



Improving Diversity in Nursing Education and Practice

“Strength lies in the differences not in similarities”- Stephen Covey

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Introduction

IOM Recommendations on Diversity in Nursing:

“To achieve the goal of increasing access to high-quality, culturally relevant care among the diverse populations in the United States, the nursing profession must increase its appeal to young people, men, and nonwhite racial/ethnic groups.” (p. 124-125)

To better meet the current and future health needs of the public and to provide culturally relevant care...efforts to increase nurses’ levels of educational attainment must emphasize increasing the diversity of the student body. This [concern] needs to be addressed across all levels of education.” (p. 207)

NLN Living Document on Diversity and Inclusion in Nursing Education

“The National League for Nursing believes that diversity and quality health care are inseparable.”

AACN Statement on Diversity and Inclusion (Draft from CC NE Deans and Directors, 2016)

“AACN recognizes that the population of the United States is rapidly becoming more diverse, health needs are more complex, and significant health professions workforce shortages exist now and will become more acute into the next decade. Given these trends, diversity and inclusion are mission critical for nursing organizations as well as healthcare and higher education institutions.”

What the Numbers Tell Us Demographics of Registered Nurses Compared to Demographics of United States Population (2013)

Race/Ethnicity	United States	% In Nursing
White	78%	75.4
Black/African-American	13%	9.9
Hispanic/Latino	17%	4.8
Asian	6%	8.3
American-Indian/Alaska Native	1%	0.4
Multiple/Other		1.3
Average Age (Years)		44.6
Percent Male (%)		9.1

Health Resources and Services Administration: Bureau of Health Professions National Center for Health Workforce Analysis (2013). The U.S. Nursing Workforce: Trends in Supply and Education

~ We still have work to do ~

An Examination of Factors that Impact Diversity in Nursing

- Lack of faculty knowledge of academic development for ESL students
- Inadequate or complete lack of organized, effective institutional efforts to recruit and retain underrepresented/minority students and faculty
- Insufficient academic support services/activities for underrepresented/minority students
- Reduction in funding to HBCUs/MSIs where a high percentage of underrepresented minority students and faculty complete their nursing education
- Lack of cultural competency, awareness and sensitivity

Impact lack of Diversity has on outcomes for Nursing Students and Overall Health Outcomes for Minority Patients:

- Exacerbates the Nursing Shortage
 - Lack of diversity in the education pipeline causes a “trickle down effect” on a diverse workforce
- Minority nursing students in nursing programs without minority faculty experience a feeling of “alienation”
- Increases disparities in health access and outcomes for minorities

Proposed Interventions

Diversity leadership in nursing education can **no longer** concentrate on mere issues of affirmative action, recruitment and retention (de Leon Siantz, 2008)

IOM Recommendations

- “Recruiting, retaining and fostering the success of diverse individuals. One way to accomplish this is to increase the diversity of the nursing student body...”(p. 131)

IOM Recommendations, cont.

- “In the nursing profession, creating bridge programs and educational pathways between undergraduate and graduate programs...appears to be one way of increasing the overall diversity of the student body and nurse faculty with respect to not only race/ethnicity, but also geography, background and personal experience. Mentoring programs that support minority nursing students are another promising approach.” (p. 208)
- “Identification of the staff and environmental characteristics that best support the success of diverse nurses working to acquire doctoral degrees.” (p. 276, Box 7-2)
- “Identification of the characteristics of mentors that have been (or could be) most successful in recruiting and training diverse nurses and nurse faculty.” (p. 276, Box 7-2)
- A collaborative approach to nursing education between and among colleges/universities and nursing practice has been identified as an important model where the benefits include optimal use of resources and opportunities to develop and share knowledge across institutions (Hunt, Gibson & Dean, 2008; Molzahn and Purkins, 2004)

Next Logical Step

- Next steps for leaders of nursing diversity and inclusion in MD is to conceptualize and operationalize a plan that includes **collaborative/Interinstitutional** partnerships between and among nursing education programs as well as our practice partners.

References listed in attachment

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