

# CLINICAL LEADERSHIP COLLABORATIVE FOR DIVERSITY IN NURSING (CLCDN): LEVERAGING PARTNERSHIPS TO EXPAND OPPORTUNITIES FOR MINORITY STUDENTS

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"We all should know that diversity makes for a rich tapestry, and we must understand that all threads of the tapestry are equal in value no matter what their color."  
—Maya Angelou

## BACKGROUND

- Sullivan Commission's report (2004):
  - African American, Latino Americans and Native Americans comprise 25% of the U.S. population but only 9% of the nation's nurses
- IOM report (2004), *In the Nation's Compelling Interest: Ensuring Diversity in the Health Care Workforce*:
  - Evidence indicates that diversity is associated with improved access to care for racial and ethnic minority patients
  - Benefits include patient choice and satisfaction and better educational experiences for health profession's students
- The ethnic diversity of the US population shift has not included a concurrent shift in the RN diversity workforce

## RACIAL AND ETHNIC GROUP COMPOSITION OF U.S. AND RN POPULATION

The need continues...

2004 Data	White	Hispanic	Black	Asian/ NH/PI	AI/AN
US Population	75.0%	13.0%	12.0%	3.7%	0.9%
RN Population	86.6%	2.0%	4.9%	3.7%	0.5%

2008 Data	White	Hispanic	Black	Asian/ NH/PI	AI/AN
US Population	65.6%	15.4%	12.2%	4.5%	0.8%
RN Population	83.2%	3.6%	5.4%	5.8%	0.3%

\*Number of Registered Nurses according to the 2004 & 2008 National Sample Survey of RNs - 3,063,163  
\*\* AI/AN = American Indian/Alaskan Native  
\*\*\*NH/PI = Native Hawaiian/Pacific Islander

## PROGRAM DESCRIPTION

- Service/Academic partnership based on common values
- Experienced RN's serve as mentors to students
- Supports the clinical leadership development of 64 ethnically and diverse undergraduate nursing students over the course of four grants
- Outcomes include a smooth transition into clinical practice upon graduation
- Since Spring 2011, 16 nurses pursuing graduate degrees in nursing were selected to participate in an advanced practice component that was added to the program
- Outcome includes the positioning of diverse advanced practice nurses for leadership positions

## ADMISSIONS CRITERIA FOR CLCDN PARTICIPANTS

- Racially and ethnically diverse, full-time, first semester junior matriculation in the undergraduate nursing program with a cumulative GPA of 3.00 or greater
- A record of demonstrated leadership activities in class, involving excellence in clinical practice, and participation in community activities
- Face to face interview with a panel of nurse educators and administrators
- Letters of recommendations from faculty members, work and community service organizations and a face to face interview
- Graduate nursing students must be a Partners employee for a minimum of a year and in good standing both academically and in their professional employment

## BENEFITS TO THE CLCDN PARTICIPANTS

- Clinical rotations within Partners and potential for future employment
- Financial assistance (tuition, fees, stipends, etc.)
- One-on-one personal and professional mentoring from experienced RNs
- Academic & career support services to facilitate success in the program and the workplace
- Students learn and apply the 21st Century Skills
- Opportunities for leadership development and participation in educational programs
- On-going support of all of the CLCDN students, graduates, mentors and steering committee members due to the increasing success of the program

## BENEFITS OF THE CLCDN FOR PARTNERS HEALTHCARE

- Promotes commitment to Partners Healthcare service and excellence in nursing
- Offers opportunities for students and nurses to demonstrate leadership abilities in a tangible manner (i.e., committee membership or scholarly activities) while employed
- Creates a close collaboration between academia and the practice setting by focusing on maximizing the potential of diverse nursing students while in school and as a new registered nurse upon graduation
- Fosters the professional development of mentors taking on responsibility for the mentee - encourages and motivates mentors to seek additional education and leadership roles
- Provides hospitals with a more diversified staff with an in-depth knowledge of the organizational culture. Retention rates are excellent
- Develops a network of diverse graduates who will serve as mentors to the next generation of diverse registered nurses

## BENEFITS OF THE CLCDN FOR UMASS BOSTON

- Due to the success of this initiative, it has fostered new collaborative endeavors
- Students receive more personalized academic advising
- Financial assistance from Partners HealthCare allows UMass to provide more scholarships to other students who are not participating in the CLCDN, many of whom are diverse nursing students
- Students and new graduates report the value of mentors in their success leading to less isolation, increased confidence and desire to be leaders in the future.

## CLCDN COMMENTS



"CLC was important for me because it linked me with a personal/professional mentor who had first hand experience with what I aspired to become as a nurse. I view the advice I received from the program not only for the present but also the future possibilities available. The gift of having not to worry about my tuition and fees gave me the extra time to concentrate more on my studies and build up skills that have made me comfortable as a practicing nurse."

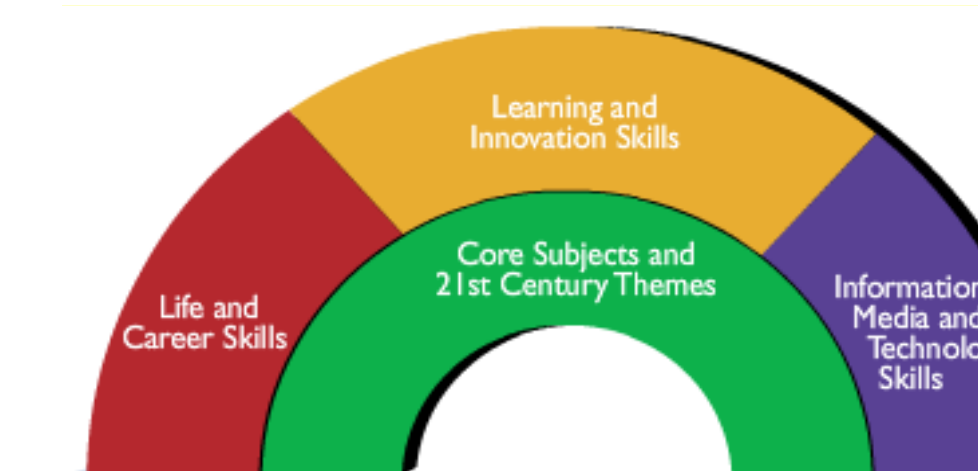
— CLCDN Newly Licensed Nurse



"The program gave me sense of pride in...that I was able to impart my knowledge to a new nurse of [a] different nationality. The program encouraged me to take more leadership roles and [I] came to the conclusion that nurses my age should take part in mentoring new nurses for the future. The program gave me the chance to differentiate the nursing courses and clinical from the college of nursing I attended in the Philippines. In my own perspective, my exposure to academics and clinicals were more rigorous and [I was] glad to have share that knowledge to my mentee."

— CLCDN Mentor

## The 21<sup>st</sup> Century Skills



### Life and Career Skills Include

- Flexibility and Adaptability
- Initiative & Self-Direction
- Social & Cross-Cultural Skills
- Productivity & Accountability
- Leadership & Responsibility

"21<sup>st</sup> Century Skills" represent the skills, knowledge and expertise students should master to succeed in work and life

## CLCDN OUTCOMES

- Of the 64 undergraduate students and 16 Advanced Practice Nurses (n=80) currently in the program, we have:
  - 65 Females & 15 Males
  - 54 African American Students, 10 Hispanics, 16 Asians
- 40 undergraduate CLDN students have graduated since 2007.
  - 13 are still in school and 1 has not passed the NCLEX
- Partners HealthCare has employed 33 CLCDN graduates since 2008.
  - Three are currently seeking positions (new graduates).
  - Four are employed outside of Partners HealthCare
- Partners HealthCare employs all CLCDN Advanced Practice Nurses
- 42 mentors provide guidance, strategies for success, shadowing. Leadership opportunities and much more

## A SUCCESS STORY



"The Hausman Fellowship and the CLCDN have opened up so many opportunities for me. My good G.P.A. in college got me noticed, but every day I am out to prove that they chose the right person. I am the right person, and I am so happy that I am working here. I wouldn't want to be anywhere else."  
—Alexis Seggalye, R.N

Accepted into CLCDN in 2007

Received MGH Hausman Nursing Fellowship for Minority Student Nurses summer after Junior Year

Shadowed Nurses prior to her senior year

Hired as a Medical Surgical Nurse at MGH

## FUTURE DIRECTIONS OF THE CLCDN

- Continue to....
- Recruit diverse students and advanced practice nurses
  - Offer leadership development opportunities so that participants can assume key leadership roles
  - Disseminate this model as an exemplar of a successful service academic partnership to increase diversity in the workplace
  - Support workforce diversity to increase access and reduce health disparities in care
  - Align CLCDN program goals and objectives with the Robert Wood Johnson Institute of Medicine report on the Future of Nursing