Sigma Theta Tau 25th International Nursing Research Congress
Transforming Healthcare through Educational Diversity: Academic Health Center Pipeline Project

Greer Glazer, RN, CNP, PhD, FAAN
Associate VP Health Affairs Sciences
Dean, College of Nursing
Principal Investigator

Elizabeth King, PhD
Dean, College of Allied Health
Co-Principal Investigator

Tammy Mentzel
Research Associate, College of Nursing
Manager

Karen Bankston, PhD
Associate Dean for Clinical Project Practice, Partnership and Community Engagement
College of Nursing

Tracy Pritchard
Research Associate/Grant Writer
College of Nursing

July 24, 2014

* Funded by UC Provost’s Office
Greetings, from the University of Cincinnati!
Multidisciplinary Task Force:

- College of Allied Health Sciences
- College of Business
- College of Medicine
- College of Nursing
- College of Pharmacy
- College of Arts and Sciences
Purpose:

• Assess and develop a plan to recruit underrepresented high school students into the AHC’s Colleges

• Underrepresented
  – Economically disadvantaged
  – Ethnically and racially diverse
  – First generation college student
IOM’s report *Unequal Treatment* documents direct link between shortage of underrepresented health care providers and poorer health outcomes for diverse patients.

Studies show patients prefer racially and ethnically similar providers.

Demographics of current health care workforce does not match the demographics of the Greater Cincinnati community.
Literature Review:

- Search terms – educational pipeline health care providers and evaluation of educational pipelines
- 35 articles reviewed; published between 2000 and 2012
- Gaps in literature regarding evaluation and outcome measures
Summary from Literature Review

Early Exposure
- cultivate interest
- staff development
- parental support
- early, frequent & positive influences with health care professionals
- enrichment programs
- reforms in educational system
- barriers include: lack of education, information, aspiration, access issues

Transitioning
- enrichment/bridging programs
- facilitate application process and support underrepresented minority (URM) applicants
- diversity written in mission statement; changes in policies;
- effective recruitment; strong administration commitment
- barriers include: URM entering foreign environment, academic barriers, application process

University
- programs that assist with retention/support
- grants/scholarships, loans, guaranteed employment in underserved communities
- promote success/retention of URM faculty
- expand pool of URM and non-URM mentors for URM students
- protected time for faculty who engage in URM mentoring
- develop tracking mechanisms; formal evaluation

Professional Work Force Development
- programs aimed at developing existing workforce
- continuous professional development
- specialization or career development


Across the total pipeline
- spirituality/cultural values
- work exposure
- diversity in mission statement
- role models
- research
- community involvement
- mentoring
- evaluation/tracking
Early Exposure:

- Cultivate interest
- Staff development
- Parental support
- Early, frequent & positive influences with health care professionals
- Enrichment programs
- Reforms in educational system
- Barriers include: lack of education, information, aspiration, access issues
Transitioning:

- Enrichment/bridging programs
- Facilitate application process and support underrepresented minority (URM) applicants
- Diversity written in mission statement; changes in policies
- Effective recruitment; strong administration commitment
- Barriers include: URM entering foreign environment, academic barriers, application process
University:

- Programs that assist with retention/support
- Grants/scholarships, loans, guaranteed employment in underserved communities
- Promote success/retention of URM faculty
- Expand pool of URM and non-URM mentors for URM students
- Protected time for faculty who engage in URM mentoring
- Develop tracking mechanisms; formal evaluation
Professional Workforce Development:

- Programs aimed at developing existing workforce
- Continuous professional development
- Specialization or career development
Method:

- 4 interviews with other universities who have “best-practice” educational pipeline programs
- 20 community town hall meetings
- Qualitative data analysis
- UC IRB approved
Best Practice Interviews:

Ohio State University
Temple University
University of Illinois at Chicago
Virginia Commonwealth Universities

• Interviewed pipeline leadership using interview guide
• Questions: components, criteria, objectives, strategies, barriers, funding, sustainability
• All reported difficulty tracking outcome measures
Educational Town Hall Meetings:

Hughes STEM High School
Lakota West High School
Winton Woods High School
Woodward Career Technical High School

• Focus group with teachers, guidance counselors and principals using interview guide
• 22 participants
• What do students need to influence decision to enter health care field, what do teachers need?
• Selected based on high proportion of underrepresented students with academic strengths
Neighborhood Town Hall Meetings:

Avondale  
Price Hill  
Forest Park  
Sharonville/Evendale  
Lincoln Heights  
West Chester/Liberty Township

• Focus group with neighborhood stakeholders using interview guide
• 48 participants
• What do parents need to assist their child to enter health care field, what do students need to be successful in school?
• Respective neighborhoods of high schools
Professional Community Town Hall Meetings:

Agenda 360
CCHMC
Greater Cincinnati Foundation
Strive
Success by 6
United Way K-12 Continuum

Bridges for a Just Community
Cincinnati State Technical & Community College
Greater Cincinnati Health Council
Partners for a Competitive Workforce
United Way
Urban League of Greater Cincinnati

• Focus group with professional community stakeholder groups using interview guide
• 14 participants
• How health care careers factor into economic success and health of individuals in community, what new initiatives should be explored?
Student Town Hall Meetings:

UC’s Emerging Ethnic Engineers (E3) program
UC Student Town Hall – East and West campus
Central State University

- Focus group with students using interview guide
- 33 participants
- What do students need to be successful in school?
- What are the resources that underrepresented students need to pursue career in health care?
FINDINGS

Broad Goal of Pipeline Program:

• Unleashing Affinity for and Achievement in Health Care Professions
Themes:

- Augmenting student capability
- Enhancing parental competence
- Enlisting potential collaborators
Augmenting Student Capability:

• Academic support
• Building confidence
• Dealing with individuals
• Opening up the possibilities
• Tutoring
• Math & science fun
• Summer bridge
• Early development
• OGT & SAT prep
• Internships; projects
• National Association to provide training to advisors

• Peer tutoring
• Encouragement from teachers/guidance counselors
• Health careers imbedded in curriculum
• Ready for college course work
Building Confidence:

- Skill building
- Communicate academic expectations
- Help support “can do this” attitude
Dealing with Individuals:

- Not blanketing issues
- Dealing with health issues like ADHD
- Start with the basics
Opening up the Possibilities:

- Early exposure
- Exposure over time
- Exposure to various health careers
- “I can do it; others like me have”
- Internships

- Empowerment
- Remove biases and stereo-types; “don’t pigeon hole students”
- Shadow programs “Tap MD”
Enhancing Parental Competence:

- Finances
- Parental support
- Process
- Trust
Finances:

• Parents and students need to understand their financial situation

• Scholarship opportunities

• How to apply for financial aid

• How to apply for bridge programs
Parental Support:

- Educating parents about possibilities
- Need accurate information
- Need to help them through process
- Making value of education concrete
- Financial literacy

- Importance of understanding college expectations
- Address prior experience with health providers
- Exposure to practical things
- Outside of school
Process:

• Communication

• Intentional about the outcomes

• Videos

• Is recruitment being done?

• Something in writing about career paths
Trust:

- Health equity
- Lack of trust with providers
- Address perception in community on level of health care people get

People don’t trust the system until practitioners look like them

- Need to build trust and options
- Awareness of options available
Enlisting Potential Collaborators:

• Community engagement
• Mentoring
• Systems of support
Community Engagement:

- Partner with community colleges
- Partner with urban high schools
- Teacher liaison
- Involve churches & schools
- Resources present but unknown

- Community support with barriers like clothing
- Partnering with organizations who provide support with basic necessities
Mentoring:

- Someone who looks like me
- On-going through career
- Social mentor
- Confidence building
- Powerful role model
- Peer mentoring
- Success by association

- Describing a concrete pathway
- Student Affinity Groups
- Students currently pursuing health careers
- “Work up and down the ladder”
Systems of Support:

- Mentoring
- Tutoring
- Parents
- Student Affinity Groups
- Clubs
- Science teachers
- Bridge between high school and college
- Counselors/Advisors
  - Knowledgeable about career options
  - Accurate information
Recommendations:

• Implement components that do not require funding
  – Exposure to various health careers, describing concrete pathway, educating about possibilities, making value of education concrete

• Implement components that require minimal funding
  – Building confidence, community engagement, parental support, process

• Start small and partner with one primary school and one high school

• AHC Colleges seek federal, state, and local funding
Next steps:

- Begin implementation
- Assess and develop plan for the next phase of an educational pipeline to focus on retention and graduation of underrepresented students at AHC Colleges
Questions?

Thank You.
References: