Cultivating and Sustaining a Diverse Nursing Workforce: A Plan for Nursing’s Future

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• Case Western Reserve University School of Nursing
• Rutgers University School of Nursing
• University of Alabama at Birmingham School of Nursing
  – Enrichment Academy for Nursing Success Program Faculty and Staff
Symposium Objectives

• Discuss development of programs for recruiting, developing and retaining underrepresented students, clinicians and faculty in nursing

• Describe best practices for diverse student, faculty and staff recruitment and retention programs
Planting the Seed: Identifying, Developing and Nurturing Diverse Student Nurse Populations

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Assistant Professor, University of Alabama at Birmingham School of Nursing
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Objectives

• Discuss current RN workforce climate in Alabama
• Discuss effective strategies for diverse student recruitment and retention on the undergraduate level
• Discuss the impact of workforce diversity program on successful matriculation of diverse nursing students
Background

• Minorities comprise 32% of Alabama, but only 16.7% of the nursing workforce
  – Alabama’s state ranking of 44th in high school graduation further compounds its health disparities and workforce problems

• Educationally/Economically disadvantaged and minority students often enter college academically and psychosocially unprepared
Enrichment Academy for Nursing Success (EANS) Program

• Program purpose – To increase the number of baccalaureate prepared RNs from educationally and economically disadvantaged and underrepresented racial and ethnic backgrounds by providing a high level of intensive intervention in social, behavioral and academic support to assist them in earning their BSN degrees.
EANS Components

• BSN Pre-Nursing Preparation Program
• ADN to BSN Completion Program
• BSN Retention Program
• High School Outreach Program
• Stipends and Scholarships
Academic Success and Retention Model (Condon et al., 2013)

Diversity Strategies for Recruitment and Retention

• Early outreach efforts
• Annual Cultural Competency Faculty Institute
• Bimonthly EANS Faculty meetings
• Individual advising apts.
• Cultural and enrichment activities
• Networking opportunities
• Other academic, social, and financial support

• Individual Development Plans
<table>
<thead>
<tr>
<th>Development Goals</th>
<th>Actions</th>
<th>Timeline</th>
<th>Mentoring/Resources</th>
<th>Outcome Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a B in Physiology</td>
<td>Study at least an hour 4-5 days out of the week Meet with study group at least twice a month</td>
<td>End of the semester</td>
<td>Study group Listening to music while studying</td>
<td>If an A is made in the course</td>
</tr>
<tr>
<td>Make a B in Chemistry</td>
<td>Doing practice problems in book Study group</td>
<td>End of the semester</td>
<td>Study Group S.I. possibly? Chemistry book</td>
<td>If an A is made in the course</td>
</tr>
<tr>
<td>Further My Skills in Piano Playing</td>
<td>Play songs in a selected unfamiliar key</td>
<td>End of the semester</td>
<td>Music Minister YouTube Piano</td>
<td>Comfortable and more efficient in selected key. Music minister confirms level of proficiency in F major.</td>
</tr>
</tbody>
</table>
Conclusions/Implications

• Evaluation of the program
  – Student Success Survey
  – CASES Survey
  – Faculty feedback
• Success of students in BSN program and beyond
• Lessons learned