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Program Director, Scholarships for Disadvantaged Students:
Strategies for Success
Health Resources and Services Administration
Funding: July 1, 2020 – June 30, 2025: \$3,250,000



Strategies for Success Program for prelicensure nursing students (1994-2021). Breckenridge, D. M.

- Phases: pre-admission, retention, graduating on time, passing NCLEX-RN, and joining nursing workforce as culturally competent RNs.
- Generated and tested when advising nursing program applicants.
- Based on content analysis of student interviews.
- Shared through presentations to prelicensure nursing programs.
- The dates of program development and implementation overlap times as a faculty member, doctoral student, postdoctoral Fellow to Professor, Director, Chair, College Vice President, and Dean of Nursing with numerous donor, association, state, and federal – HRSA funding.



S4S RN – LOGIC MODEL

Goals: To recruit and retain disadvantaged students in their education to become registered nurses, improve NCLEX-RN pass rate to 1) address the needs of disadvantaged students who also identify as part of a racial/ethnic group: Hispanic, Black, Asian, White; 2) address the need for a diverse, primary care healthcare workforce capable of serving low-income communities; and improve access to primary care services.

Target population: Disadvantaged minority (DM) students recruited through traditional and specialized channels, and already enrolled in MMDSON at CDU.

ASSUMPTIONS	INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES
<p>Overcoming barriers that prevent DM students from successfully entering the nursing workforce as a health care provider.</p> <p>DMs with backgrounds of educational challenges may have practical experience that is valuable and can be put to use meeting the needs for nursing care, particularly in the public health system.</p> <p>Increasing diversity in the workforce is vital in efforts to provide optimal care to underserved residents from under resourced communities and educating nurses in the provision of primary care is critical to overcoming health disparities.</p>	<p>HRSA Funding</p> <p>Faculty</p> <p>Staff</p> <p>DHS Clinical sites:</p> <ul style="list-style-type: none"> • Martin Luther King Outpatient Center; • H. Claude Hudson Center; • Humbert Humphrey Center; • Dollarhide Health Center <p>Medically Underserved</p> <ul style="list-style-type: none"> • LAC-USC • Watts Community Health <p>Enhanced curriculum that includes Strategies for Success with focus on mentoring with student support services.</p>	<p>Implement a system of recruitment for primary care-oriented disadvantaged minority (DM) nursing students committed to practicing in non-institution settings to provide access to primary health care in medically underserved and under-resourced areas.</p> <p>Develop and maintain specialized recruitment activities to attract potential students and provide risk assessment to new and existing RN students using the Risk Assessment Profile, Strategies for Success (RAPSS) to identify challenges/barriers.</p> <p>Provide a S4S RN Boot Camp consisting of sessions on a variety of topics and structured learning activities on-line and in-person</p> <p>Institute individual and group educational sessions, independent computer modules, tutoring, mentoring and the NCLEX-RN Test Map to ensure success.</p> <p>Provide clinical training experiences for DM nursing students in community-based primary care through partnerships with DHS clinical sites.</p> <p>Continuing professional development in primary care for practicing RNs, clinical preceptors and faculty to address topics of clinical significance with mentoring: addressing areas: such as mental health, substance abuse, and telehealth.</p> <p>Enhance didactic and clinical training and share best practices.</p>	<p>Recruitment and screening protocol - each student receives a prescription for success</p> <p>Database for ongoing and summative program evaluation</p> <p>S4S RN Boot Camp session materials</p> <p>Formalized partnership protocols with regard to clinical training experiences</p> <p>Enhanced curricular materials with emphasis on academic study skills and clinical preparation</p>	<p>Increased retention, graduation and certification of disadvantaged minorities (DM) in nursing program.</p> <p>Established system for recruiting and training DM nursing students to provide primary care in underserved areas.</p> <p>Increased access to primary care including chronic disease prevention and control, mental health and substance use conditions in SP 6 community.</p> <p>Increased understanding of the unique educational needs and mentoring focus for DM students</p> <p>Nursing programs and healthcare systems and clinics will have access to a blueprint of best practices</p>

Partner Liaison Director

► Risk Assessment Profile Strategies for Success (RAPSS)©

Case Manager/Counselor

Data Manager

Clinical Instructors/Tutors

Specialized Recruitment
40 ELM SDS RN Students

Retention
40 per year = 160 Total

20 Workshop Sessions

Time by appointment

Strategies for Success Preparatory
Program (SSPP)

- Referred by instructor for tutoring
- < 80% in course work
- Less than Level 2 Exam

Meet Nursing School Entry
Requirements (Tutoring if
Necessary)

Prescription for Success

Rx

Independent
computer sessions
related to
NCLEX-RN®
RN Test-Map

Join Nursing Workforce as a
Primary Care RN

Progresses to each Nursing Course

↓
Graduation

↓
Pass NCLEX-RN® 1st time

Risk Assessment Profile, Strategies for Success (RAPSS)

PRE-COLLEGE VARIABLES:

High school college preparatory courses:

Algebra _____	Biology _____	Chemistry _____
GED Score _____	High School GP A _____	Rank _____
SAT Verbal _____	SAT Math _____	ACT Score _____
HESI _____	TEAS _____	NLN Pre-licensure exam _____
Other standardized Test: Score: _____		

COLLEGE VARIABLES (needed within 5-10 years):

College name: _____	Degrees earned _____
A&P I _____	Statistics _____ High School/College Algebra _____
A&P II _____	Microbiology _____ Chemistry with Laboratory _____
Nutrition _____	with Laboratory _____
Courses repeated to obtain 3.0 GP A _____	Cumulative science GPA: _____

COLLEGE VARIABLES (needed, but no time limit):

English _____	Introduction to Sociology _____	Introduction to Psychology _____
		Developmental Psychology _____
GPA for required courses for nursing: _____		GP A (overall): _____

LANGUAGE VARIABLES:

English spoken as first language: - - - -	TOEFL SCORES: Written _____
English spoken as second language: _____	Listening _____
Language(s) spoken at home: _____	Structured Writing _____
(not English) _____	Reading _____
	Essay _____

DEMOGRAPHIC VARIABLES (optional):

Single _____	Divorced _____	Partner _____
Married _____	Separated _____	other _____
Children _____	Child support (_____) _____	Childcare by Relative _____
Ages of Children _____	Daycare Center _____	
		First in family to attend college: -----

Employment:

Fulltime employee (40 hrs Week) _____	Receives health benefits _____
Part-time employee (20 hrs Week) _____	Receives Benefits for children _____
Average Hours per Week: _____	Receives Benefits for spouse _____

Financial Aid needed for:

Tuition _____	Room /Board _____	other Living expenses _____
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Forms of Financial Aid Interested in:

Grants _____	Loans _____	other stipends _____
Scholarships _____	Work Study _____	