the WHO and ICN, was established following findings of the 2016 Triple Impact Report (All-Party Parliamentary Group on Global Health [APPG], 2016). This report set out to review how the nursing profession can globally achieve the ambitious target set within the SDGs of universal health coverage (APPG, 2016). The report determined that empowerment of nurses would have a threefold benefit: improvement of health globally, progress towards gender equality, and strengthening of economies (APPG, 2016). More recently, the WHO (2020) released the State of the World's Nursing report imploring world leaders to continue to invest in nursing education, jobs, and leadership as a means of driving progress "not only to health-related SDG targets, but also to education (SDG 4), gender (SDG 5), decent work and economic growth (SDG 8"; WHO, 2020, p. vi).

Building on the WHO (2020) report and with the Nursing Now campaign coming to an end, it is crucial that the nursing profession continue the momentum and take further positive action to ensure it is positioned to influence future SDG indicators (White, 2015). This article investigates the extent to which contemporary research explores the impact of the SDGs and sustainable development in the nursing discipline. It presents a scoping review that aims to identify and analyze existing literature regarding nursing and the SDGs, and to highlight opportunities for how nursing can progress toward achievement of the SDGs.

Methodology

A scoping review was undertaken to examine the contribution of scholars from the discipline of nursing in relation to the SDGs. The aim of a scoping review is to identify existing literature on a particular topic in order to examine key trends and identify gaps for further research (Tricco et al., 2018). The current study applies Arksey and O'Malley's (2005) scoping review framework utilizing the five main stages: identifying a research question, identifying relevant literature, selecting literature, charting data, and reporting findings. This framework was chosen because it provides a systematic approach to exploring the literature while increasing the rigor of the findings (Davis, Drey, & Gould, 2009).

Stage 1: Identification of the Research Question

The question for this scoping review was: What does current literature detail about nursing and the SDGs? The aim of this review was to identify and analyze key ideas in existing literature regarding nursing and the SDGs. In addition, an outcome of this review was to determine opportunities for further development of nursing toward achievement of the SDGs through identification of gaps in the literature.

Stage 2: Identification of Relevant Literature; Stage 3: Selection of Literature

Several online databases were utilized for this review including MEDLINE, Scopus, the Cumulative Index to Nursing and Allied Health Literature (CINAHL), Science Direct, and Google Scholar. The search terms included the key words "nurse OR nurses OR nursing" and "Sustainable Development Goals OR SDGs". The terms were purposely kept broad to allow for identification of a wide range of literature that could be narrowed following the determination and application of inclusion and exclusion criteria. The inclusion criteria for this review were articles that explored the SDGs and nursing and were published from September 2015 up to May 2020. This period was chosen because the SDGs were established in 2015 and the study commenced mid-2020. Articles were excluded that did not discuss the SDGs or did not focus on nursing. Articles that reported only

midwifery and not nursing were also excluded. Midwifery was not included in this scoping review because it is considered a profession separate from nursing (AAPG, 2016; Nursing and Midwifery Board of Australia [NMBA], 2019).

The initial search of databases revealed a total of 397 articles using the key words. An additional 47 articles were found using Google Scholar, and a further search of the grey literature found three additional global reports relating to nursing and the SDGs. This provided a total of 447 papers (Figure S1). The initial 447 articles were reviewed, and the research team removed duplicates and any articles not in English. The outcome of this was 275 potentially relevant articles for screening. The abstracts of all 275 articles were screened for relevance to the scoping review question and inclusion and exclusion criteria. The majority of articles removed at this stage either discussed the SDGs with no clear links to nursing; nursing without connections to the SDGs; or the concept of sustainability not specific to the SDGs. This provided a total of 61 articles to be explored for potential inclusion in the scoping review. Articles that focused solely on midwifery and the SDGs without including nursing were then removed. This gave a final total of 35 articles to be included in the scoping review.

The articles consisted primarily of secondary sources, including discussion papers ($n = 21$) and literature reviews ($n = 10$). There were few primary sources, with only four articles found to include original research. Though traditional literature reviews may focus on primary research, the current article applies a scoping review methodology designed to "provide an overview of the existing evidence base regardless of quality" (Peters et al., 2015, p. 142). Therefore, primary and secondary articles have been included in this article. Additionally, the paucity of original research in existent literature reveals a gap, highlighting the need for further exploration regarding nursing and the SDGs.

Stage 4: Charting the Data; Stage 5: Reporting the Findings

The 35 articles were reviewed and key points charted in a spreadsheet to identify connected concepts (Table S1). During this iterative process of analysis, two distinct perspectives on nursing and the SDGs emerged. The first perspective reflects key ideas emerging in the literature regarding nurses as individuals, labeled "the nurse." The second perspective represents key ideas concerning the overall nursing profession, labeled "the profession." Each of these perspectives has several core concepts that will be discussed in the findings.

Findings

The Nurse

A key theme that emerged from the review highlights how nurses largely perceive a disconnect between their role and the SDGs. Nurses can have difficulty in appreciating the relevance of the SDGs to their nursing practice (Griggs, Fernandez, & Callanan, 2017; Richardson, Clarke, Grose, & Warwick, 2019), particularly goals that may not have an obvious connection to health, such as those involving climate and environmental issues (Nicholas & Breakey, 2017). The search found that many scholars emphasize the importance of increasing awareness through education on the SDGs (Dossey, Rosa, & Beck, 2019; Kitt-Lewis et al., 2020; Kurth, 2017), implying that individual nurses may not be familiar with many of the goals or even aware of the existence of the SDGs.

Research highlights that undergraduate nurses experience similar feelings of disconnection, with many struggling to see the relevance of the SDGs to their future nursing careers (Chen & Price, 2020; Richardson et al., 2019). Students have indicated that curricula should focus on patient care and that issues such as sustainability should be included as add-on subjects rather than embedded into curricula (Chen & Price, 2020). Students further suggested that global issues, such as the SDGs, should be avoided in the final year of study, with acute care considered the most important focus to prepare them for practice (Chen & Price, 2020).

Furthermore, the review revealed that individual nurses may be apathetic or overwhelmed by issues related to the SDGs. For example, one study highlighted that nurses can experience feelings of hopelessness towards the complex challenges put forth by the goals (Benton & Ferguson, 2016). In addition, nurses may avoid or deny that global issues such as climate change impact health or even exist (Griggs et al., 2017; Schwerdtle, Maxwell, Horton, & Bonnamy, 2020). Reflecting on the practicalities of working as a nurse, one paper outlined how nurses claim there is not enough time or that they are too busy to be concerned with sustainable development, given the priority of a patient's current health needs (Griggs et al., 2017).

Another reason for a perceived disconnect between nurses and SDGs is the view that nurses may have a narrow health focus (Benton & Ferguson, 2016). In circumstances where nurses are able to recognize their responsibility toward the SDGs, this is largely focused on SDG 3. SDG 3 is often understood as the easiest for nurses to connect to given its clear link to health

(Rosa, Dossey, Watson, Beck, & Upvall, 2019); moreover, scholars acknowledge nurses are central to the achievement of SDG 3 (Cerf, 2019; Gresh, Mena-Carrasco, Rauh, & Pfaff, 2017). Where a nurse gives focus to SDG 3 only, however, they have been labeled by some as "short sighted" (Rosa, Kurth, et al., 2019, p. 637).

Scholars describe that health has a "wider lens" (Rosa, Dossey, et al., 2019, p. 49) beyond the traditional boundaries that focus on the person and the illness, to encompass broader environmental, economic, or social factors, such as education or economic stability (Collins, Ross, Crawley, & Thompson, 2018; Wakefield, 2018). It is argued, however, that some nurses lack an understanding and recognition of how these broader factors influence health (Kitt-Lewis et al., 2020). Failure to recognize the connection between global issues and health has been described as an "endemic blindness" (Griggs et al. 2017, p. 1232). While scholars highlight nurses' focus on SDG 3, several papers acknowledge that meeting SDG 3 is only achievable when the other goals are equally addressed (Collins et al., 2018; Dossey et al., 2019; Lilienfeld, Nicholas, Breakey, & Corless, 2018).

The scoping review highlighted that although there is a perceived detachment from working towards all SDGs, there is also a "call to action" for individual nurses (Kurth, 2017, p. 602). Scholars suggest nurses need to step out of the traditional boundaries of health and recognize how health is impacted by "the world around us" and to "expand their consciousness" (Rosa, Upvall, Beck, & Dossey, 2019). A move toward nurses seeing themselves as global citizens, that is, "people who recognize the growing interconnectedness among individuals, countries, and economies, and who identify as belonging to a world community" (Dossey et al., 2019, p. 49), is identified as the way forward for individual nurses (Cesario, 2017; Dalmida et al., 2016; Kanbara, Yamamoto, Sugishita, Nakasa, & Moriguchi, 2017; Lilienfeld et al., 2018; Rosa, Upvall, et al., 2019; Upvall & Luzincourt, 2019; Wilson et al., 2016). While nurses may be overwhelmed at the complexity and ambitiousness of the SDGs, scholars recognize that contextualizing the SDGs to what is achievable in a local context will contribute to the achievement of the SDGs globally (Rosa, Dossey, et al., 2019).

The Profession

The review revealed that from the perspective of the nursing profession, more attention needs to be given to the SDGs. This is demonstrated through a paucity of primary research into the SDGs. Within this scoping review, only 4 of the 35 articles were based on original research, and of these, 2 focused on SDG 3, specifically discussing universal health coverage (Ajuebor et al., 2019; Pozo-Martin et al., 2017), and 2 on education around SDG 13: climate action (Chen & Price, 2020; Richardson et al., 2019). Several articles found nursing had a role to play in the success of all SDGs (Dossey et al., 2019; Rosa, Upvall, et al., 2019c; Wilson et al., 2016); however, no empirical evidence on how this could be achieved was presented. While nursing academics are talking about the SDGs in the literature through discussion papers and literature reviews, there is a shortage of empirical evidence to demonstrate how nursing is contributing to the SDGs, particularly outside of SDG 3 (Benton & Shaffer, 2016). This presents both a gap and opportunity for future research for nursing academics.

Several global studies were found to have analyzed the voice and role of nursing in policy. Despite being the largest healthcare profession, nursing has been described as inadequately represented in policy and decision making, particularly when compared with medicine (Rosa, Kurth, et al., 2019). The nursing profession is largely missing a seat at the policy table (Lamb, Hofman, Clark, Hughes, & Sukhera, 2020; Premji & Hatfield, 2016), with one paper arguing, "nurses are consistently absent from policy and decision-making tables and nursing knowledge is not being integrated into comprehensive planning" (Rosa, Kurth, et al., 2019, p. 637). Other articles suggest it may be the dearth of scholarship that accounts for the under-representation of nurses in policy (Ajuebor et al., 2019; Benton, Beasley, & Ferguson, 2019; Squires, 2019). These arguments suggest there is a crucial need to educate and strengthen the research capacity of nurses to ensure they can be positioned at the forefront of decision making. This is particularly true in areas such as inequality. For example, nurses often connect with the most vulnerable populations, but their experience is often ignored in the literature due to a lack of research capacity (Squires, 2019). Therefore, if nursing wants its voice to be heard in policymaking and decision making, it needs "to come to the table prepared to provide evidence rather than opinion" (Benton et al., 2019).

However, research capacity is not the only area reported by scholars that requires greater attention. On a global scale, more nurses are needed in the profession if there is any chance of achieving SDG 3 and the universal health coverage target (Benton, Watkins, Beasley, Ferguson, & Holloway, 2020a; Pozo-Martin et al., 2017; Short, Marcus, & Balasubramanian, 2016). For example, an empirical study examining global health workforce statistics focused on 74

countries with the highest infant mortality rates and found that the short-fall of healthcare workers, of which nurses form the greatest numbers, was significantly below that recommended by the WHO to meet SDG 3 (Pozo-Martin et al., 2017). The same research called for a global response to health workforce numbers. Building on this, Cerf (2019) suggested that highly educated health workers, including nurses, should undertake global rotations to educate and mentor others and improve the standard of health care. An opinion paper, however, argued that rather than nurses from high-income countries mentoring those from low-income countries, partnerships should be formed to prevent power imbalances and move from a model of capacity building to one with collaboration and that aligns with SDG 17: partnership (Premji & Hatfield, 2016).

It is not necessarily more nurses in the profession that are needed to meet universal health coverage, but improved education, motivation, and support, all contributing to quality nursing care and the pursuit of SDG 3 (Ajuebor et al., 2019; Cerf, 2019; Upvall & Luzincourt, 2019). This was emphasized in low-income countries, where nurses "are undertrained and inadequately prepared" to meet the needs of people in their care (Uwizeye et al., 2018, p. 193). The health workforce, including nurses, needs to be "adequately supported, equitably distributed, highly trained, available in areas of need and empowered to deliver quality health services for SDGs to translate to practice" (Short et al., 2016, p. 63).

A major concern for the nursing profession that challenges arguments for both increasing nursing numbers and education is a global nursing movement colloquially termed by scholars as "brain drain" (Edwards, Markaki, Shirey, & Patrician, 2020; Pozo-Martin et al., 2017; Short et al., 2016; Thompson & Walton-Roberts, 2019). Brain drain is the migration of educated nurses usually from low-income to high-income countries, which creates significant nursing shortages in both skill and number and further weakens the most vulnerable health systems (Edwards et al., 2020; Pozo-Martin et al., 2017; Short et al., 2016; Thompson & Walton-Roberts, 2019).

Discussion

It is to be noted here that this scoping review largely reflects the perspectives, policy, and educational approaches of nurses from Western countries. The scoping review revealed that 31 of the 35 reports were from high-income countries, demonstrating the dominant lens is that of the Western culture. This is problematic in that the current sustainable development narrative in nursing is understood primarily from the perspective of advanced economies rather than emerging ones. There may be several reasons for this finding, such as the research being conducted in English or a limitation of the selected databases. It may also be owing to the scholars publishing the material largely being located in these regions. However, this dominance is also an interesting observation for this scoping review since it highlights an omission of published materials regarding nursing and the SDGs in low-income countries, an area in need of further exploration and growth. Therefore, in presenting the themes above and the discussion that follows, the authors are mindful that these may be a representation of the perspectives and practices of the countries of the published material. These are, however, still important findings worthy of examination and reflection.

The findings of this scoping review showed that alignment to the SDGs in nursing has received explicit support from global health bodies. The WHO (2020) and ICN (2017) acknowledge that all 17 SDGs are directly or indirectly impacted by health and therefore nursing has a role to play in the achievement of each of the SDGs. The UN has labeled nurses as the backbone of the health system; nevertheless, it details a short-fall of 9 million nurses and midwives globally for achievement of universal health coverage (UN, 2020).

Nursing as a profession is well positioned to impact the SDGs due to the reach of its influence and care, including those with the greatest health inequalities and from the most remote locations (Benton et al., 2020b). And yet, despite the recognition in existing literature, it appears that nursing may be falling short of its ability to impact the SDGs. Issues such as lack of awareness, research, and value on the SDGs; nursing's effect on policy; and shortages on the number and quality of nurses worldwide have been discussed in the literature impacting how both individual nurses and the nursing profession are influencing SDG achievement.

The ICN recognizes that individual nurses may question how the SDGs apply to them and how they can make a difference (ICN, 2017). With the exception of SDG 3 and its clear connection to health, the other SDGs may on the surface appear to be unrelated to nursing care. The ICN, however, is clear that working toward the SDGs is the responsibility of all nurses, concluding "it is the right thing to do" (ICN, 2017). The ICN Code of Ethics, which is followed by nurses in many countries throughout the world, includes elements of the SDGs such as social justice and the

responsibility to "sustain and protect the natural environment" (ICN, 2012). Based on the ICN Code of Ethics and definition of nursing, nurses should not find the requirements of the SDGs unexpected or outside of the responsibilities of a nurse. Many nurses are also already working toward the SDGs (Collins et al., 2018), particularly SDG 3, such as through health promotion of noncommunicable diseases, as well as care of vulnerable populations such as older people and those with mental health issues (Benton et al., 2020a). Nurses, however, may not be aware of or identify a connection to the SDGs through these actions. It is therefore important that education be undertaken to bridge the knowledge gap and contextualize the SDGs (Dossey et al., 2019).

Given the perceived disconnection between nursing and the achievement of the SGDs, it is fair to ask: how can the profession move forward to enlighten and empower nurses to recognize and act on the SDGs? One suggested way forward is through seeking transdisciplinary education, leading to knowledge of complexities external to nursing and broadened ideas and expertise to tackle global challenges (Wakefield, 2018). Nurses must look beyond the SDGs to see how health is impacted by external influences. The Nursing Now campaign and organizations such as STTI provide a solid platform to raise awareness, promote the nursing profession, and educate and empower nurses to recognize their potential to contribute to all of the SDGs.

Raising the profile of the SDGs in nursing will also take considerable support and explicit strategic direction from the world's leading health bodies. At the World Health Assembly in 2000, a pledge was made to strengthen nursing, leading to creation of the Global Strategic Directions for Strengthening Nursing and Midwifery. The most current resolution of the strategic direction (2016–2020) aligns to the SDGs and comprises several themes for growth, including education, leadership, evidence-based practice, policy, and workforce (WHO, 2016). A global cross-sectional analysis was recently conducted to determine individual countries' implementation of the strategic directions, concluding that advancement toward the interventions was insufficient, with over a quarter of the results across the thematic areas returning a response of "not started" and only 19% "complete" (Ajuebor et al., 2019).

Importantly, a key theme arising from the strategic direction was the crucial need to prepare the next generation of nurses to ensure "an educated, competent and motivated nursing and midwifery workforce" (WHO, 2016, p. 14). The strategic direction acknowledges that simply increasing the number of nurses globally is not the solution (WHO, 2016). The argument for an increase in the quality rather than quantity of nurses was reflected in the literature, with several papers arguing that growing the number of nurses without providing support, education, and motivation was not conducive to a move toward universal health coverage (Ajuebor et al., 2019; Cerf, 2019; Upvall & Luzincourt, 2019).

Relating to this workforce issue, current evidence shows there are significant inequities in the distribution of nurses across the globe (WHO, 2020). The mobility and migration of nurses from low-income to high-income countries causing brain drain (Edwards et al., 2020; Pozo-Martin et al., 2017; Short et al., 2016; Thompson & Walton-Roberts, 2019) is an issue that requires attention from the nursing profession. SDG 10 (reduce inequality within and among countries), has "responsible migration" as one of its targets. Thus, nursing should consider how it could contribute to this target to ensure countries are not left with a shortfall of adequately prepared and educated nurses.

Additionally, included in the goals of both the Global Strategic Directions for Strengthening Nursing and Midwifery and the Nursing Now campaign are increasing nursing's contributions to research and evidence-based practice and empowering nurses to contribute to policy (WHO, 2016). Historically in positions where decision making and policy change surrounding health occur, nurses have been underrepresented at all levels. This underrepresentation may be attributed to nurses being primarily women with "ongoing gender imbalances in hierarchical power structures or the traditional professional and power imbalance between medicine and nursing" (Rosa, Kurth, et al., 2019, p. 637). Several articles highlight that education on and investment in research as a profession will move toward ensuring nurses are not left without a seat at the proverbial table where decisions impacting SDGs are often made (Ajuebor et al., 2019; Benton et al., 2019; Squires, 2019).

STTI also recognized this lack of representation at the policy table, finding that while more than half of the healthcare workforce are nurses and midwives, they are often unheard and not afforded leadership positions despite the key role they play in global health. This led to the establishment of the Global Advisory Panel on the Future of Nursing & Midwifery (GAPFON), giving a "voice and vision for the future of nursing and midwifery that will advance global health" (STTI, 2018). Collectively, the ICN, Nursing Now, and STTI are all positive change makers for the profession, leveraging the impact nurses can have on contributing to global issues and specifically the SDGs (Rosa, Kurth, et al., 2019, p. 639).

Education is Key

To move nurses and the nursing profession into greater engagement with the SDGs and to contribute accordingly requires significant investment in nursing education both at an undergraduate and postgraduate level (WHO, 2020). Unfortunately, there is a disparity in the level and quality of education of nurses globally, and the WHO's State of the World's Nursing report calls for an accelerated investment in nursing education, particularly for low-income countries (WHO, 2020).

The WHO also highlights that nursing "curricula must be aligned with national health priorities as well as emerging global issues to prepare nurses" to progress the SDGs, particularly the target universal health coverage (WHO, 2020, p. xix). Many scholars support this and point to the need for a proactive approach to increasing awareness on the SDGs as early as possible in the career of a nurse, and recommend that this be included in undergraduate education. It is not enough for the notion of sustainable development to be an add-on subject. Instead, the SDGs should be integrated across curricula and assessed to maximize their value and perceived importance for undergraduate nurses (Schwerdtle et al., 2020).

Sustainable development principles need to be scaffolded across nursing curricula to (a) establish awareness, (b) build critical thinking, and (c) promote action. Nurses also need to be enlightened on how they as individuals and the wider profession can impact the SDGs, especially outside of SDG 3, and begin to recognize themselves as global citizens who can impact society. Finally, nurses at all levels need to be educated on the importance of research and empowered to take action through collecting empirical evidence to push for a seat at the table, at both a local and global level where decisions are made regarding the SDGs.

Conclusions

The scoping review highlights a paucity of empirical evidence into nursing and the SDGs and discusses two perspectives: from the nurse as an individual and the nursing profession. Studies show that many nurses feel disconnected from the SDGs and may struggle to find relevance outside of SDG 3 to their practice (Griggs et al., 2017; Richardson et al., 2019). Furthermore, the nursing profession needs to continue to strengthen its presence in both scholarship and decision making when it comes to the SDGs. To advance nursing's cause and position as a contributor towards attainment of the SDGs, nursing must conduct meaningful and impactful research into how individual nurses and the

wider profession can influence the SDGs. Increasing awareness on the SDGs and raising the consciousness of how individual nurses can impact the SDGs through education, as well as empowering the profession to take action through research and policy, will greatly strengthen nursing's contribution to the SDGs.

Clinical Resources

- International Council of Nurses. Nurses: A voice to lead: Achieving the SDGs. https://www.icnvoicetolead.com/resources-evidence/
- United Nations. The sustainable development agenda. https://www.un.org/sustainabledevelopment/development-agenda/

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Fig S1

Table S1

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