



Transforming nursing education through collaboration:
Breaking down barriers for diverse students



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There is disparity in the racial and ethnic make-up of the nursing workforce. Preparing a competent and diverse workforce is a priority in working toward eliminating health disparities. Collaboration with community partners and schools to recruit diverse students and establishing early intervention programs can improve both program diversity and outcomes.

Background

- Minority nurses represent only 16.8% of the nursing population, yet, the minority population of the U.S. is 22% and expected to rise to over 50% by 2043 (U.S. Department of Labor, 2015).
- Increased numbers of minority nurses are needed to provide culturally appropriate care to a growing racially and ethnically diverse U.S. population.
- Recommendations from the Institute of Medicine (2011), the National League for Nursing (NLN) (2016), and the American Association of Colleges of Nursing (2015).

Purpose

Community partnership for pre-nursing students.

Goals:

1. Recruit students from diverse backgrounds
2. Retain 60% of the enrolled students through to the enrollment in nursing courses and graduation within six years;
3. Partner with major healthcare providers to employ 80% of the students as State Tested Nursing Assistants (STNA); and
4. Achieve an 80% satisfaction rating from programming evaluations.

Somewhere over the Rainbow









Methods



- Strategies to engage the community
 - Foundations
 - Schools
 - Healthcare agencies
 - University

Barriers

The *fool*
doth think
he is *wise*



but the wise man
knows himself
to be a *fool*.

WILLIAM SHAKESPEARE

SUCCESS



**WHAT PEOPLE THINK
IT LOOKS LIKE**

SUCCESS



**WHAT IT REALLY
LOOKS LIKE**

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IT LOOKS LIKE
WHAT PEOPLE THINK

LOOKS LIKE
WHAT IT REALLY













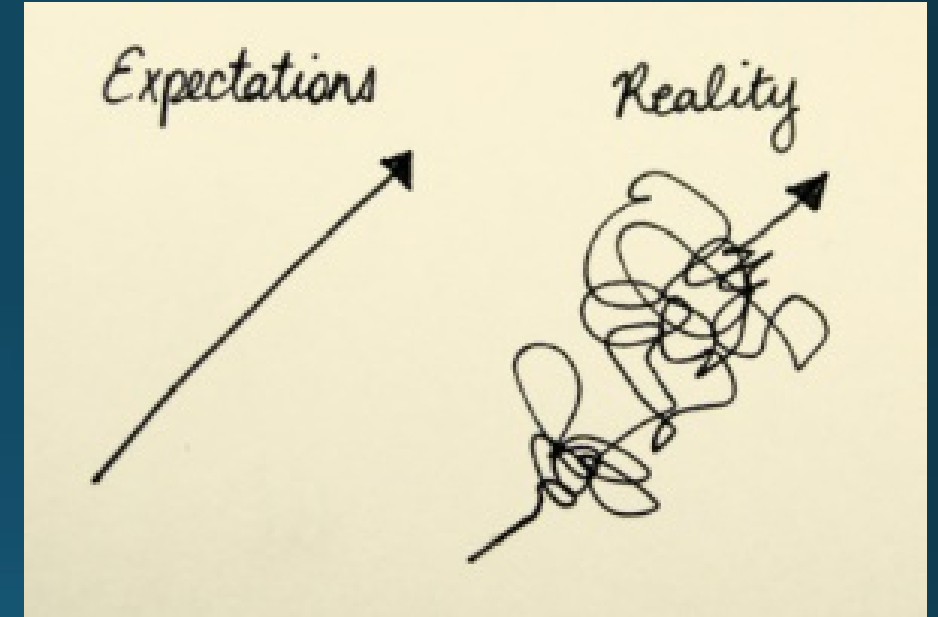
Results

August 2017 Cohort (n=11)

- Of the 11 students recruited, 72% met the definition of diverse.
- Retained 60% of the students at Ursuline College; 30% in the major.
 - Retention rate for students admitted in 2016 before implementation was 26% at the college (in major or at Ursuline)
 - GPA's ranged from 2.3 to 3.8 (Mean 3.0). Mean GPA for the fall 2016 cohort, which did not have a success program, was 2.2. [t -value = 1.94968. p = 0.033]
- Satisfaction data from programming evaluations ranged from 75% to 100%

Results

- August 2017 Cohort (n=10)
 - Unforeseen circumstances:
 1. Major change
 2. Financial hardship
 3. Unrealistic self-perception
 4. Family issues



Results

- August 2018 Cohort (n=15)
 - Of the 15 students recruited, 87% met the definition of diverse.
 - Retained 47% College; 27% (4 students) in the major
 - GPA's ranged from to 2.52 to 3.93, with the mean score of 2.99.
 - Mitigating issues affecting performance: average cumulative GPA is 3.15.
 - Satisfaction data from programming evaluations averaged 4.2 on a 5 point scale.

Results

- August 2018 Cohort
 - Unforeseen circumstances affecting goal achievement include:
 1. Student compliance decreased
 2. Connection and commitment of coordinator #2
 3. Reset
 - Changes in stipend allocation and tutoring schedules are resulting in improved compliance and attendance this semester



Spring 2020: August 2018 cohort

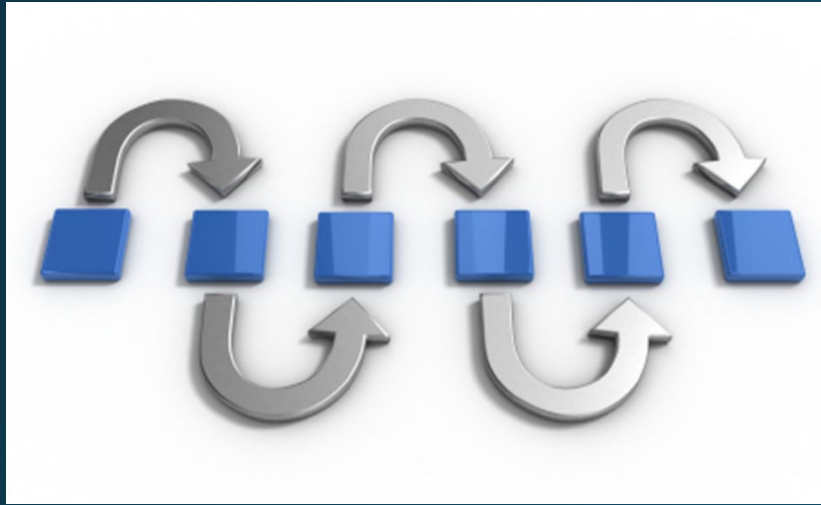
- 27% of students progressing into nursing courses
- 20% of students failed science pre-requisites (OOP)
- Remainder enrolled in science courses after one failure in nursing pre-requisites
- Retention: 47% of original 15 students

Groundhog Day



- Preparedness for academics
- Trauma informed education
- Faculty preparedness
- Commitment

Future Considerations







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