



RUTGERS

School of Nursing | Camden

A Collaborative Partnership Promoting Upward Mobility in Nursing

Nursing Education Research Conference 2018

Purpose

The purpose of this presentation is to describe the collaborative partnership between an urban School of Nursing (SON) and a tertiary care hospital that created a program to enable working healthcare paraprofessionals from historically underrepresented groups to access and successfully progress through a baccalaureate nursing program.



City Community

- The city's population of 77,344 is predominantly Black/African American (48%) and Hispanic/Latino (47%).
- 90% of Hispanic and Black/African Americans are not adequately served by local health services
- A diverse RN workforce is sought to advance the hospital's mission by better reflecting the diverse communities that the hospital strives to serve and educate



Current RN Workforce

Hospital

- Majority of RNs in the hospital were White/Caucasian (82%), with only 9% and 3% of RNs identifying as Black/African American and Hispanic/Latino
- Baccalaureate degrees held by approximately 46% of RNs in the hospital
- BSN now required of all new RN employees

State of New Jersey

- The RN workforce (N=101,182) includes only 10% of RNs identifying as Black/African American and 4% identifying as Hispanic
- The highest level of education of RNs includes 8% with diplomas, 18% with associate degrees, 34% with baccalaureate degrees, 17% with master's degrees and 1% with doctoral degrees

Goals of the Program

- A cohort of working paraprofessionals admitted into the SON's baccalaureate program
- Academic progression in the SON
- Student satisfaction with program activities
- Sustainability of admission and support for working, paraprofessional students in the SON
- Continuation of the academic and practice partnership begun with this program

Program Framework

- Academic support
- Mentoring
- A nursing educational navigator
- Workplace support
- Financial support



Program Design

The program spanned two years and included three phases.

Start-up Phase (first 3 months)

Foundations Phase (year 1)

Launching Phase (year 2)

Academic Supports

- Foundational curriculum, recitations, academic workshops
- Cohort program
- SON academic advisor
- Nursing Education Navigator (NEN) and Hospital Co-Project Director (HCPD)
- Economic support
- Professional nursing peer mentorship

Nursing Education Navigator and Hospital Co-Project Director

NEN

- Functioned as a source of guidance, advocacy, and support
- Mitigated barriers to academic success
- Maximized access to available support services and networks within the University

HCPD

- Provided continuous personalized support within the workplace
- Acted as a liaison between students and nursing management
- Moderated actual/potential workplace issues

Professional Nursing Peers

- BSN prepared RNs committed to mentorship
- Recruited from the student employees' respective units matched by compatibility, gender, race/ethnicity when possible
- Offered coaching, tutoring, ongoing advice, support, and professional socialization



Student Profile



Successes

Managing Work, School, and Family



12

Managing on Campus

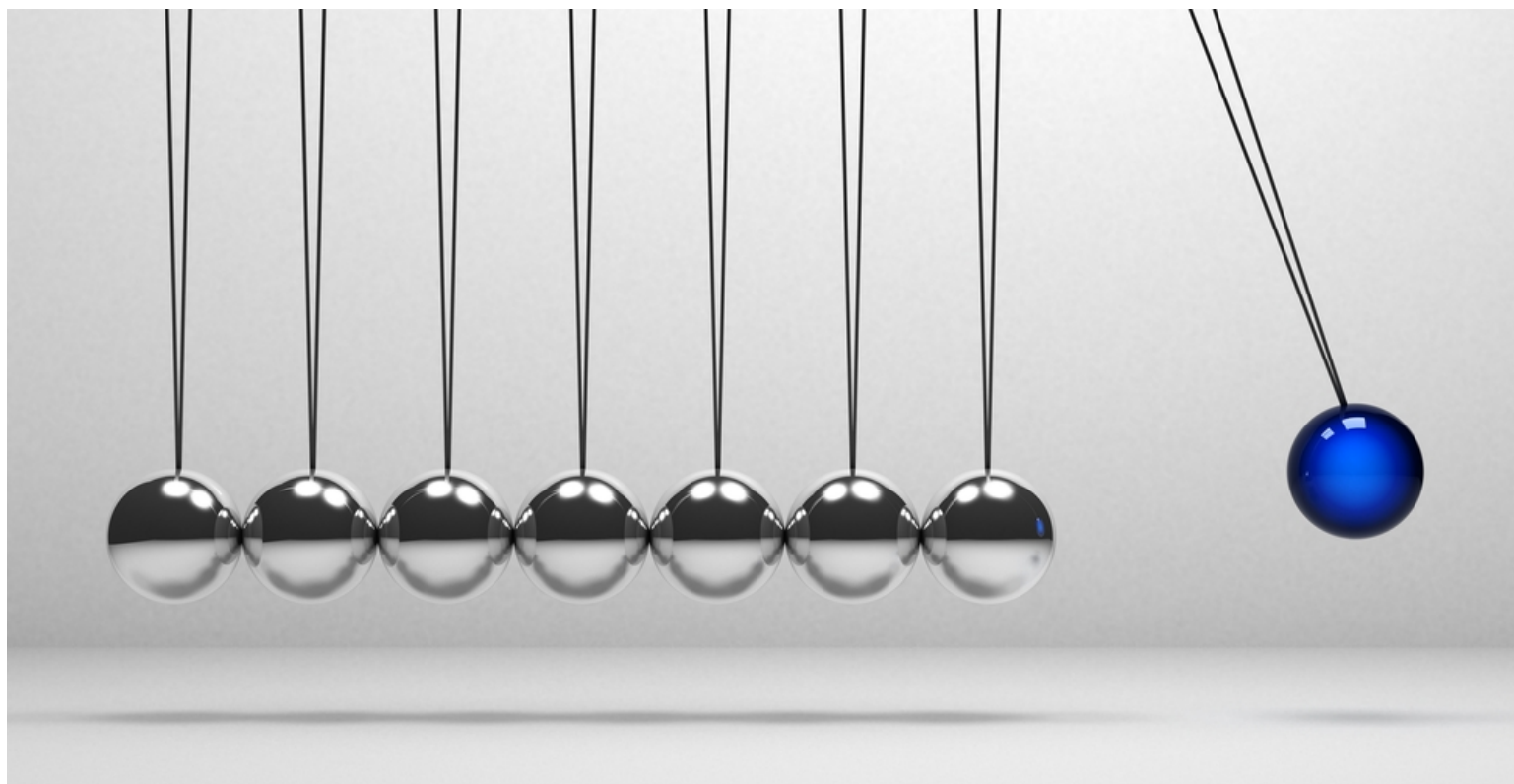


Impact on the Students

- Progression on an educational path to earn a BSN, an unbelievable dream for these students
- Giving students confidence in their academic abilities and in their growth of knowledge
- Facilitating trust between students and the academic institution.



Impact on the Hospital/Academic Partnership



As one of the students noted, “Just make sure that whoever is chosen [to be part of this program in the future] wants to become a nurse as bad as we do now!”



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