

Nursing Education Research Conference 2018 (NERC18)

A Collaborative Partnership Promoting Upward Mobility in Nursing

Lynne C. Borucki, PhD, RNC-OB

Rutgers School of Nursing-Camden, Medford, NJ, USA

Educating a nursing workforce with the knowledge and skills necessary to provide quality care to diverse populations is critically necessary to reduce health disparities among underserved populations. Schools of nursing are currently challenged in serving students from historically underrepresented communities who aspire to become baccalaureate nurses. This project describes a collaborative partnership between a school of nursing and a tertiary care hospital to enable working health care paraprofessionals from historically underrepresented groups to access and successfully progress through a baccalaureate nursing program. Unlicensed assistive personnel (UAP) employed at the hospital, predominantly Black/African American and Hispanic/Latino, were the target population for the project. The UAP positions consisted of patient care associates, critical care technicians, patient companions, unit secretaries, and transporters. Ten qualified students were selected from 65 applications of unlicensed UAPs. Key program components contributing to the success of this cohort of students included: 1) academic support; 2) mentoring; 3) a nursing education navigator, serving as an educational case manager; 4) workplace support; and 5) financial support. In order to achieve success for these students, academic and psychological supports were planned for and implemented. Academic supports included a one-year foundational curriculum to build academic skills and refresh basic knowledge in math, English, and the life sciences; recitations for foundational courses, prerequisite life science courses, and introductory nursing courses; extensive academic support workshops; and a cohort program supporting integration into the university learning community. Additional supports included a Nursing Education Navigator (NEN), conceived as academia's counterpart to the patient navigator, and a Hospital Project Coordinator (HPC) working together to holistically assess, support and assist students during their educational journey. The NEN, functioned as a source of guidance, advocacy, and support within the academic institution to mitigate individual barriers to academic success and maximize access to available support services and networks within the academic institution. The HCP interfaced frequently with the director of nursing education and the employees' nurse managers in the interest of designating stable work schedules for the students and troubleshooting other actual and/or potential workplace issues. In addition to the integral roles of the NEN and the HCP, other psychosocial supports included school of nursing advisors; faculty members of the project team; peers from the school of nursing; and baccalaureate nurse mentors, recruited from the students' respective units, who interfaced regularly with the students in the interest of student success in the classroom and workplace settings. These BSN RN mentors, were strongly invested in seeing their mentees achieve their goal of a BSN and provided coaching, tutoring, and ongoing advice. Other mentors included the students' unit-based educator and, in some cases, their nursing clinical leaders. Mentorship, an important component in the academic success of underrepresented students, provided needed student support and professional socialization from competent, enthusiastic nurse role models from the academic and work environments. Financial support included tuition and fees, stipends, state and federal aid, and educational financial support from the hospital. Success of underrepresented, working students in baccalaureate nursing programs is dependent on a concerted academic, workplace, and community team effort to maximize resources and integrate students into the social and academic life of such a rigorous educational program. To date, six of the ten UAP students have matriculated into the school of nursing; are maintaining above a 3.0 GPA as a nursing student; continue to work a flexible, full time schedule; and are respected, responsible members of the hospital staff. This project addresses a way to meet the national need of a more diverse nurse workforce and contributes to increasing nursing education opportunities for individuals who are from underrepresented and disadvantaged backgrounds.

Title:

A Collaborative Partnership Promoting Upward Mobility in Nursing

Keywords:

academic hospital partnership, academic success and diversifying baccalaureate education

References:

American Association of Colleges of Nursing (AACN) (2015). *Fact Sheet: Enhancing Diversity in the Nursing Workforce*. Retrieved from <http://www.aacn.nche.edu/media-relations/diversityFS.pdf>

Banister, G., Bowen-Brady, H.M., & Winfrey, M. (2014). Using career nurse mentors to support minority nursing students and facilitate their transition to practice. *Journal of Professional Nursing*, 30, 317-325.

Bond, M.L., Cason, C.L., & Baxley, S. (2015). Institutional support for diverse populations: Perceptions of Hispanic and African-American students and program faculty. *Nurse Educator*, 40, 134-138.

Budden, J.S., Smiley, R., Moulton, P., Harper, K.J., & Brunell, M.L. (2016). The 2015 National nursing workforce survey. *Journal of Nursing Regulation*, 7, S1-S90.

Crooks, N. (2013). Mentoring as the key to minority success in nursing education. *ABNF Journal*, 24, 47-50.

Degazon, C.E., & Mancha, C. (2012). Changing the face of nursing: Reducing ethnic and racial disparities in health. *Family and Community Health*, 35, 5-14.

Evans, D.B. (2013). Examining the influence of non-cognitive variables on the intention of minority baccalaureate nursing students to complete their program of study. *Journal of Professional Nursing*, 29, 148-154.

Harris, R.C., Rosenberg, L., & O'Rourke, M.E. (2014). Addressing the challenges of nursing school attrition. *Journal of Nursing Education*, 53, 31-37.

Johnson, J., & Bozeman, B. (2012). Perspective: Adopting an asset bundles model to support and advance minority students' careers in academic medicine and the scientific pipeline. *Academic Medicine*, 87(11), 1488-95.

Mellilo, K.D., Dowling, J., Abdallah, L. & Knight, M. (2013). Bring diversity to nursing: Recruitment, retention, and graduation of nursing students. *Journal of Cultural Diversity*, 20, 100-104.

Murray, T.A. (2015). Factors that promote and impede the academic success of African American students in pre-licensure nursing education: An integrative review. *Journal of Nursing Education*, 54, S77-S81.

Núñez, A.M., Hoover, R.E., Stuart-Carruthers, C., Vázquez, M. (Eds.) (2013). *Latinos in higher education and Hispanic serving institutions: Creating conditions for success. Asche Higher Education Report*, 39. San Francisco: Wiley/Jossey-Bass.

Walker, L.P. (2016). A bridge to success: A nursing student success strategies improvement course. *Journal of Nursing Education*, 56, 450-453.

White, B. & Fulton, J.S. (2015). Common experiences of African American students: An integrative review. *Nursing Education Perspectives*, 36, 167-175.

Abstract Summary:

This presentation describes a collaborative partnership between a school of nursing and a tertiary care hospital that developed a program to enable working health care paraprofessionals from historically underrepresented groups to access and successfully progress through a baccalaureate nursing program.

Content Outline:

I. Diversifying the nursing profession

- A. Racial/ethnic makeup of the RN workforce
- B. Meeting the needs of the community
- C. Goals of the program

II. Program design

A. Framework of 1) academic support; 2) mentoring; 3) a nursing education navigator (NEN), serving as an educational case manager; 4) workplace support; and 5) financial support.

B. Student profile

C. Phases of the project plan: 1). *Startup phase*; 2) *Foundation phase*; and 3) *Launching phase*

III. Impact of the program

- A. Managing school, work, and family
- B. Impact on the students
- C. Impact on the academic/hospital partnership

First Primary Presenting Author

Primary Presenting Author

Lynne C. Borucki, PhD, RNC-OB
Rutgers School of Nursing-Camden
Clinical Associate Professor
Medford NJ
USA

Professional Experience: Lynne C. Borucki is Clinical Associate Professor at Rutgers School of Nursing – Camden. She has over 30 years of experience in nursing education as a faculty member and administrator. Dr. Borucki is nationally certified in obstetrical nursing and has published and presented nationally and internationally on topics related to nursing education and women's health. She is a member of Sigma Theta Tau International, NLN, ENRS, and AWHONN and currently serves as a reviewer for JOGNN. She has been a member of several multidisciplinary research teams and was a Co-

Project Director of this nationally funded project.

Author Summary: Dr. Borucki has over 30 years of experience in nursing education as a faculty member and administrator. She is nationally certified in obstetrical nursing and has published and presented nationally and internationally on topics related to nursing education and women's health. She is a member of Sigma Theta Tau International, NLN, ENRS, and AWHONN. She has been a member of several multidisciplinary research teams and was Co-Project Director of this nationally funded project.