

Name: Sharon Cobb, PhD, MSN, MPH, RN, PHN

Professional Title, Organization: Assistant Dean and Director of Prelicensure Nursing Programs, Charles R. Drew University of Medicine and Science

CHIP Title: “DARE” TO WIN: Empowering the Future Nursing Workforce

Project Description:

As the largest health care profession, the nursing workforce is a major contributor for improved health outcomes and enhancement of the patient care experience. Despite our diverse patient population, this is not reflected in the racial and ethnic composition of the California nursing workforce, resulting in concerns for cultural and linguistic congruency. Focus should center on upstream factors driving workforce inequities, which include lower rates of retention and graduation among under resourced minority students in health care professional programs, including nursing and medicine. Attributed to a myriad of biopsychosocial and educational factors, underrepresented

minority students are primarily from underserved communities, experience multiple adverse life events, and exposed to an increased risk of toxic stress and systematic injustice.

At my institution (Charles R. Drew University of Medicine and Science), over 80% of the nursing student population identify as African American or Latino and faced challenges listed above. To increase student success, my CHIP project centered on the development and implementation of an innovative educational *model* for at-risk students to increase retention, graduation, and matriculation into the health care workforce.

“DARE TO WIN” Model: **D** = Data Driven Needs Analysis; **A** = Academic Preparation and Rigor. **R** = Resource and Navigational Support, **and E** = Empowerment Approach and Support

To implement this model, key stakeholders (i.e., students, faculty, community, and health care leaders) were involved and gaps analyzed to enhance the programmatic experience for our students through a holistic approach.

Key Findings and Lessons Learned:

- Creation of a “*Social Determinants of Education*” dashboard to assess social and learning factors at program start and graduation.
- Creation of wellness-development workshops for matriculation into the health care workforce (*Over 60% believe that they had inadequate preparation in high school*)
- Funding secured (\$900,000) from the Song Brown Program – Registered Nurse Education Program from the California Department of Health Care Access and Information (HCAI) 65% of students report outside employment; Over half of students work at least 20 hours/week Onboard a Nursing Success Coach and five peer tutors.

Next Steps:

- Finalize and implement a concept-based curriculum focused on attaining competencies desired by health care system (*ongoing*)
- Tracking short-term and long-term outcomes of each “DARE” component
- Obtain greater funding for grant and scholarship support for students.
- Discussion with health care systems to develop clinical training/residency programs for students.

- Increase retention rates of under-resourced minority students with focus on social support.
- Consideration of additional certification programs prior to matriculation (e.g., informatics, health care, quality, doula, and lactation support)