

A Summer Immersion Experience: Introducing Underrepresented Minority High School Students to Nursing



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COLLABORATION WITH YALE NEW HAVEN HEALTH (YNHH)

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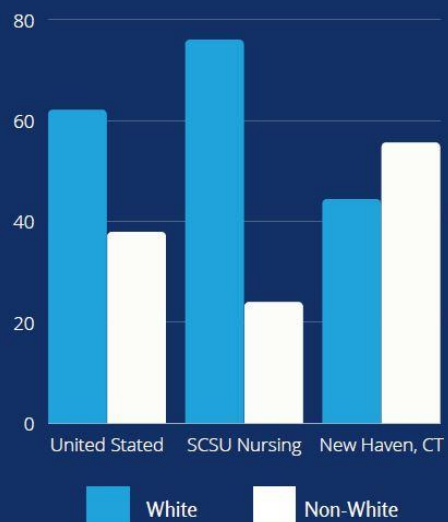
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BACKGROUND

- IOM 2020 Future of nursing
- Students from underrepresented minority (URM) groups
 - US: 37.9% non-White (AACN, 2021)
 - SCSU Nursing: 24% non-White (2020)
 - New Haven, CT: 55.61% non-White (World Population Review, 2021)



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- Connecticut's nursing programs: license breakdown

- Registered Nurses: 63,893

- Licensed Practical Nurses: 12,551

- Diversity of CT Nursing Workforce: the race/ethnicity of RN's do not align with Connecticut's population

- 77.7% are White, non-Hispanic
- 92% identify as Female; 8% Male
- 68% are employed full time
- 56% of the employed nursing workforce is OVER the age of 50
- 61.6% obtained their nursing education in Connecticut
- Facts: Racial and ethnic diversity is increasing in Connecticut
 - From 2000-2010, the state's Asian population increased by 61.1%
 - Those reporting two or more races by 59.1%; the Hispanic or Latino population by 48.8%
 - Black or African American population by 11.8%. In contrast, the White, non-Hispanic population decreased by 3.8%.

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PURPOSE

URM students introduced to nursing and college admissions process through immersive mentoring experience

Learning Objectives:

- Explore how to introduce high school students from diverse communities to pursue nursing as a profession
- Discuss how to engage high school students in activities learning to greater understanding of nursing and college acquisition process
- Strategize ways to build long-term partnership within diverse communities



METHOD



- University support
- Leading clinical partner collaboration
- Inclusive professional nursing organizations
- Graduate student nurses
- Immersive hands-on activities

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METHOD

Nursing Skills Lab

- Stations with nursing equipment & supplies
- Mannequins
- Demonstration
- Practice



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Simulation Scenarios

- "Through their Eyes" (Brock University, Canada)
- Experiential Learning-- challenges of the elderly
- Key concepts--empathy, humiliation, dependency, and caregiving

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Reliable Health
Information



Informed
Decisions

Project
Development



Presenting the
Finished Product



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METHOD

VISION, MISSION AND VALUES



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METHOD



Structure

- Chief Nursing Officer Sponsorship and Endorsement
- Identified Minority Nurse Leader Liaison
- Obtain clearance from Quality and Safety
- Obtain clearance from Infection prevention
- Obtain signed medical and behavior guideline



Mentors

- Identify appropriate nursing units.
- Identify minority nursing mentors
- Structured day of event activity
- Support of school chaperones



Process

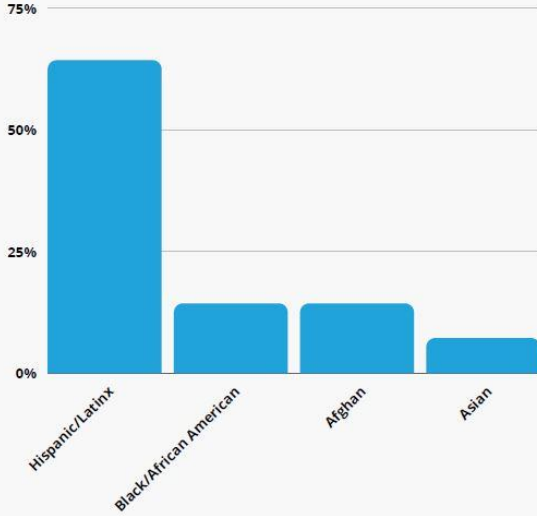
- Assign each student to a nursing mentor
- Follow established task list
- Lunch with nursing leaders and minority mentors
- Debriefing of each day

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- Participant population
 - Race/ethnicity
 - First Generation
- Activities developed to promote and encourage personal goals and academic achievements
- Collaborators were of diverse backgrounds as well

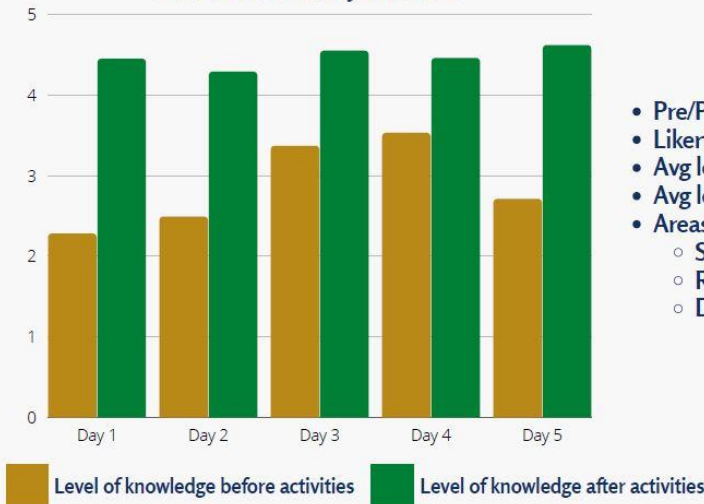
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RESULTS

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Pre/Post Survey Results



- Pre/Post Survey
- Likert Scale 1-5
- Avg level of knowledge before activities 2.88
- Avg level of knowledge after activities 4.47
- Areas of greatest growth:
 - Simulation (1.38; 4.71)
 - Role of the nurse (2.59; 4.45)
 - Developing college portfolio (2; 4.17)

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RESULTS

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CONCLUSION

"You can't be what you can't see." (Toretsky, 2018)

- Long term partnerships
- Need for continuing mentoring of URM
- Review lessons learned and changes to future programs
- Discuss how this program can be applied to other universities, hospitals, and schools

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Thank You

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