

# Sigma Theta Tau 25<sup>th</sup> International Nursing Research Congress

## Transforming Healthcare through Educational Diversity: Academic Health Center Pipeline Project

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# 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

# Why is this Important?

- 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

Curtis E, Wikaire E, Stokes K, and Reid P (2012)

## Across the total pipeline

spirituality/cultural values  
work exposure

diversity in mission statement  
role models research

community involvement  
evaluation/tracking

mentoring



## Early Exposure:

- Cultivate interest
- Staff development
- Parental support
- Early, frequent & positive influences with health care professionals
- Enrichment programs
- Reforms in educational system
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# Transitioning:

- Enrichment/bridging programs
- Facilitate application process and support underrepresented minority (URM) applicants
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# Professional Workforce Development:

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## 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

# Academic Support:

- 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:

Curtis E, Wikaire E, Stokes K, and Reid P. (2012). Addressing indigenous health workforce inequities: a literature review exploring 'best' practice for recruitment into tertiary health programmes. *International Journal for Equity in Health*, 11(13), 1-16.