

Building on Student Assets to Grow a Successful & Diverse Nursing Workforce

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Introduction: Background on Project

- HRSA-funded Nursing Workforce Diversity (NWD) grant in Year 4 of 4
- Received AACN Diversity & Inclusion support
- Purpose: enroll, retain, & graduate eligible full-time BSN students from disadvantaged backgrounds to:
 - increase awareness about nursing as a profession
 - aid in creating a pipeline to develop strong, diverse BSN students to meet future workforce needs
 - address social determinants of education (SDE) having negative impacts on college students by:
 - increasing access to nursing education
 - promoting equitable educational, safety, & health conditions to reduce disadvantages
 - develop students' own advocacy for social justice during course of their education & participation in the diversity project
 - improve nursing workforce diversity by preparing socially responsible BSN-prepared RNs from underserved backgrounds, competent in addressing health disparities, inequities, & SDE

Race/Ethnicity	White	African American	Hispanic /Latino
Wisconsin RNs Source: WCN DWD 2018 RN Summary Report	94.2%	2.0%	2.0%
Wisconsin Population Source: 2018 U.S. Census Bureau	87.3%	6.7%	6.9%
U.S. RNs Source: 2018 National Council of State Boards of Nursing	80.2%	6.2%	5.3%
U.S. Population Source: 2018 U.S. Census Bureau	76.6%	13.4%	18.1%

- Students from economically and educationally disadvantaged & URM backgrounds face unique barriers & inequities impacting college retention & success, perpetuating lack of diversity in nursing profession
- Increased diversity of race, ethnicity, gender, & geographic distribution in nursing workforce would:
 - * contribute to improved access to care in U.S.
 - * help achieve health equity

Population, Sample, Setting

- 111 BSN students from disadvantaged & URM backgrounds are active participants in project (average: AYs 2016-19, entire BSN class of 588)
 - 24% of entire BSN class are from disadvantaged backgrounds
 - 55% of those are economically disadvantaged
- Located at Marquette University in College of Nursing:
 - private Jesuit Catholic institution
 - located in western downtown Milwaukee, Wisconsin
 - a predominantly white institution (~80%) in a highly segregated city

Federal Disclaimer*

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Method: Student Asset Building & Mentorship



Preferable to deficit-thinking that can result from focusing on SDE Students bring powerful assets from:

- challenging life stressors
- experiences that often result in perseverance & resilience

Necessary to create a safe space to listen to the students' individual stories & then:

- help identify strengths developed & reflect these strengths back
- help identify individual students' internal & external challenges and develop strategies for success
- help build students' beliefs in themselves
 - trust in their own instincts
 - faith in their own unique creativity & genius

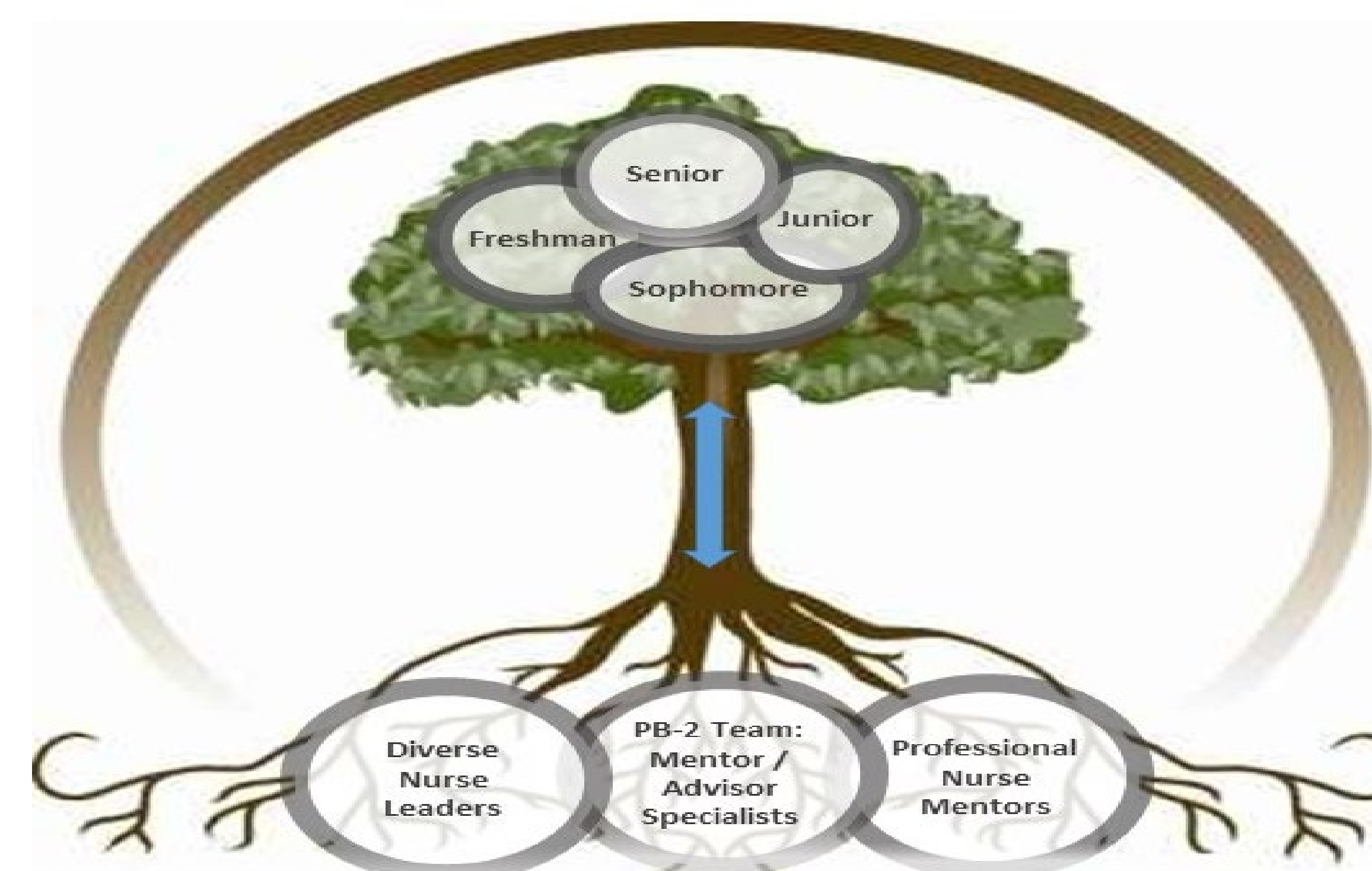
Provide energy to face ongoing struggle to unlearn years of SDE effects:

- have encountered limited options
- often met negative implicit assumptions about their potential

Offer learning environments of safety & belonging as part of an overall & wide-ranging climate of inclusive excellence in which:

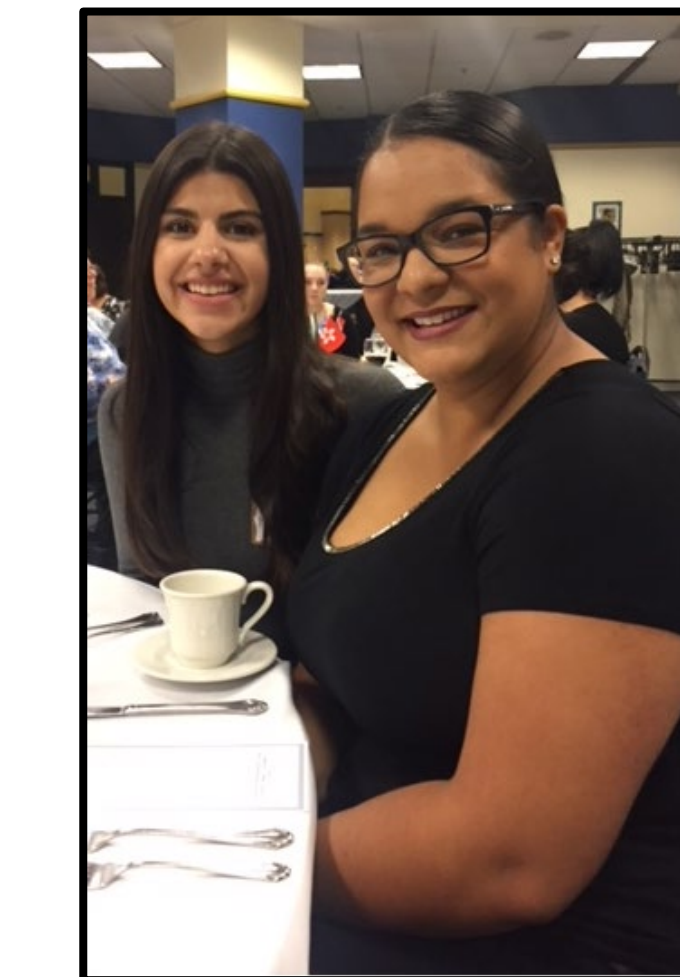
- each student matters
- can feel personal pride in expressing own unique diversity

Comprehensive Mentoring System



Comprehensive mentoring at core, includes multiple approaches & goals:

- Build positive community with academic exchanges & social activities
- Develop professional networks & socialization



1. PEER-TO-PEER MENTORING CIRCLES

- Groups of juniors & seniors mentor freshmen & sophomore students
- Share Knowledge and experience in supportive family-like groups

2. PROFESSIONAL RN MENTORING FOR BSN STUDENT LEADERSHIP DEVELOPMENT

- Create dyads with interested juniors & seniors with local RNs
- Encourage dyad contact at least 1-2 times/month (e.g., email, text, phone, in-person when possible)

3. MENTOR/ADVISOR SPECIALISTS & NURSE TUTOR SPECIALIST COMPRISE AN ALL-RN STAFF THAT OFFERS:

- Individual assessments & learning styles awareness
- Intensive individualized & group work to best meet unique needs for academic success
- Exploration of need to seek help early & ways to do so
- Facilitation of communication with faculty & advisors as needed
- Review of midterm grades:
 - * staff decides who needs immediate follow-up & has weekly check-ins for struggling students, for iterative help
 - * follow-up on joint plans made to develop effective study habits & address other concerns, using campus resource referrals
- Staff follow-up:
 - keep progress notes to track responses & apprise project team
 - need mutual team support to maintain their intensive efforts

Results & Conclusion

- Frequent meetings with all-RN staff:
 - 1:1 discussions occur repeatedly to develop individualized skills
 - numerous group activities, both structured and unstructured, build community, promote student success & socialization, & convey general information widely, including tutoring by a recent alumna
 - peer mentoring circles & RN-BSN mentor dyads grown in number & size, with quite consistent interest in varied mentoring methods
- Student success data:
 - cumulative GPA = 3.40 Fall 2020, range of 3.25-3.45 previously
 - overall 90% retention rate of BSN project participants annually
 - 13 graduates in AY 2018-2019, with 100% NCLEX pass rate for project SNs & 94% for entire College (n=134)
- Results among BSN student participants, mentors, & alumni:
 - evaluations of experiences are consistently positive
 - 3-year College average: 24% of 400 BSN graduates work in medically underserved areas (MUAs)
 - develop heightened awareness of SDE & mitigation
 - bring increased diversity into healthcare system as future RNs
 - participation develops leadership & approaches to advocate for personal, professional, & community equity & social justice