

# FUTURE OF NURSING™

## Campaign for Action

AT THE CENTER TO CHAMPION NURSING IN AMERICA



### Successful Ways to Meet the Needs of Native American Nursing Students

Webinar Summary  
July 17, 2018

This webinar features presenters working in the Native American community who are helping nursing students overcome barriers to success. Native American nursing students experience unique challenges. Simultaneously, the number of Native American students enrolled in nursing programs has decreased. The presenters share information about successful programs aimed at increasing the number of Native American nurses within their states.

#### Objectives

- Examine the impact of historical trauma on Indian education and learning.
- Discuss cultural, academic, and social support strategies that aim to promote student success in nursing programs.
- Explore opportunities for partnerships between Action Coalitions and nursing education programs.

#### Presenters



**Winifred V. Quinn, PhD, FAANP (Hon),**  
Director, Advocacy & Consumer Affairs, Center  
to Champion Nursing in America



**Lisa Martin, PhD, RN, PHN, AHN-BC,**  
President, National Alaska Native American  
Indian Nurses Association and Associate  
Professor, St. Catherine University

Across the country, there is a movement to advance the field of nursing so that all Americans have access to high quality, patient-centered care in a health care system where nurses contribute as essential partners in achieving success. This national level [Future of Nursing: Campaign for Action](#) is a result of the Institute of Medicine's landmark 2010 report on the [Future of Nursing: Leading Change, Advancing Health](#).

The *Campaign for Action's* field-based teams, the [Action Coalitions](#), are leading this movement and are equipping themselves with knowledge gained from technical assistance provided by the Center to Champion Nursing in America (CCNA), a joint initiative of AARP, the AARP Foundation, and the Robert Wood Johnson Foundation. Such technical assistance comes in the form of webinars, face to face interactions, and other facilitated engagements with public policy leaders, content experts, consultants, and Action Coalition peers across the country.



**Regina Eddie, PhD, RN**, Assistant Professor Northern Arizona University and Diversity Consultant, Center to Champion Nursing in America



**Beverly Warne, MSN**, Nurse Mentor and Coordinator, Native American Nursing Education Center, South Dakota State University, College of Nursing Rapid City; member of the Oglala Sioux tribe



**Misty Wilkie, PhD, RN**, Immediate Past President, National Alaska Native American Indian Nurses Association and Associate Professor, Bemidji State University; member of the Turtle Mountain Band of Chippewa



**Joan M. Gallegos, MSW, RN**, Director, Community Engagement, HealthInsight Utah

## Introduction

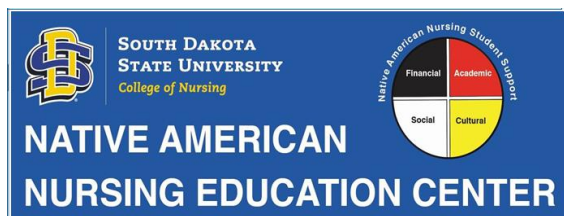
Lisa Martin, PhD, RN, PHN, AHN-BC, President, National Alaska Native American Indian Nurses Association (NANAINA) and Associate Professor at St. Catherine University, opens and welcomes participants. **NANAINA is a member of the *Campaign for Action's Diversity Steering Committee*, and more information about the organization can be found at <http://www.nanainanurses.com>.**

Martin introduces Regina Eddie, PhD, RN, Assistant Professor Northern Arizona University and Diversity Consultant, Center to Champion Nursing in America who introduces the three main speakers.

## Presentation Summary

*Beverly Warne, MSN, Nurse Mentor and Coordinator, Native American Nursing Education Center (NANEC), South Dakota State University, College of Nursing Rapid City; member of the*

Oglala Sioux tribe, provides an overview of the NANEC program at South Dakota State University (SDSU).



- Mission: to increase the Native American nursing workforce in the Great Plains region.
- Native American students prefer to stay close to home, and SDSU offers four nursing programs in the state with Rapid City having the largest enrollment.

### Historical Trauma

Historical trauma is defined **as the cumulative emotional and psychological wounding over the life span and across generations, emanating from massive group trauma.** Historical unresolved grief accompanies that trauma (*Source: Brave Heart, 1998, 1999, 2000*), and is a reality among the Native American population.

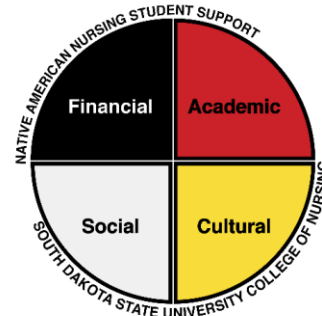
- This often impacts their learning and self-esteem.
- Students may not understand why they feel the way they do at times.
- NANEC program offers mentoring as a way to reduce the effects of historical trauma.

### NANEC Support System

There are four components to the NANEC support system based on the ancient Native American symbol of medicine wheel: **financial, academic, cultural, and social.**

The goal is to assist students in maintaining balance as they move forward in nursing.

- **Financial support:** emergency funding provided as needed; monthly stipends; scholarships; regular scholarship information and reminders; presentation on financial well-being with 1 to 1 counseling as needed; donations from community partners.
- **Academic support:** academic advising; advisor has extensive outreach in the community events; tutoring; resource room; conferences that provide students with professional development opportunities and empowerment.
- **Cultural support:** Wohanpi Na Wounspe (Soup and Learn in Lakota), a monthly presentation and luncheon; honoring ceremony at graduation by a medicine woman; talking circle; community and higher education institutions that partner for community service projects; Great Plains Tribal Chairmen's Health Board offers a certificate program for Native American students, with many having goals to enter nursing school.



- **Social support:** student lounge; mentoring program consisting of monthly visits with a Native American nurse mentor; peer mentoring where a nursing student mentors a pre-nursing student; student and community outreach with participation in Native American Day Parade; monthly newsletter.

### Niganawenimaanaanig Program at Bemidji State University (BSU)



Misty Wilkie, PhD, RN, Immediate Past President, National Alaska Native American Indian Nurses Association and Associate Professor, Bemidji State University; member of the Turtle Mountain Band of Chippewa, oversees the Niganawenimaanaanig program at Bemidji State University (BSU).

**BSU is the first university in Minnesota to receive the Health Resources & Services Administration (HRSA) Nursing Workforce Diversity Grant.**

Twenty-one percent of the BSU population is American Indian; 15 of 72 nurses employed at three federal facilities in the area were American Indian. These are historically low numbers compared to the general population, and grant funding is critical for increasing those numbers.

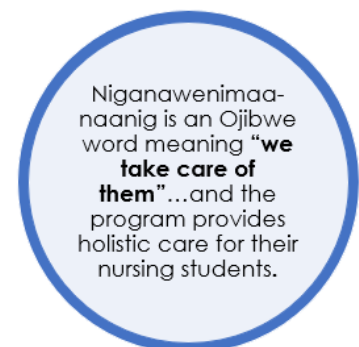
- The first cohort had 13 students enrolled in the program.
- Students admitted to the program receive \$2,000 per semester in tuition assistance and a stipend up to \$500 per month.

#### *Program Requirements*

- agree to intensive/intrusive monitoring for academic progress
- participate in weekly mentor meetings to discuss any barriers as needed
- participate in weekly study sessions (initially, students were required to attend tutoring if their grade was a C or less; however, weekly study sessions allow for a more proactive approach to addressing any issues)
- participate in monthly cultural activities
- attend Niganawenimaanaanig group gatherings twice per semester (creates networking opportunities and increased interaction between students)

#### *Logic Model*

**The logic model for the program is based on an Ojibwe word meaning “we take care of them.”** The program was created using a holistic view to ensure students’ cultural, social, financial and academic needs are all being addressed. Support through



licensure is provided as much as possible, and the grant also provides laptops and uniforms required for students, as well as NCLEX support and review courses.

### *Partners*

There are many partners involved with the program, including:

- BSU's president who said her top priority is to increase the number of American Indian students at the university.
- Financial aid is very important to the program's students, and community stakeholders provide financial and in-kind support.
- BSU provided funding to remodel a space for nursing students that is now used by over 100 students, even some outside of nursing.

### *Lessons Learned*

After completing year one, program staff noted several lessons learned that they will implement in their second year of funding, including:

- requiring weekly study sessions;
- developing cohesiveness of cohorts and all Niganawenimaanaanig students;
- encouraging students to communicate with faculty; and
- providing budgeting skills.



### Diversity Work and the Utah Action Coalition

*Joan M. Gallegos, MSW, RN, Director, Community Engagement, HealthInsight Utah*, is a director at HealthInsight Utah, which is a quality improvement network in Utah and houses the Utah Action Coalition.

### *RWJF State Implementation Program*

- The Utah Action Coalition for Health received the *RWJF State Implementation Program (SIP)* grant for four years.
- Between 2013 and 2017 their focus was developing statewide nurse residency programs and APRN fellowships.
- They also promoted the academic progression of RNs, increased the number of RNs serving on boards, and promoted diversification of the state's nursing workforce.

Some of their SIP outcomes include:

- creating Unidos en Utah/National Association of Hispanic Nurses (local chapter);
- working to create a state nursing data center;
- developing a statewide nursing diversity plan;
- creating the “Explore the Many Exciting Career Opportunities in Nursing” brochure for high school and middle school students;
- talking with high school and middle school counselors at the annual Counselor Association conference (They found that counselors were not the main inspiration for future nursing students, particularly diverse students, but rather high school science teachers.);
- educating students about the benefits of a potential nursing career; and
- attending the Colorado Center for Nursing Excellence’s workshop on diversity and mentoring

**Their current focus is building a Culture of Health, including matching nurses with community population health projects, and they subscribe to the RWJF vision “where everyone has the opportunity to live a healthier life.”**

The Action Coalition believes that Utah’s nursing workforce should be representative of the diversity of their citizens and the patients Utah nurses care for.

### Social Determinants of Health

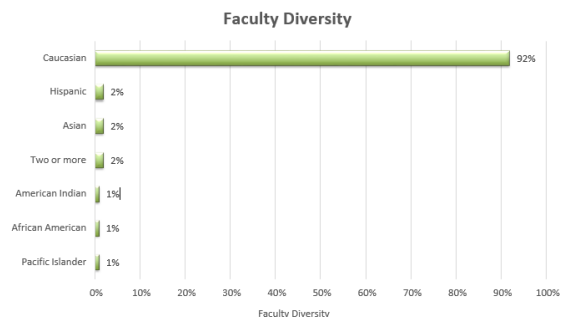
- According to the World Health Organization, conditions in which people are born, grow, live, work, and age are mostly responsible for health inequities and unfair, avoidable differences in health status.
- These circumstances are shaped by the distribution of money, power, and resources at a global, national, and local level.
- The social determinants of health affect how we educate and support our diverse nursing students.

Health systems are another powerful player in shaping health outcomes. The nursing education and workforce systems often operate in a manner that is less accessible for students from diverse backgrounds to obtain higher education degrees and enter the nursing profession.

### *Diversity Work and the Utah Action Coalition*

Gallegos shares a graph illustrating the racial and ethnic breakdown of nurses in the state, with 92% of faculty and 94% of the nursing workforce from Caucasian backgrounds.

The Utah Action Coalition is working on diversifying the state’s nursing workforce. **They**



**received \$3-4 million in the last legislative session to diversify higher education nursing programs.**

The Action Coalition is looking to support pathways for RN educational progression because many diverse students start in associate degree programs, and they want to continue looking at ways to increase the enrollment of diverse students in nursing programs.

### *Lessons Learned*

Gallegos shares several lessons learned by the Action Coalition as they implemented their diversity work, including:

- the need to involve science teachers as mentors for diverse students;
- involving families;
- outreach to counselors to change their antiquated view of nursing; and
- ensuring that students from diverse backgrounds do not feel “singled out” with targeted programs.

### *Innovations Fund*

Recently, the Action Coalition received an Innovations Fund award where they will focus on diversity in nursing.

- They plan to conduct outreach to middle and high school counselors and science educators in the state (targeting rural areas with large Native American populations and urban areas with large Hispanic populations).
- They are also working with a doctorate in nursing practice student to implement a student mentoring program for diverse students.
- They are working to increase the number of diverse nurses on community boards.

### Navajo Nation Perspectives on Native Americans in Nursing

Gallegos shares some perspectives on Native Americans in nursing from a meeting between the Action Coalition and members of the Navajo nation. They relayed that it is hard for Native American students to adjust when they are far away from home.

*Challenges that Native Americans in the state face are:*

- a lack of advisers who are Native and can relate to students;
- homesickness when moving away from home;
- difficulty finding scholarship opportunities; and
- spotty internet access on the Navajo reservation.

*To address these challenges, nursing programs should:*

- conduct more outreach and go to the students instead of expecting them to come to the college or university;

- offer more online opportunities;
- offer stackable nursing credentials (it was noted that many of the state’s diverse nurses begin in LPN or AD programs); and
- look at ways to improve educational progression.

*Recommendations from the Navajo nurses:*

- invite students for conferences in medical careers;
- collaborate with other universities to enhance outreach;
- work with potential nursing students in high school;
- include families in outreach efforts; and
- offer mentoring to prospective nursing students.

**Audience Questions & Answers**

**Q: What is the size of the staff and budget for each of program? How many students are pre-nursing versus nursing?**

A: In South Dakota, there are two part-time staff members. The most recent number of for the state is 44 Native American students enrolled in both pre-nursing and nursing programs. Generally, the pre-nursing population is much higher.

At Bemidji State, 15 students applied for the upcoming academic year, but they have some difficulty determining how many are indigenous. Wilkie allots 50% of her time to the grant; they also have a full-time student mentor and full-time grant coordinator paid through the grant.

**Q: Does the university plan to fund the program in the future so it may become a permanent program?**

A: At Bemidji State, we are looking to partner with a larger healthcare institution within the state for sustainability. The university is unable to fund the program because of budget cuts.

South Dakota does not have a grant, and the university made the NANEC program permanent. We are now in process of finding funding for scholarships.

**Speaker Contact Information**

Beverly Warne [beverly.warne@sdstate.edu](mailto:beverly.warne@sdstate.edu)

Misty Wilkie [mwilkie@bemidjistate.edu](mailto:mwilkie@bemidjistate.edu)

Joan M. Gallegos [jgallegos@healthinsight.org](mailto:jgallegos@healthinsight.org)

The IOM’s recommendations include: the need for more advanced education of registered nurses; nurses leading innovations in health care and being appointed to decision making



bodies; all nurses practicing to the full extent of their education and training; a more diverse nursing workforce and faculty; and more interprofessional collaboration among nurses, physicians, and other members of the health care team in the educational and clinical environments.

### **CCNA Contact Information**

For more information about this webinar, technical assistance questions, or questions related to the Future of Nursing: *Campaign for Action*, contact [wquinn@aarp.org](mailto:wquinn@aarp.org) at the Center to Champion Nursing in America.

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