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Campaign for Action

AT THE CENTER TO CHAMPION NURSING IN AMERICA



Wisconsin Center for Nursing Diversity Toolkit for Recruitment and Retention of Minority Nursing Students

Webinar Summary - June 24, 2015

Presenters:

Barbara Nichols, DNSc (honorary), MS, RN, FAAN Diversity Consultant to the Center to Champion Nursing in America and Wisconsin SIP Project Coordinator

Gloria V. Hawkins, PhD Assistant Vice Chancellor and Director, Chancellor's and Powers-Knapp Scholarship Programs, University of Wisconsin, Madison

Maichou Lor, RN, MS, PhD Candidate, University of Wisconsin, Madison School of Nursing.

With the dramatic increase in the diversity of the U.S. population, the nursing profession needs new strategies to better deliver health care. Raising the number of minorities in the workforce to address the changing demographics of patients requires intentional recruitment and retention practices.

Webinar Goals:

- Describe evidence-based recruitment and retention strategies of underrepresented students
- Identify health outcomes challenges that result from historic and ongoing insufficient representation of minority students
- Promote resources for Action Coalition members to use.

Across the country, there is a movement to advance the field of nursing so that all Americans have access to high quality, patient-centered care in a health care system where nurses contribute as essential partners in achieving success. This national level [Future of Nursing: Campaign for Action](#) is a result of the Institute of Medicine's landmark 2010 report on the [Future of Nursing: Leading Change, Advancing Health](#).

The *Campaign for Action's* field-based teams, the [Action Coalitions](#) (ACs), are leading this movement and are equipping themselves with knowledge gained from technical assistance provided by the Center to Champion Nursing in America (CCNA), a joint initiative of AARP, the AARP Foundation, and the Robert Wood Johnson Foundation. Such technical assistance comes in the form of webinars, face to face interactions, and other facilitated engagements with public policy leaders, content experts, consultants, and Action Coalition peers across the country.

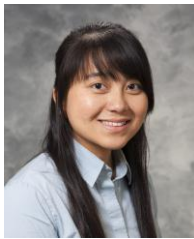


Winifred Quinn, Director, Advocacy & Consumer Affairs CCNA

Today We will hear from the Wisconsin Center for nursing on their Diversity Toolkit for Recruitment and Retention of Minority Nursing Students. This was a product from the RWJF State Implementation Program.

AARP, the Robert Wood Johnson Foundation, and the *Campaign for Action* are committed to increasing the diversity of the nursing workforce, faculty, and leadership. We know that many Action Coalitions are developing strategies and tactics to incorporate diversity into their overall strategic planning.

We encourage every Action Coalition to create diversity action plans using the diversity criteria which is specific, measurable, achievable, realistic, and timely. This webinar is part of a learning collaborative that is one of the resources to help you do just that.



Maichou Lor, RN, MS, PhD Candidate, National Hartford Centers of Gerontological Nursing Excellence; Patricia G. Archbold Scholar School of Nursing, University of Wisconsin-Madison

“Nursing Diversity is Important”

Diversity stands as an essential core value in healthcare and is fundamental to the provision of culturally competent care to an increasing diverse USA population, **Lor** said.

Other benefits of diversity:

- ✓ Improves quality and satisfaction of patient care
- ✓ Improves health outcomes
- ✓ Decreases health disparities
- ✓ Increases access to healthcare

The Nursing workforce currently lacks diversity at both state and national levels. There has been insufficient progress recruiting minorities.

A 2013 survey showed minority nurses represent 18% of RN workforce. The breakdown:

- 6% African American
- 6% Asian
- 3% Hispanic 1% American Indian/Alaskan Native
- 1% Native Hawaiian/Pacific Islander
- 1% American Indian/Alaskan Native
- 1% other nurses
- 83% White/Caucasian

Men comprise 9% of all RNs in 2013 and females 91% of all RNs in 2013

Refer to this website for the survey: <http://www.aacn.nche.edu/media-relations/fact-sheets/enhancing-diversity>.

Minority Nurse Crisis

Projections indicate there is an impending nursing workforce crisis with the shortage of RN's. An inability to recruit & retain nurses from under-represented groups will impede efforts to grow the nursing workforce

Barriers to Achieving Greater Diversity in Nursing Education

- Financial needs of prospective students
- Academic support
- Feelings of isolation
- Potential for racism and discrimination



Barbara L. Nichols, DNSc (hon) MS, RN, FAAN, Diversity Coordinator for Wisconsin Action Coalition and Diversity Consultant, Campaign for Action

Nichols described the Wisconsin “**Recruitment & Retention Toolkit of Minority Nursing Students**” and its background.

Resources for the toolkit came from articles, evidence based research, peer-reviewed articles, websites, certifications, books and reports.

[Developing the Toolkit](#)

Toolkit items were identified by the Diversity Collaborative and members of the Academic and Leadership Collaborative. *Taking the LEAD for Nursing in Wisconsin: Leadership, Educational Advancement & Diversity* RWJF State Implementation Program (SIP) Grant #70696

The toolkit focused on **five** areas that represent universal themes that can be adapted to specific minorities.

- ✓ Building the Nursing Pipeline: Recruitment Strategies
- ✓ Recruitment from Non-Traditional Sources
- ✓ Retention and Integrations Strategies: Academic/Socioeconomic Support
- ✓ Predicting Success of Ethnic Minorities on Nursing Licensure Exams
- ✓ Career Transition Issues and Strategies

The toolkit must be comprehensive, integrated, long-term and institution wide.



Gloria V. Hawkins, Ph.D. Assistant Vice Chancellor and Director, Chancellor's and Powers-Knapp Scholarship Programs, University of Wisconsin, Madison

Hawkins said building the nursing pipeline through recruitment strategies means early identification of prospective students and Introduction to the profession. It's important to retain and graduate students.

Cultivating a Prospective Pool through the Educational Pipeline

- Early Identification of Prospective Students
- Introduction to the Profession via Pre-College Program
- Summer Enrichment Programs
- Academic Year Workshops/Activities
- Partnerships/Collaborations with Public Schools and Community Programs/Agencies

Program Components

- Introduce students to the profession and the key roles nurses play as a health professional
- Positive and Diverse Images of the Profession
- Provide role models for students (mentors)
- Provide Academic and Related Opportunities To Prepare Students To Meet Entrance Requirements for the Nursing Program and To Enter the Profession (requisite courses, volunteer clinical experience, grade point average, and licensure exams)
- Provide opportunities to inform students of the academic and related requirements to enter the profession.

Also, there should be an introduction of the profession after High School Graduation in two- year Technical colleges, four-year colleges and second degree/second career opportunities.

Recruitment from Non-Traditional Sources

- ✓ Forming partnership with minority communities organizations (e.g. minority churches, professional, social groups, fraternities and sororities, alumni mailing lists)
- ✓ Bridge programs: with para-professional job programs (e.g. military, paramedics, etc.)
- ✓ Alternative pathways
- ✓ Outreach Programs/Activities

Partnerships

Partnerships with minority organizations are invaluable to extend the work of Action Coalitions. Explore the following;

❖ Minority Churches



“We want students to strive for excellence, not mediocrity,” says Gloria Hawkins at the University of Wisconsin, Madison

- ❖ Minority Focused Community Organizations including Social Groups (100 Black Men, The Links, Jack & Jill); Professional Groups (National Negro Council of Women); Minority Fraternities and Sororities (Black, Latino, and Asian organizations that are active on college campuses and in the community, especially in the black community).
- ❖ Four – Year Colleges and Two-Year Community/Technical Colleges
- ❖ Articulation Agreements
- ❖ Academic Enrichment Summer Programs

❖ Semester Exchange Programs

Outreach Programs/Activities

- ❖ Recruitment Fairs Sponsored by Health Organizations – Health Profession Schools; Hospitals; Societies/Organizations; Professional Groups; Conferences,
- ❖ Advertise via Print Media, Radio and TV. Use Social Media especially if your target audience is young.
- ❖ Career Workshops/Presentations to Women’s Groups, Minority-based Organizations, Community Agencies, churches, high schools, and 2 and 4 year postsecondary institutions.
- ❖ Mailings with follow-up to high schools, colleges/universities (programs and departments).
- ❖ Bridge Programs with Para-Professional Job Programs (paramedics, etc.)
- ❖ Alternative Pathways

Nichols underscored the importance of addressing academic, financial, social, and aspirational barriers.

Working to attract minority students requires nursing leaders to be aggressive and innovative, she said.

“You have to be consistent and be in it for the long haul”

Institutional Support Services

- ❖ Financial support
- ❖ Academic support
- ❖ Early Identification and Intervention Services
- ❖ Active Learning Opportunities
- ❖ Student Self-Assessment Tool (e.g. Monitoring and Tracking Academic Progress)

Personal and Social Support

- ❖ Faculty and staff support and modeling
- ❖ Family support
- ❖ Mentoring to become familiar with and understand the culture of nursing
- ❖ Exploring new and different support strategies

Barriers to Success

It's important to Identify barriers that hamper retention of students such as

- ❖ Insufficient Financial Support
- ❖ Lack of Academic Preparation
- ❖ No Adequate Support Network

Must Provide Support Services To Enhance

Retention and Yield Academic Success

1. **Financial Support**

- ❖ Scholarships
- ❖ Work-Study/Student or Project Assistant Positions
- ❖ Grants
- ❖ Loans
- ❖ Forgiveness Loans

2. **The need for Academic Support**

- ❖ Academic Advising Service
- ❖ Early Identification and Intervention Services
- ❖ Active Learning Opportunities

Hold a first Year Seminar to bring pre-nursing students in contact with faculty early in the training program.

Learning Communities – Particularly good to bring pre-nursing students together early in their academic program where they take classes together based on a particular theme or topic.

Service Learning – Provide opportunity to connect content within the classroom and with practice or project.

- ❖ Tutorials and Supplementary Instruction
- ❖ Skills Building and Test Preparation
- ❖ Student Self-Assessment Tool (Monitoring and Tracking Academic Progress)

Mentoring support to be apprised of the academic expectations for entering the profession. Reinforce information from an academic advisor, but in a less threatening manner.

3. **Personal and Social Support**

- ❖ Identify Ways for Students to Develop a Support Network Other Than Faculty/Staff (Peer Group Activities; Community Resources – church, social/professional organizations)
- ❖ family/spouse/partner support group; community or campus service groups
- ❖ Faculty and staff support and modeling.
- ❖ Mentoring to become familiar with and understand the culture of nursing.
- ❖ Co-curricular activities within nursing to provide additional opportunities for professional socialization.
- ❖ Counseling Services or referrals
- ❖ Formal and informal meetings with the mentors
- ❖ Opportunities to interact with positive role-models within nursing.

Predicting Success of Ethnic Minorities on Nursing Licensure Exams

Requires specific strategies for effective outcomes

- ❖ Multiple strategies utilized concurrently
- ❖ Standardized tests coupled with independent study modules and remediation
- ❖ Review courses coupled with mentoring

Didactic courses on:

- ❖ Test taking skills
- ❖ Computer skills
- ❖ Stress management
- ❖ Problem solving
- ❖ Critical thinking

Career Transition Issues and Strategies

After getting that first job, nurses need academic, financial and social help.

- ❖ Implement successful mentoring, coaching, and individualized career advisement
- ❖ Professional development opportunities (e.g. attend conferences, leadership forums/symposiums)
- ❖ Budget for professional opportunities including national programs (e.g. Harvard leadership development program)

Hawkins said opportunities for professional growth should be available to retain nurses. Identify characteristics that successful students and professionals have

- Provide Mentors
- Strong Support Network
- Highly Organized and Focused
- Goal Oriented
- Develop a Plan to Reach Goals
- Understand the Culture of the Profession or Organization

Identify students or young professionals who have some of those characteristics and the potential to become leaders.

- ✓ Develop a Plan to Mentor Prospective Leaders
- ✓ Determine Objectives
- ✓ Key Components of the Plan should include
- ✓ A strong or successful mentoring program
- ✓ Coaching on an ongoing basis
- ✓ Individualized career advisement
- ✓ Professional Development Opportunities (attend conferences; participate in leadership forums/Symposiums)
- ✓ Budget for professional opportunities including national programs like the leadership development program at Harvard.

Summary

Nursing work force lacks diversity at all levels

Addressing these following five initiatives are critical:

- 1) Building the Nursing Pipeline: Recruitment Strategies
- 2) Recruitment from Non-Traditional Sources
- 3) Retention and Integrations Strategies: Academic/Socioeconomic Support
- 4) Predicting Success of Ethnic Minorities on Nursing Licensure Exams
- 5) Career Transition Issues and Strategies

Visit this website for the toolkit:

<http://www.wisconsincenterfornursing.org/wiAC-LearningCollaboratives%20-%20Diversity.html>

A question asked at the webinar was that some schools were only taking the “crème of the crop” students, in order to increase their passing rates. What can be done?

Hawkins said medical schools in particular could really benefit from looking at their applicants in a more holistic way. Consider applicants for their compassion and their exposure to the profession, she said.

The GPA should not be the only factor for admission, said Hawkins, and is not a predictor of whether a person will be a good nurse and offer good quality care.

The IOM's recommendations include: the need for more advanced education of registered nurses; nurses leading innovations in health care and being appointed to decision making bodies; all nurses practicing to the full extent of their education and training; a more diverse nursing workforce and faculty; and more interprofessional collaboration among nurses, physicians, and other members of the health care team in the educational and clinical environments.

For more information from the Center to Champion Nursing in America about this webinar, technical assistance or other questions related to the *Future of Nursing, Campaign for Action* contact Michael Pheulpin at MPheulpin@aarp.org or 202-434-3882.

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