



# REIP

## Retention, Equity, & Inclusion in Progress

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### Purpose/Objectives

- The purpose of this program is to maintain and increase retention and a sense of equity and inclusion among nursing students who are first generation (FG) and racial and ethnic minorities. The success of the program will allow for the eventual expansion to include all demographics of nursing students.

#### Objective 1

- Establish a program that is focused on retention, equity, and inclusion utilizing an approach grounded in academic, psychosocial, and cultural interventions.

#### Objective 2

- Decrease the attrition rates for FG and racial and ethnic minority students by 2% over the next 5 years.

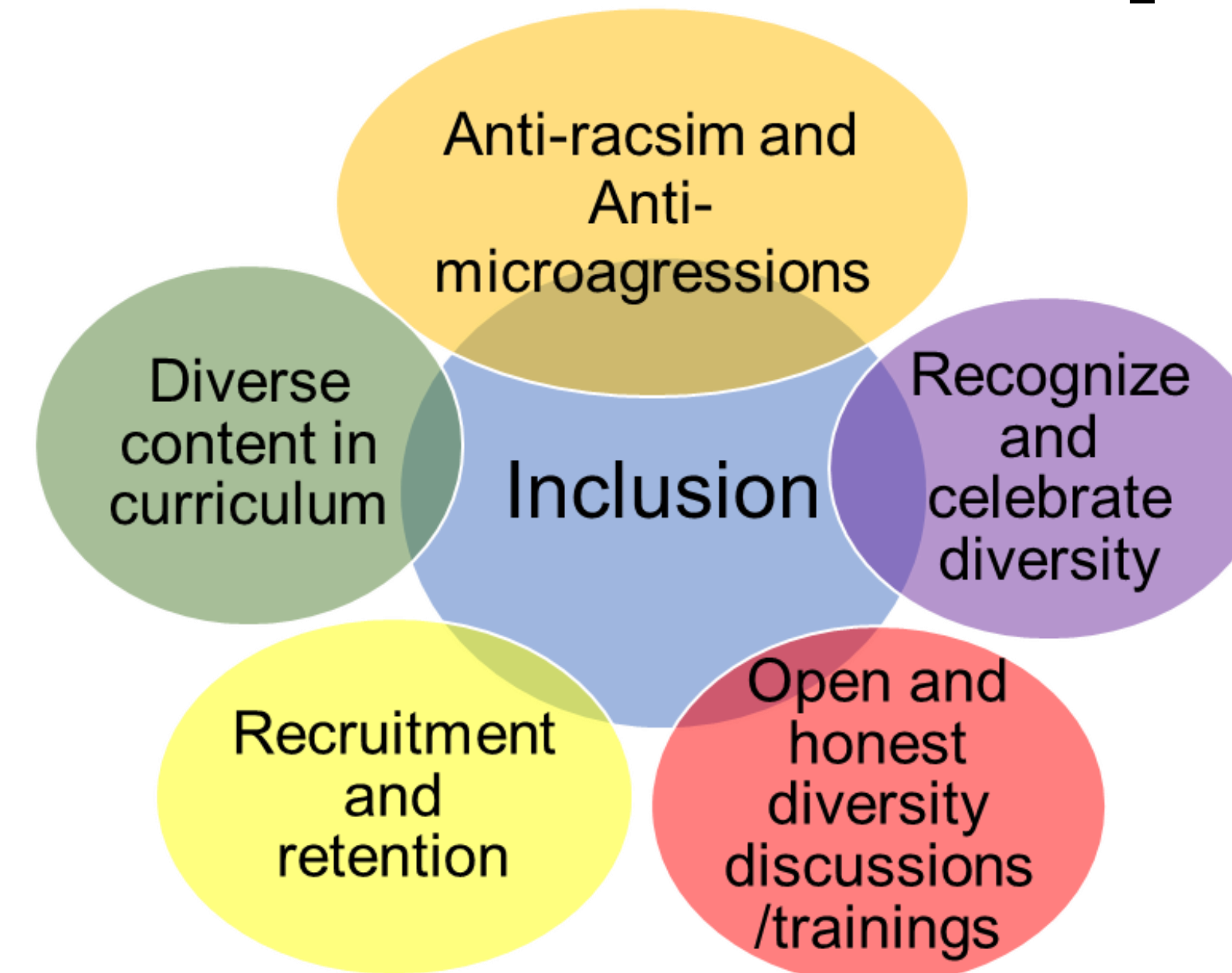
#### Objective 3

- Expand the program to target groups of students who identify as minority and/or seek to participate.

### Background

- Despite low attrition rates among the students, FG and racial and ethnic minorities have the highest rates of attrition in the program.
- Climate assessment survey among students and faculty indicated student and faculty concerns regarding diversity and inclusion.
- The majority of students in the program are White females.
- The institution is indicated as a Predominately White Institution.

### Model for Diversity, Inclusion, and Equity



### REIP

#### Phase I- Assessment

- Review the demographic data of incoming nursing cohorts to determine FG and racial and ethnic minorities for participation in REIP.
- Review the latest data for the program's attrition rates.
- Review climate assessment for use among faculty, staff, and students.

#### Phase II- Planning

- Identify nursing faculty and nursing students to serve as mentors and identify FG and racial and ethnic minority students to participate in the program.
- Diversity, equity, inclusion, and cultural competency training provided by the University to the faculty and student mentors.
- Training provided by the University's FG program for the faculty and student mentors.
- Develop forms to document student grades and assignments.

### REIP

#### Phase III- Implementation

- Invitations sent for FG and racial and ethnic minority students to participate in REIP.
- Faculty and student mentors matched with students in REIP.
- Institute climate assessment survey to all faculty, staff, and students.
- Faculty and peer mentors to meet monthly with the REIP students. Faculty to review grades of REIP students monthly.
- Referral of REIP students to university and community programs based on the needs (e.g., psychosocial, health, etc.) of the students.

#### Phase IV- Evaluation

- Exit interviews of REIP student participants.
- Debriefing of faculty and student mentors upon graduation of each cohort.
- Climate assessment of REIP students.
- Examination of programs attrition rates.
- Examination of NCLEX scores.

### Implication

- Establishment of a program focused on fostering and maintaining diversity, equity, and inclusion to produce nurses that reflect a diverse and inclusive workforce.



# CAPSTONE PRESENTATION & GRADUATION

## Retention, Equity & Inclusion in Progress (REIP)

Sabrina Dickey, PhD, MSN, RN

### Biography

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Dr. Sabrina L. Dickey is an associate professor in the Florida State University (FSU) College of Nursing. As a registered nurse for over 27 years and a health disparity researcher, she has worked with a variety of diverse populations. She has been an employee of FSU for 22 years and is three-time alumni with a Ph.D. in Family Relations from the FSU College of Human Science. Her background in nursing education, community, public, and college health has allowed her to become proficient in educating and interacting with diverse populations. Her experience allows her to promote positive physical and mental health outcomes within academic and community settings. She has also been an active member of the President's Council on Diversity & Inclusion at Florida State University, for seven years. Her membership on the council entails addressing initiatives, issues, and the promotion of diversity, equity, and inclusion across the campus. Additionally, Dr. Dickey serves as the chair for the College of Nursing's Diversity and Inclusion committee, an advisor for the Minority Student Nurses' Association and collaborating to serve as a mentor for the College of Medicine's BRIDGE program. The BRIDGE program was developed as a pipeline for increasing diversity within the College of Medicine and as a mentor she introduces and engages the students in research. Some of her past endeavors include leading the College workshops and nursing student Town Hall meetings to move forward in race relations, diversity and inclusion in the College of Nursing and the University. She has completed data collection for a diversity, equity, and inclusion climate assessment survey for both faculty and students in the program to determine how to best serve students, faculty, and the community. She continues to embrace and promote diversity across campus and the community through her service and research collaborations with the FSU's Center for Academic Retention & Enhancement which is a program for first generation students and research projects with federally qualified community health centers. Dr. Dickey's vision for diversity and inclusion is the promotion and maintenance of a safe environment for all to coexist, thrive, and to learn from each other.

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