



BEGINNING WITH THE END IN MIND: CULTIVATING MINORITY NURSE LEADERS

BRIGIT MARIA CARTER, PhD, RN, CCRN*, DOROTHY L. POWELL, EdD, RN, FAAN†,
ANNE L. DEROUIN, DNP, RN, CPNP*, AND JULIE CUSATIS‡

In response to the need for increased racial and ethnic diversity in the nursing profession, the Duke University School of Nursing (DUSON) established the Making a Difference in Nursing II (MADIN II) Program. The aim of the MADIN II Program is to improve the diversity of the nursing workforce by expanding nursing education opportunities for economically disadvantaged underrepresented minority (URM) students to prepare for, enroll in, and graduate from the DUSON's Accelerated Bachelors of Science in Nursing program. Adapted from the highly successful Meyerhoff Scholarship Program model, the program is to cultivate URM nursing graduates with advanced knowledge and leadership skills who can address health disparities and positively influence health care issues currently plaguing underrepresented populations. The article discusses the MADIN II framework consisting of four unique components: recruitment of students, the Summer Socialization Nursing Preentry Program, the Continued Connectivity Program, and the Succeed to Excellence Program, providing a framework for other academic programs interested in cultivating a pipeline of minority nurse leaders. (Index words: Diversity; Underrepresented minority students; Scholars; Undergraduate nursing students; Leadership) *J Prof Nurs* 31:95–103, 2015. © 2015 Elsevier Inc. All rights reserved.

AMERICANS LIVE IN an increasingly diverse society. Individuals of minority race/ethnicity comprised 31% of the U.S. population in 2000 and 37% in 2012, and this percentage is projected to exceed 50% by 2043 (American Association of Colleges of Nursing, 2013; Humes, Jones, & Ramirez, 2011). However, the composition of the nation's health care workforce has not kept pace with these demographic changes (Health Resources and Services Administration, 2006; Sullivan Commission, 2004). For example, in 2008, members of racial/ethnic minorities comprised 34.4% of the U.S. population but only 16.8% of the

registered nurse workforce (Health Resources and Services Administration, 2010).

Underrepresentation of racial and ethnic minorities in the health professions can significantly impact both access to care and the quality of care received. The Sullivan Commission reported that the lack of resemblance between the U.S. health care workforce and the diverse populations they serve is leaving “too many Americans feeling excluded by a system that seems distant and uncaring” (Sullivan Commission, 2004, p. 1). Health care providers who share a common background with the person(s) to whom they provide care may be more aware of and sensitive to their patients' beliefs, values, and cultures (Coffman, Rosenoff, & Grumbach, 2001). There is also evidence that individuals are more comfortable interacting with and are more likely to feel empowered by health professionals of the same racial or ethnic background (Health Resources and Services Administration, 2006). Other benefits of patient/provider concordance include longer health care visits, better interpersonal care, and higher levels of positive affect and satisfaction among patients (Cooper et al., 2003; Health Resources and Services Administration, 2006). In addition, minority health professionals are more likely

*Assistant Professor, Duke University School of Nursing.

†Associate Dean for Global and Community Health Initiatives, Duke University School of Nursing.

‡Making a Difference in Nursing Program Coordinator, Duke University School of Nursing.

Address correspondence to Dr. Carter: Assistant Professor, Duke University School of Nursing. E-mail: brigit.carter@dm.duke.edu (B.M. Carter), dorothy.powell@dm.duke.edu (D.L. Powell), anne.derouin@dm.duke.edu (A.L. Derouin), julie.cusatis@dm.duke.edu (J. Cusatis) 8755-7223

to practice in medically underserved areas and provide health care to minority populations (Health Resources and Services Administration, 2006).

In response to the need to increase racial and ethnic diversity in the nursing profession, the Duke University School of Nursing (DUSON) established the Making a Difference in Nursing (MADIN) Program. A proposal to the Duke Endowment campaigned for a program that would cultivate an enhanced interest in nursing careers and begin addressing underrepresentation of minorities in health care, most specifically nursing. This program would build an infrastructure to increase interest in nursing careers through a summer internship program for a competitively selected group of minority students who were recruited from historically Black colleges and universities (HBCUs). MADIN became a reality in the summer of 2009 with the a group of eight minority rising juniors and senior college-level (nursing disciplines) students who participated in a coordinated program of career exploration and forecasting, mentoring, role investigation, and scientific inquiry in nursing. Weekly seminars were conducted to expose the MADIN students to a wide variety of nursing careers followed by shadow experiences. Students were also able to participate in Graduate Record Examination (GRE) review courses, career development initiatives, and a scholarly research project. Out of the eight students who participated, one has completed an Master of Science in Nursing (MSN) program, three have completed a Bachelor of Science in Nursing (BSN) nursing program, and one has been accepted into an Accelerated Bachelors of Science in Nursing (ABSIN) program. The MADIN program was continued in 2010 with a group of five minority students of which three of the students were accepted into a nursing program.

Because of the success of the MADIN program, an The Health Resources and Services Administration (HRSA) grant was submitted for MADIN II that would address improving equitable health outcomes among diverse populations and those most at-risk for health disparities by cultivating nursing leaders from underrepresented minority (URM) groups with a passion to promote transformative and substance evidenced-based change. The aim of the MADIN II Program is to improve the diversity of the nursing workforce by expanding nursing education opportunities for economically disadvantaged URM students to prepare for, enroll in, and graduate from the school's ABSIN program. The MADIN II Program, a federally funded Health Resources and Services Administration Workforce Diversity initiative, is committed to developing the next generation of minority nurse leaders by academically, experientially, and socially preparing scholars for the highest levels of nursing service, research, education, and practice.

Rooted in the Stephen Covey mantra "Begin with the end in mind" (Covey, 2004), MADIN II is committed to providing not only support for completion of the ABSIN program but also the guidance needed to encourage minority students to pursue doctoral study in nursing [Doctor of Philosophy (PhD) or Doctor of Nursing Practice (DNP)]. The ultimate goal of the program is to cultivate URM nursing graduates with advanced knowl-

edge and leadership skills who can address health disparities and positively influence health care issues currently plaguing underrepresented populations.

The MADIN II Model

The structure of the MADIN II model was adapted from the highly successful Meyerhoff Scholarship Program model at the University of Maryland, Baltimore County (UMBC). The Meyerhoff Program was established in 1988 to prepare African American male undergraduate students to become leading research scientists in math, science, and engineering at the PhD level (Maton, Sto. Domingo, Stolle-McAllister, Zimmerman, & Hrabowski, 2009). Over time, the program evolved to become more gender and racially inclusive and was "opened to people of all backgrounds committed to increasing the representation of minorities in science and engineering" (University of Maryland, 2013). Since its inception, the Meyerhoff Program has enrolled over 1200 scholars and graduated 800 alumni, with nearly 300 students currently enrolled in graduate and professional programs. Key principles of the Meyerhoff Scholars Program (Maton, Pollard, McDougall Weise, & Hrabowski, 2012; Stolle-McAllister, Sto. Domingo, & Carrillo, 2011) were used to develop MADIN II Program strategies such as (a) targeted recruitment; (b) scholarships, stipends, and other financial assistance; (c) a 6-week summer bridge program, which includes a scholarly research project; (d) social and academic support including study groups and academic mentoring; (e) personal advisement, counseling, and tutoring; (f) administrative involvement and school of nursing community support; and (g) family-like atmosphere.

The MADIN II framework consists of four unique components: recruitment, the Summer Socialization Nursing Preentry Program (SSNPP), the Continued Connectivity Program (CCP), and the Succeed to Excellence Program (SEP). Similar to the Meyerhoff Program model, this is a comprehensive program that provides URM students with social, financial, and academic support systems. Each of the four components has distinctive purpose and goals and is integral to the students' successful matriculation in and progression through the ABSIN program. These four components have been vital to ensuring the successful achievement of the ultimate MADIN II goal: promoting the development of URM professional nurses who seek advanced education while aiming to improve health disparities.

Recruiting

Targeted recruitment was essential to successful achievement of the program outcomes. MADIN II recruited high-achieving/high-potential URM students with strong analytical and problem-solving skills who also met the standard admission requirements for the Duke ABSIN program and had a desired trajectory to pursue advanced level education. Applicants also expressed an interest in providing health care to vulnerable groups following graduation. We primarily recruited students to the

Download English Version:

<https://daneshyari.com/en/article/2670834>

Download Persian Version:

<https://daneshyari.com/article/2670834>

[Daneshyari.com](https://daneshyari.com)