Today’s Webinar

• Examine the impact of historical trauma on Indian education and learning.

• Discuss cultural, academic, and social support strategies that aim to promote student success in nursing programs.

• Explore opportunities for partnerships between Action Coalitions and nursing education programs.

Winifred V. Quinn, PhD, FAANP (H)
Director, Advocacy and Consumer Affairs
Center to Champion Nursing in America
Today’s Facilitators

Lisa Martin, PhD, RN, PHN, AHN-BC
President, National Alaska Native American Indian Nurses Association
Associate Professor, St. Catherine University

Regina Eddie, PhD, RN
Assistant Professor, Northern Arizona University
Diversity Consultant, Center to Champion Nursing in America
Today’s Presenters

Beverly Warne, MSN
Nurse mentor and coordinator, Native American Nursing Education Center, South Dakota State University, College of Nursing Rapid City; member of the Oglala Sioux tribe

Misty Wilkie, PhD, RN
Immediate past president, National Alaska Native American Indian Nurses Association (NANAINA); Associate professor at Bemidji State University; member of the Turtle Mountain Band of Chippewa

Joan M. Gallegos, MSW, RN
Director, community engagement, HealthInsight Utah
Successful Ways to Meet the Needs of Native American Nursing Students                         July 17, 2018

Beverly Stabber Warne, MSN
Nurse mentor and coordinator
The College of Nursing improves health and the quality of life for people in South Dakota, the region, the nation, and the world. The College strives for excellence in undergraduate and graduate education, research, scholarship, and health services to diverse individuals, communities, and populations across the life span.

Native American Nursing Education Center (NANEC) Mission:
Increase Native American nursing workforce in the Great Plains.

Bachelor of Science in Nursing, Master of Science in Nursing, Doctor of Nursing Practice, and PhD in Nursing
Reservations in South Dakota

(Source: S.D. Department of Tribal Relations)
Historical Trauma

**Definition:** Cumulative emotional and psychological wounding over the life span and across generations, emanating from massive group trauma. Historical unresolved grief accompanies that trauma. *(Source: Brave Heart, 1998, 1999, 2000)*

**Impact on learning:**
- Feeling of not belonging
- Low self-esteem
- Anger
- Grief
NANEC Support System

NATIVE AMERICAN NURSING STUDENT SUPPORT

Financial

Academic

Social

Cultural

SOUTH DAKOTA STATE UNIVERSITY COLLEGE OF NURSING
Financial

- Emergency funding
- Stipends
- Scholarship and outside funding
- Financial well-being with SDSU extension
- Community partners
Academic

- Academic advising
- Tutoring
- Resource room
- Conferences
Cultural

- Wohanpi Na Wounspe (Soup and Learn)
- Honoring ceremony
- Talking circle
- Community and higher education partners
  - BHSU-RC Student Club, He Sapa
  - GPTCHB
Social

- Student lounge
- Study pods
- Mentoring program
- Student and community outreach
Misty Wilkie, PhD, RN
Associate professor
Bemidji State University

NIGANAWENIMAANAANIG
PROGRAM
Background

Minorities comprise 10 percent of the nursing workforce
- American Indians average 0.4 percent
- Bemidji population is 21 percent American Indian

Bemidji-area Indian Health Services reported 15 of 72 nurses employed at the three federal facilities were American Indian (2016)

American Indians admitted to BSU four-year nursing program:
- 2014 – 1
- 2015 – 3
- 2016 – 1
- 2017 – 5
### Niganawenimaanaanig Student Requirements

- Agree to intensive/intrusive monitoring for academic progress
- Participate in weekly mentor meetings
- Must attend tutoring for any course with a C or less
- Must participate in monthly cultural activities
- Must attend Niganawenimaanaanig group gatherings twice per semester

Students admitted to nursing program receive $2,000/semester in tuition assistance and up to $500/month stipend
Internal Partners

- Dr. Faith Hensrud, BSU/Northwest Technical College president
- Admissions
- Center for Extended Learning (RN-to-BS program)
- Career services
- TRIO
- Financial aid
- American Indian Resource Center
External Partners

- Bois Forte
- Leech Lake
- Mille Lacs
- Red Lake
- White Earth
- Outreach to Fond du Lac
- Future outreach to Lower Sioux, North and South Dakota tribes
Lessons Learned for Student Success

- Require weekly study sessions
- Develop cohesiveness of cohorts and all Niganawenimaanaanig students
- Encourage students to communicate with faculty
- Provide budgeting skills
Joan M. Gallegos, MSW, RN
Director, community engagement
HealthInsight, Utah

MEETING THE NEEDS OF UTAH’S NURSING STUDENTS AND RNS FROM DIVERSE BACKGROUNDS
About the Utah Action Coalition for Health (UACH):

- Created in 2012 in response to the Institute of Medicine (IOM) report *The Future of Nursing: Leading Change, Advancing Health*

- One of the first Future of Nursing: *Campaign for Action* Action Coalitions

- Received grant funding from the RWJF State Implementation Program (SIP) for four years to work on the IOM recommendations
Overview of the UACH Work

Four years of funding (2013–2017) built:
- Statewide nurse residency programs
- APRN fellowships
- Academic progression of RNs; increase in the number of RNs serving on boards; and diversification of the Utah nursing workforce

Current focus: Building a Culture of Health, including matching nurses with community population health projects

HealthInsight serves as the “backbone” organization for the UACH
SIP 1 and SIP 3 Priorities: 
*Increase the Diversity of Utah’s Nursing Workforce*

- Created Unidos en Utah/National Association of Hispanic Nurses.
- Worked to create a state nursing data center.
- Developed a statewide nursing diversity plan.
- Created “Explore the Many Exciting Career Opportunities in Nursing” brochure.
- Talked with middle and high school counselors at the annual Counselor Association conference.
- Educated students about a potential nursing career.
- Attended the Colorado Center for Nursing Excellence’s workshop on diversity and mentoring.
Building a Culture of Health

• Robert Wood Johnson Foundation vision:

   *Where everyone has the opportunity to live a healthier life.*

• Our Action Coalition believes strongly that our state’s nursing workforce should be representative of the diversity of our citizens and the patients Utah nurses care for.
Social Determinants of Health

Conditions in which people are:
• Born
• Grow
• Live
• Work
• Age

Are mostly responsible for:
• Health inequities
• Unfair and avoidable difference in health status

These circumstances are shaped by the distribution of money, power, and resources at global, national, and local levels.

Source: World Health Organization
http://www.who.int/social_determinants/themes/healthsystems/en
Social Determinants of Health

• The way health systems are designed, operated, and financed acts as a powerful determinant of health.

  Source: World Health Organization
  http://www.who.int/social_determinants/themes/healthsystems/en/

• The nursing education system and workforce often operate in a manner that is less accessible for students from diverse backgrounds to obtain higher education degrees and to enter the profession.
Student Diversity 2014–2016

Non-Caucasian Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>DNP</th>
<th>MSN</th>
<th>BSN</th>
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<tbody>
<tr>
<td>2014</td>
<td>10%</td>
<td>6%</td>
<td>5%</td>
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<tr>
<td>2015</td>
<td>10%</td>
<td>9%</td>
<td>6%</td>
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<tr>
<td>2016</td>
<td>18%</td>
<td>17%</td>
<td>15%</td>
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Hispanic Enrollment

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<th>Year</th>
<th>DNP</th>
<th>MSN</th>
<th>BSN</th>
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<tr>
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<tr>
<td>2015</td>
<td>16%</td>
<td>7%</td>
<td>5%</td>
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<tr>
<td>2016</td>
<td>18%</td>
<td>2%</td>
<td>1%</td>
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State and National Workforce Comparisons  
Utah Medical Education Council Data 2017

<table>
<thead>
<tr>
<th></th>
<th>American Indian</th>
<th>Pacific Islander</th>
<th>African American</th>
<th>Caucasian</th>
<th>Asian</th>
<th>Non-white</th>
<th>Hispanic/Latino</th>
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</thead>
<tbody>
<tr>
<td>National Population</td>
<td>1.20%</td>
<td>0.20%</td>
<td>13.20%</td>
<td>77.70%</td>
<td>5.30%</td>
<td>19.90%</td>
<td>17.10%</td>
</tr>
<tr>
<td>National Workforce</td>
<td>1.00%</td>
<td>1.00%</td>
<td>6.00%</td>
<td>83.00%</td>
<td>6.00%</td>
<td>14%</td>
<td>3.00%</td>
</tr>
<tr>
<td>Utah Population</td>
<td>1.50%</td>
<td>1.00%</td>
<td>1.30%</td>
<td>91.60%</td>
<td>2.30%</td>
<td>6.10%</td>
<td>13.40%</td>
</tr>
<tr>
<td>Utah Workforce</td>
<td>0.50%</td>
<td>0.40%</td>
<td>0.70%</td>
<td>92.90%</td>
<td>1.80%</td>
<td>3.40%</td>
<td>2.20%</td>
</tr>
</tbody>
</table>

Table: State and National Workforce Comparisons
- **American Indian**: 1.20%, 1.00%, 1.50%, 0.50%
- **Pacific Islander**: 0.20%, 1.00%, 1.00%, 0.40%
- **African American**: 13.20%, 6.00%, 1.30%, 0.70%
- **Caucasian**: 77.70%, 83.00%, 91.60%, 92.90%
- **Asian**: 5.30%, 6.00%, 2.30%, 1.80%
- **Non-white**: 19.90%, 14%, 6.10%, 3.40%
- **Hispanic/Latino**: 17.10%, 3.00%, 13.40%, 2.20%

Graph: Bar chart comparing the state and national workforce percentages of various ethnic groups.
Lessons Learned From Nursing Diversity Work

- Science teachers are more likely to serve as mentors and motivators
- Involving families is crucial
- Counselors have antiquated view of nursing
- State Office of Education materials on nursing often perpetuate the perception of nursing as technical versus professional
- Students from diverse backgrounds do not want to feel “singled out” with special programs targeted to them
Overview of Nursing Innovations Grant to Increase Nursing Diversity

- Conduct outreach to middle and high school counselors and science educators
- Implement a student mentoring and support system
- Increase the number of diverse nurses on community boards
Barriers: It is hard for Native students to adjust socially with non-Natives when away from home.

- Lack of advisers who are Native and can relate to students
- Homesickness, moving away from home
- Difficulty finding scholarship opportunities
- Spotty Internet access on the reservation
Gallup, N.M., is doing well in recruiting and retaining Native American nurses.

Outreach nursing programs are needed.

Nursing educators need to go where the students are.

Online programs coupled with travel to improve distance learning.

Stackable nursing credentials and educational progression.
Recommendations for the nursing pipeline

• Invite students for a two-day conference on science and medical careers
• Build on work of the University of Utah and Utah Valley University
• Better prepare future nursing students in high school, e.g., offer readiness courses in science, math
• Involve the family unit
• Help students meet deadlines
Contact Information

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Wrap-Up

Questions for the Audience:
How will you integrate what you learned from this webinar into your work?

Press *1 on your telephone key pad to answer or ask a question
(Please be sure to record your name after the prompt)
OR
Use the “chat” feature to send “everyone” a question.

If you are having trouble asking a question, please click the “Raise Hand” button on the bottom right of your screen.