Building a Diverse Nursing Workforce in Nebraska

Marilyn Valerio PhD, RN Executive Consultant
Victoria Vinton MSN, RN Director
Objectives for focus on diversity

• Discuss the value of a more diverse nursing workforce.

• Capture Nebraska workplace diversity data.

• Identify action steps to increase nursing workforce diversity.
National Campaign Vision

Everyone in America can live a healthier life, supported by a system in which nurses are essential partners in providing health care and promoting health.
Introduction

Adriana Perez PhD, ANP-BC, FAAN - Assistant Professor of Nursing and Sr. Fellow Leonard Davis Institute of Health Economics at the University of Pennsylvania.
Percent Distribution of Nebraska Population by Race/Ethnicity, 2010

Total = 1,826,341

- White, Non-Hispanic: 82.1%
- Hispanic: 9.2%
- Black, Non-Hispanic: 4.4%
- Two or more races, Non-Hispanic: 1.6%
- Some other race, Non-Hispanic: 0.1%
- NHPI, Non-Hispanic: 0.1%
- Asian, Non-Hispanic: 1.7%
- American Indian, Non-Hispanic: 0.8%

*NHPI = Native Hawaiian/Pacific Islander

Source: US Census Bureau, 2010 Census
Importance of a diverse nursing workforce

Figure 2: **Race/ethnicity**

<table>
<thead>
<tr>
<th>Race/ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White/Caucasian</td>
<td>94.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2.3%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>1.6%</td>
</tr>
<tr>
<td>Asian</td>
<td>1.2%</td>
</tr>
<tr>
<td>Other</td>
<td>0.5%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.3%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

Figure 3: **Gender Distribution**

- Male: 6.0%
- Female: 94.0%

See today’s email from

https://www.surveymonkey.com/r/Nursing_Workforce

open and take about 5 – 8 minutes to complete.
Nicole Carritt, MPH  
Deputy Director and Program Manager, Nebraska AHEC Program  
Department of Family Medicine  
Phone: 402.559.6984  
Email: ncarritt@unmc.edu
AHEC in Nebraska

Through community/state/federal partnerships, AHECs cooperate with medical schools and community health centers to recruit and train health care professionals to serve in rural and underserved areas.

- UNMC received its first AHEC funding in the fall of 2001, is housed in the Department of Family Medicine within the College of Medicine under the direction of Dr. Michael Sitorius.

- As of 2006, there are five independent AHEC centers providing service to all of Nebraska’s 93 counties. Four rural centers and one urban.

- Promote healthier communities through workforce development, health education partnerships, and access to quality health care.

“Connecting students to careers. Connecting professionals to communities. Connecting communities to better health.”
Nebraska AHECs

Central Nebraska AHEC 34 counties
Grand Island Judy Ritta (308) 385-6677

Northern Nebraska AHEC 26 counties
Norfolk Gretchen Forsell (402) 644-7256

Nebraska Panhandle AHEC 14 counties
Scottsbluff Kelsey Miller (303) 656-6032

Southeast Nebraska AHEC 17 counties
Lincoln Drew Case (402) 381-8421

Omaha AHEC 2 urban counties
Omaha Liza Arellano (402) 502-1207
Addressing Health Care Workforce Needs in Nebraska

Improving the supply and distribution of health care professionals through community and academic educational partnerships in three focus areas:

1. **Health careers promotion, recruitment, and preparation of students from minority and disadvantaged backgrounds**
   - Career awareness
   - Community service, service learning
   - Shadowing, mentoring programs

2. **Community-based clinical placements, education, and support for health professions students**
   - Community-based training
   - Interprofessional training opportunities

3. **Health professional continuing education and support**
   - Preceptor development
   - Advocacy for identified needs
   - Practitioner recruitment
Health Career Promotion

AHECs are committed to expanding the health care workforce, by maximizing diversity and facilitating distribution, especially in underserved communities

- Offer creative, hands-on and innovative health careers curriculum for students (grades 9-16).

- Introduce students to a wide assortment of health career possibilities; guide them in goal setting and educational planning, and offer courses that strengthen critical thinking skills (grades 9-20).

- Work with schools, colleges and community partners to target economically disadvantaged students and those from underrepresented minority groups in school programs and summer institutes.
Health Professions Students

AHECs are uniquely qualified to facilitate clinical placements because of its linkages to local healthcare resources and organizations.

• Coordinate AHEC clinical placements by putting health professions students in real world settings: migrant, urban, rural, CHCs and health departments working with underserved populations.

• Have students participate in AHEC Service Learning programs to help them develop an awareness of the economic and cultural barriers in healthcare delivery.

• Give health professions students who participate in AHEC-sponsored clinical placements a better understanding of the complex needs of underserved communities.

• Motivate students to practice in underserved areas following training.
Health Care Professionals

AHECs focus on recruitment, placement, and retention activities to address community and state health care workforce needs.

- Provide accredited continuing education programs and professional support to meet the needs of health care professionals, especially those practicing in underserved areas.

- Designed programs to enhance clinical skills and help maintain professional certifications.

- Provide information dissemination on health care issues and participate in collaborative community-based research.
The Way Forward: Redesign

In FY 2017 the Health Resources and Services Administration (HRSA) is undertaking a redesign of several programs, including the Area Health Education Center (AHEC) program, to reduce duplication of HRSA-funded programs, increase measurable outcomes, and increase program’s success.

Refined Focus Areas:

1. Distribution of health professionals
   - Rural and underserved areas

2. Diversity of health professionals
   - Provide clinical experiences, cultural exposure for health professions students, and health providers who serve in medically underserved communities

2. Health care practice transformation
   - Interprofessional education and practice
   - Continuing education
Job shadowing /Growing your own

Check out Nebraska Action Coalition’s Diversity Toolkit
http://neactioncoalition.org/growing-our-own-high-school-students/

Examples:

1. **Columbus** – Central Community College has hired Columbus Community Hospital RN to help tutor students. She provides an intro to critical thinking. VolunTEENS program

2. **Alliance** - High school programs: Health Professions Club grades 9 – 12; Cadet course in collaboration with Alliance Public Schools; Summer intern programs

3. **Lexington** – nearly half of the hospital’s 31 CNAs are ethnically/racially diverse.
Partnering with our schools

See NAC’s Diversity Toolkit
http://neactioncoalition.org/growing-our-own-high-school-students/

- **STEM** (Science, Technology, Engineering, Math) - Columbus, NE
- **HOSA** – future health professionals [www.nebraskahosa.org](http://www.nebraskahosa.org)
- **Careers/Class Days** – McCook
- **Learning for Life: Explorer** programs (affiliate of Boy Scouts)
- **Upward Bound** federally funded for students interested in higher education – NE Methodist College & Creighton
Community Colleges: Part of the solution

**Metro:** Omaha

**Southeast:** Lincoln, Beatrice, Milford

**Northeast:** Norfolk, South Sioux City, O’Neill, West Point

**Central:** Grand Island, Hastings, Columbus, Kearney, Holdrege, Lexington

**Mid Plains:** North Platte, McCook

**Western:** Scottsbluff, Alliance, Sidney

Karen Weidner DNP, RN
Director of Nursing Programs
Northeast Community College
Clarkson College’s Gateway Program

Designed to draw minority students into the nursing profession

- Scholarships/tuition forgiveness for minority students
- Retention to graduation

Aubray Orduña
Dean of Nursing, Clarkson College
NAC Executive Committee
Holistic College Admissions

- Whole-file review
- Utilized by dental and medical schools
- Not race-based admission
Diversity Training

Mission
Improve health outcomes for culturally diverse populations in Nebraska

Vision
Health Equity for all Nebraskans

www.dhhs.ne.gov/healthdisparities
NAHN.neb@gmail.com
Omaha Chapter of the National Black Nurses Association

www.facebook.com/OmahaBlackNursesAssociation/
Mission:

- To shape the practice, education, research, and leadership for men in nursing and advance men’s health
- Approximately 80 chapters nationwide
- Omaha Chapter Est. 2014
- Approximately 15 RN members currently
Future of Nursing

- I.O.M. Institute of Medicine
  - 2010 Report: The Future of Nursing
    - Landmark report
  - Transform Nursing to address the future healthcare challenges
  - Increase the roles of Nurses in healthcare
  - Increase the diversity of the workforce to meet nursing shortage
Future of Nursing

- Nursing shortage 260,000 by 2025
- “The shortage of the future will likely not be solved unless men are part of the equation,” - William T. Lecher, RN, PHD, President AAMN
- Men currently around 10% of RN workforce
- 11% of the enrollment in BSN programs
Cyle Plumer (Past President): cyle.plumer2@nmhs.org
Kevin Naylor (President) kevin.naylor@nmhs.org
Email: aamnomaha@gmail.com
Facebook Search: Omaha AAMN
Twitter National AAMN: #AAMN
## Diversity: Building a System-Wide Approach

<table>
<thead>
<tr>
<th>Changes you can make within your organization</th>
<th>Community/Academics/Practice: Pipeline solutions (through methods such as World Café)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make sure “diversity” is part of mission statement, core values, &amp; strategic plan</td>
<td>Recruit students at earlier age. Start before middle school</td>
</tr>
<tr>
<td>Support diversity-specific departments, positions, councils</td>
<td>Establish partnerships of above highlighted entities</td>
</tr>
<tr>
<td>Ensure accountability for recruitment/retention of diverse staff/student body</td>
<td>Seek funding to support diversity growth and inclusion</td>
</tr>
<tr>
<td>Create framework/mentoring programs to support success &amp; retention of diverse staff/student body</td>
<td>Set measurable goals, track data, and evaluate</td>
</tr>
</tbody>
</table>


* [http://www.rwjf.org/content/dam/farm/reports/issue_briefs/2016/rwjf425988](http://www.rwjf.org/content/dam/farm/reports/issue_briefs/2016/rwjf425988)
Next steps

What 1 take-away can you and your organization work on this month?

Who will you connect with this month to be a part of your action plan?

Report back via evaluation to be sent following this webinar!
References

Charting Nursing’s Future: Creating a Workforce for an Increasingly Diverse Nation. http://www.rwjf.org/content/dam/farm/reports/issue_briefs/2016/rwjf425988


The Effects of Mentoring on Minority Nurse Recruitment http://minoritynurse.com/the-effects-of-mentoring-on-minority-nurse-recruitment/


Holistic Admissions Review in Nursing. www.aacn.nche.edu/education-resources/holistic-review


Nebraska Center for Nursing. http://www.center4nursing.com/

Nebraska Office of Health Disparities and Health Equities. www.dhhs.ne.gov/healthdisparities