

Achieving the Dream Through Persistence and Resilience-Thriving Together

Deniece Jukiewicz, PhD(c), RN, ACNS-BC

Problem

- The U.S. is facing a projected shortage of over 78,000 full-time registered nurses by 2025 (Rosseter, 2024).
- BIPOC students remain underrepresented in nursing programs and face systemic barriers to success, including:
 - Financial hardship; academic under- preparedness; limited access to mentorship; experiences of bias or exclusion
- These barriers contribute to lower retention, graduation and licensure rates for BIPOC students compared to their peers.
- Without intentional intervention, disparities will worsen the nursing shortage and limit the profession's ability to provide culturally competent care.
- Urgent need for evidence-based, equity-focused programs that improve outcomes for marginalized students and diversify workforce.



Significance

- Lack of nursing diversity limits the ability to deliver equitable, culturally responsive care.
- BIPOC communities remain underserved, deepening health disparities.
- Nursing shortage threatens healthcare access and quality for everyone.
- Supporting BIPOC nursing students strengthens the workforce pipeline and promotes health equity.
- Investing in retention and success programs is essential to meet future healthcare demands.



Methods

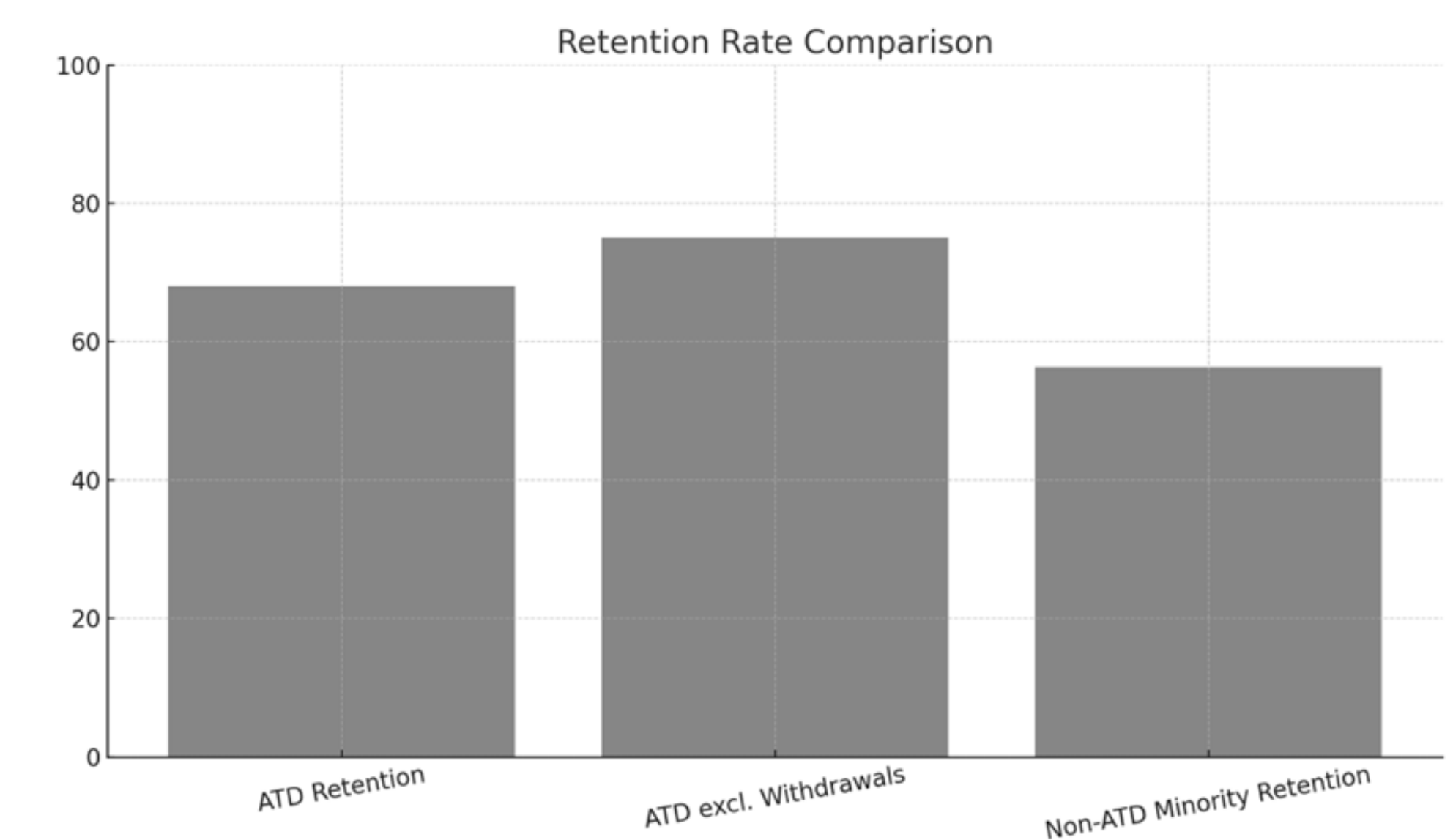
- Guided by Jeffreys' (2021) NURS Model, emphasizing equity and social determinants of health.
Program Design:
- Four-part intervention: tutoring, coaching, mentoring, and personalized support for BIPOC ADN students.
- Students placed in Tier 1, 2, or 3 based on need.
 - **Tutoring:** Weekly in-person group sessions; open to all tiers. Stipends awarded for participation.
 - **Coaching:** Faculty trained as coaches; ongoing development. Tiers 2 & 3 students meet regularly with coaches.
 - **Mentoring:** Tier 3 students matched with nurse mentors At least two meetings per semester.
 - Personalized Support: Tailored to Tier 3 students' needs (e.g., emergency funds, transportation, licensure guidance).
 - **Implementation:** Managed by a faculty-led team; progress reviewed regularly and adjusted as needed.

Measures

- Quantitative**
 - The General Belongingness Scale; Belongingness Scale-Clinical Placement; Student Satisfaction and Self-Confidence in Learning Scale; Nurse Competence Self-Efficacy Scale; The Brief Inventory of Student Perceptions of Inclusive Classrooms.
- Longitudinal tracking
- Matched cohort
- Qualitative**
 - Focus Groups

Results

- 31 students are currently enrolled, with 26 having graduated
- Overall retention rate is 68%
- Average retention rate for minorities not in the program over the same period, in the same courses, was 56.3%
- Two students who took a semester off are returning in Spring 25 ($n=33$).



Conclusion/Discussion

- Coaching is not just a key; It is an important proactive strategy to develop trust and quality relationships.
- Tutoring is more effective in person.
- Students in Tier 3 of the program are the most at risk of not completing and, therefore, have the highest needs and levels of support.

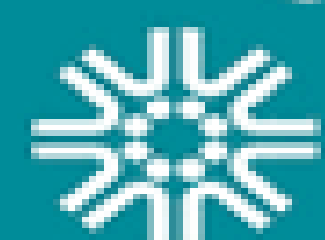


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Biography

Deniece Ann Jukiewicz is a nurse educator, researcher, and PhD candidate in Nursing Research with over three decades of experience in clinical practice and higher education. Her career is grounded in a strong commitment to student success, health equity, and evidence-informed care for individuals with chronic illness.

As a doctoral researcher, Deniece's work focuses on adolescents living with Crohn's Disease. Her mixed methods feasibility study—conducted at a nationally recognized quaternary hospital in the Northeastern United States—explored the impact of a journaling-based self-efficacy intervention. Using both quantitative measurement tools and phenomenological analysis, her research offers valuable insight into how teens navigate the emotional, physical, and social challenges of Crohn's while striving for normalcy and resilience.

In her academic role, Deniece leads initiatives that promote inclusive education, faculty coaching, and student support. She has been instrumental in developing structured tutoring and coaching programs that enhance academic persistence, close equity gaps, and support NCLEX preparation for nursing students from diverse backgrounds. Her approach combines practical strategies with a student-centered philosophy that empowers learners to thrive both academically and professionally.

Deniece is widely respected for her ability to address complex interpersonal and organizational dynamics with empathy, clarity, and professionalism. Whether guiding students through personal challenges, collaborating with faculty, or advocating for curriculum enhancements, she brings integrity, reflection, and a collaborative spirit to every endeavor.

With a Master of Science in Nursing and nearing completion of her PhD, Deniece continues to advance the nursing profession through scholarly inquiry, innovative teaching, and compassionate mentorship. Her work reflects a deep belief in the transformative power of reflection, self-efficacy, and person-centered care.

Contact Information



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