

Grand Valley State University
Kirkhof College of Nursing
Inclusion Implementation Plan 1/1/2010 – 12/30/2012
Report: 1/1/2011 – 12/31/2011

Action Area 1: Access and Equity – Recruitment and Retention (faculty, staff, students)

FACULTY

Goal 1. Increase the presence of faculty from underrepresented groups, with an emphasis on men and minority/international individuals.

Progress toward Outcomes Measures:

Evaluation of the success of the individual strategies in contributing to attainment of goal: ensure that all KCON faculty have colleagues that represent diversity to enrich overall perspectives and enhance cultural competency

Across 3 year timeline, increase male faculty by one (50%) and minority/international faculty by two

- In fall 2011 KCON hired a tenure-track faculty member, Dr. Paulette Chaponniere, who was born and grew up in Democratic Republic of Congo. She is a native French speaker; she has a MPH from Johns Hopkins University's School of Hygiene, Public Health, & International Health. She has a passion for inter cultural and international work, she is fluent in 4 languages and has served as an International consultant with over 50 assignments worldwide since 1984 for WHO, UNICEF, and CDC.
- An African-American DNP student/TA, Fred Comer, was mentored by KCON and facilitated lab classes in NUR 315. Alice Mwanda, a Kenyan immigrant and DNP student, worked as a TA with NUR 350 faculty.
- See Appendix B comparing **Faculty Diversity Profile** for 2009, 2010 & 2011.
Tenure/Tenure Track faculty diversity profile remains consistent. **Affiliate faculty:** There was one male Hispanic faculty hired in 2010.

Document and evaluate two exchange initiatives

- Drs. Nancy Schoofs, Susan Jensen, and Sylvia Mupepi participated in the Padnos International Center's Faculty/Staff Exchange Program Winter semester 2010 in Ghana, University of Cape Coast (UCC), School of Nursing. Collaboration with those from different countries through health teaching, culture, or health delivery interchange, substantially benefits all parties involved. Communication within an international context provides an opportunity for cultural blending, discovery of shared concerns, and common goals of professional nursing. An educational exchange also promotes the development of long lasting collaborations among colleagues, cultural respect, and cultural sensitivity. A further goal was to incorporate knowledge gained from the trip to Ghana into the classroom for nursing students.
- Susan Kraus, COT, participated in the GVSU Partnership Delegation to Jamaica which allowed her to exchange ideas and strengthen the partnership with UWI.
- Tom Sanchez, Affiliate Faculty, participated in a medical mission initiative through Partners with Sassier, a Chicago-based nonprofit that has provided over \$1M in humanitarian aid to Sassier, Haiti, a rural village about six miles southeast of Jeremie, the capital of Grand'Anse province. Health care is in critical need in the aftermath of the earthquake and hurricane. One GVSU graduate student was part of the team. Tom was able to share his experiences and bring this cultural experience to life through dynamic presentations to faculty and students

- Established a Faculty Task Force in Fall 2011 to explore international partner(s) interested in developing an ongoing partnership for exchange experiences. The goal is to facilitate networking linkages, exchange and interaction among all parties; foster increased quality of teaching and learning; help countries make progress towards and attain the Millennium Development Goals; and provide countries with new opportunities to sustain reform efforts.

STUDENTS--UNDERGRADUATE

Goal 2: Promote a more holistic approach to **undergraduate** admissions to nursing to increase access/diversity without lowering standards. Increase the number of male students and the presence of students from historically underrepresented groups (Latino, native American, African American). Increase the presence of international students.

Progress toward Outcomes Measures:

For Undergraduate programs, across 3 year timeline, increase # of male students to 18%; # of minority students to 10%; and # of international students to 3%

Undergraduate Students (see Appendix C)

	2009 (Baseline)	2010	2011	3 Year Targets
Males	66 (16%)	82 (19%)	52(16.3%)	18%
Minorities	31 (7.5%)	24 (5.5%)	24 (7.5%)	10%
Total	411	436	319	

RN-BSN: there were no males in the 2009 cohort; there were 2 in both 2010 and 2011, making percentage overall 9% and 10.5% respectively; the minority percentage in 2009 = 12.5%; 2010 = 13.6%. The HRSA Workforce Diversity Grant was implemented in 2011, yielding a minority percentage of 31.5% for 2011.

Evaluation of the success of the individual strategies in contributing to attainment of goal: ensure KCON nursing students have peer colleagues that represent the diversity of society and enhanced perspectives

- HRSA Workforce Diversity Grant awarded Fall 2010: Dr. Elaine Van Doren (Associate Dean for Undergraduate Programs) was awarded a Nursing Workforce Diversity Grant, funded by the Health Resources and Services Administration (HRSA) with the goal to increase minority student enrollment in the RN to BSN program. Currently establishing relationships with the students enrolled in the Associate Degree Nursing programs at Grand Rapids Community College and Muskegon Community College (student population in both of these programs are more diverse: race/ethnicity/socio-economic status). Funding to be disbursed as follows: Year 1 - \$186,257; Year 2 - \$292,881; Year 3 - \$294,699. Nineteen are enrolled in first cohort of grant with 31.5% representing minorities.
- KCON faculty engage in individual mentoring of student nurses from historically under-represented groups (Latino, Native American, African American, males)
- Dr. Nancy Schoofs submitted an article in December 2011 to the Journal of Nursing Education & Practice (international journal) – title of article: “How Can We Help Minority Nursing Students? A Case Study and Literature Review”
- OSS continues to target recruitment of minority students through the following programs:
 - 1) Health Education programs associated with Kent Career Technical Center (KCTC) which is part of the Kent Intermediate School District. KCTC serves junior and senior level students from all of the high schools in Kent County, Michigan (public, private, & home-schooled), thus there is diversity in ethnic, cultural and socio-economic status of the students in these programs. Many of the students enrolled in these programs intend to pursue college education in a program related to health care. The programs provide students with hands-on learning

activities and real-world experiences in health care fields.

2) High School of Health, Science, & Technology - located on the Central High Campus. This magnet/theme program is part of the Grand Rapids Public Schools (GRPS) district. The student population in GRPS is greater than 20,000 with approximately 80% qualifying for free or reduced lunch (economically disadvantaged status); 20% qualify for English Language Support Services; student population in GRPS is 43% African-American, 30% Hispanic, 23% Caucasian, 1.5% Asian, 1.4% Native American.

3) sHaPe Camp is a summer program designed for students in GRPS who will enter 8th or 9th grade in the Fall term. Participants in this program learn about various health professions in an effort to expose them to possible educational/career trajectories that they may wish to pursue.

STUDENTS—GRADUATE

Goal 3: Develop plan for recruitment/admission process for male and minority graduate students

Progress toward Outcomes Measures:

Evaluation of the success of the individual strategies in contributing to attainment of goal: ensure KCON nursing students have peer colleagues that represent the diversity of society and enhanced perspectives

For Graduate programs, across 3 year timeline, increase # of male students to 15%; # of minority students to 5%; and # of international students to 3% of total number of graduate students.

All Graduate Students (See Appendix C)

	2009 (Baseline)	2010	2011	3 Year Targets
Males	9 (12%)	9 (14.75%)	10 (14.7%)	15%
Minorities	2 (2.7%)	1 (1.6%)	5 (7.3%)	5%
International	1 (1.4%)	0 (0%)	1 (1.5%)	3%
Total	72	61	68	

We have made progress in reaching the desired 3-year targets during the past two years. This was accomplished despite the curriculum transitions and admission changes (first cohort of DNP admits occurred in 2009 and first cohort of MSN admits occurred in 2010 after a 2-year suspension).

A number of intentional strategies have been put in place to increase the number of underrepresented populations including:

1. A data-driven decision to change the GRE requirement perceived to be a barrier to graduate education.
2. Individualized counseling sessions with prospective students to identify and strategized/address perceived barriers
3. Use of targeted graduate information sessions at academic and practice settings with underrepresented groups.

STAFF

Goal 4: Increase the presence of staff from underrepresented groups (men, Latino, Native American, African American), international and staff with disabilities

Progress toward Outcomes Measures:

For COTs and EAPs, across 3 year timeline, increase # of males to 10%; # of minorities to 10%.
All COTs and EAPs

	2009 (Baseline)	2010	2011	3 Year Targets
Males	1 (5%)	1 (4.8%)	3 (13.6%)	10%
Minorities	2 (10%)	2 (9.5%)	3 (13.6%)	10%
Total	20	21	22	

- Selected KCON staff have utilized Disability Services related to personal challenges, an opportunity to expand awareness of this aspect of inclusion, as we adapted our work environment, our attitudes, and appreciation for those that contribute to the work while living with selected disabilities.

Action Area 1: Access and Equity – Policy/Administrative Initiatives

Goal 5: Participate in GVSU's Inclusion and Equity Advisory Council

Progress toward Outcomes Measures:

Monitor reporting mechanism' attach to minutes of record for each meeting

- Dr. Claudia Leiras-Laubach served 2010-2011; Dr. Sylvia Mupepi serves currently. Council does not meet often, but reports provided as appropriate.

Goal 6: Improve quality of Research from a diversity/inclusion perspective

Progress toward Outcomes Measures:

Across 3-year timeline increase number of scholarly initiatives inclusive of vulnerable populations to six.

- Established as one of KCON's four Centers of Distinction a center with a focus on "Vulnerable Populations—Best Practices." Incorporates DNP students, faculty, interprofessional colleagues, and practice partners to stimulate scholarship of teaching, service, practice, and knowledge development.
- Number of Doctoral Student Scholarly Inquiry Projects involving Vulnerable Populations: In 2010-2011, of the 12 students who had progressed to the dissertation phase, 10 (83.3%) involved vulnerable populations (mental health, aged populations, chronic illness, rural). It is expected that this number will increase with the identification of dissertation topics in winter 2012.
- 2010-2011 Health Literacy program for health professionals, "*Let's Talk: Addressing Health Literacy Barriers*", Thursday, May 5, 2011, 9A – 3P Muskegon Community College. Presented by GVSU/KCON in collaboration with Mercy Health Partners, Lakeshore Health Network, Muskegon Health Project, and Muskegon Community College.
- Pilot project funded by the March of Dimes Foundation of Michigan; young pregnant women are enrolled in services to promote full term pregnancies and avoidance of low birth weight infants. For this Muskegon-based, prenatal *Pathways* project, KCON Faculty Dr. Cynthia Coviak is co-investigator and serves as evaluator and Dr. Sylvia Mupepi, a nurse midwife serves as a consultant in teaching the prenatal CHW aspects of high-risk pregnancy.
- KCON faculty Dr. Cynthia Beel-Bates focus on aging population/nursing home residents, project "Caregiver/Resident Interaction at Mealtime Measured with Barnard's NCAST Feeding Scale."
- Submission of HRSA Grant 2010 \$1.5M "Nurse Managed Health Center: An Interagency/Interprofessional Collaboration for Vulnerable Populations" Fundable score; not funded
- KCON faculty Dr. Rebecca Davis, focuses on aging population/dementia, projects include

“Direction Sense and Wayfinding in Middle Age and Older Adults: A Virtual Reality Study” and “The Effect of Cue Color and Familiarity on Place Learning in Aging: A Virtual Reality Experiment.”

Action Area 2: Campus Climate

Goal 1: Participate in external programs and GVSU’s opportunities to learn about inclusion-related topics such as disability, class, religion, sexual orientation, etc.

Goal 2: Design and implement opportunities for faculty and staff to enhance cultural sensitivity and cultural competency.

Monitor attendance and report/share experiences

Progress toward Outcomes Measures:

- See Appendix A: List of all diversity-related programs attended by faculty and staff in 2011.
- Multiple opportunities to share experiences. Selected examples: Tom Sanchez presented at the All KCON Meeting (April 11, 2011) on his experience delivering health care in Haiti; Susan Kraus presented (September 19, 2011) at the All KCON Meeting on her trip to Jamaica.
- Appointed representative from Nursing to participate on the university climate study committee planned for Spring 2010: Mary Bollman.

COTs reflection on how discussions/experiences have influenced their work and interaction in the work place

The Clerical/Office/Technical (COT) staff meets every other month during the calendar year.

Periodically, we try to have a speaker, written materials, or a planned event at another time to provide opportunities for our group to enhance their knowledge and awareness of different cultures, socioeconomic statuses, generational issues, etc. In 2011 we participated in the following:

- March 2011- a subgroup participated in the GVSU Community Reading Project and read the book ‘The Immortal Life of Henrietta Lacks’ by Rebecca Skloot. After completing the reading the group met over lunch to discuss the book’s content, their reactions/thoughts, and how the information furthered their understanding of healthcare issues.
- March 2011-one COT member was part of the University’s International Partnership Delegation and traveled to the University of the West Indies, Kingston, Jamaica. She had the opportunity to travel within the country learning about the culture and heritage of the Jamaican people. A presentation was given at an FOC meeting in the Fall.
- April 2011-During a COT meeting we had a retired faculty member, Katherine Kim, come to share with the group her life and experiences as a Korean immigrant. We learned about her life in Korea, the culture of the Korean people, her experience related to the Korean War, her experiences in immigrating to and settling in the United States.
- October 2011- two members of the COT Team went to a university presentation of ‘Multigenerational Differences in the Workplace’. They were then instrumental in bringing this presentation to our department. This was helpful in looking at the benefits and challenges of working in a multigenerational environment. This provided good awareness and an opportunity for understanding others

Faculty Development Activities: Monitor attendance and outcomes

A faculty development workshop was presented on November 3rd, 2011 supported by the Workforce Diversity Grant obtained in 2010. The 8 hour educational session included GVSU faculty and faculty

from other colleges in the area and was titled “Embracing Diversity in Student Nurses: The Faculty Role”. The speaker was Dr. Norma Martinez Rogers, PhD, RN, FAAN, a nationally known expert on inclusion issues in nursing education. Objectives focused on practical strategies for faculty to identify barriers to diversity, approaches for handling cultural conflicts, and teaching strategies. Prior to the session, Dr. Martinez Rogers took a survey of GVSU faculty and students. She then used that information to inform the workshop and guide discussion. Twenty four faculty, mostly from GVSU, attended the workshop. Workshop evaluations were very positive overall, however, attendees wanted even more strategies for working with conflicts, adding diversity to the faculty and student population as well as teaching approaches. Some positive comments were: “I learned so much more than I expected too! Very worthwhile day!” “Excellent speaker with great insights.” “I enjoyed the session please bring her again.” Negative commentators said that the content was “too basic”, felt objectives were not covered and that the examples had a “heavy Latino focus”.

Action Area 3: Diversity in Curriculum/Co-curriculum

Goal 1: Course content for baccalaureate nursing students should integrate culturally diverse perspectives (race, class, disability, sexual orientation, religion, etc) where appropriate.

Monitor curricula, syllabi, and clinical settings for topics/readings/opportunities that ensure the development of cultural competency. Measure cultural competency via exams, written/oral assignments, simulation experiences, and clinical evaluations

Progress toward Outcomes Measures:

- Appendix D provides a list of clinical sites where nursing students at the undergraduate level have culturally diverse experiences, e.g. Disability Advocates, SWAN Neighborhood, Ferguson Apartments, GVSU Family Health Center, The Other Way Ministries, etc.
- AACN Toolkit for Cultural Competency <http://www.aacn.nche.edu/Education/pdf/toolkit.pdf> This comprehensive document has guided the revision of the undergraduate curriculum currently in progress; and well as being in the current curricula. For example, in the new curriculum, faculty have incorporated an experiential activity title “Bafa, Bafa” that provides the students the opportunity to take on a new ‘culture’ and be exposed to varied reactions from another “culture”. In our current curriculum, we have added a clinical experience with the CATCH Program, an after school program that is addressing obesity in children from low income schools in Grand Rapids.

Goal 2: Course content for graduate nursing students should integrate culturally diverse perspectives (race, class, disability, sexual orientation, religion, etc) where appropriate

Monitor curricula, syllabi, and clinical settings for topics/readings/opportunities that ensure the development of leadership in cultural competency. Measure cultural competency via written/oral assignments, advocacy experiences, and influence on policy and/or system changes

Progress toward Outcomes Measures:

- See Appendix D for clinical sites used in the Graduate Programs.
- Course content and clinical experiences incorporate vulnerability, cultural differences, and political/professional advocacy for competency development. Students’ knowledge, skills and attitudes are assessed through case study, objective and subjective client data and interaction, process recordings, and clinical evaluations. Clinical placement examples for experience with and exposure to diverse populations include the Veteran’s Administration, Family Health Center, DeGage, Grand Rapids Housing and Schools.
- Evaluation of five of the doctoral courses validated that topics, readings, and opportunities for the development and evaluation of cultural competencies are in place.

- Jerod Sinclair, a recent African-American KCON BSN graduate, has been identified as someone with potential to succeed in a graduate program and as a faculty member. Various faculty members have spoken to him about graduate education.
- Two DNP students are selected each year (2010, 2011, 2012) to represent KCON at the Annual AACN Student Policy Summit in Washington, DC. Focus on advocacy skills to affect change in health care delivery, nursing education, and nursing research, to include an emphasis on policy making and funding opportunities.

There are a number of initiatives that enhance both undergraduate and graduate education, as well as promote community engagement and faculty opportunities. Collaborative relationships are developing with Catherine's Health Center and being enhanced with the Muskegon Health Project. The GVSU/KCON Family Health Center (FHC) continues to serve the vulnerable populations of the Heartside area and surrounding Grand Rapids' neighborhoods. An excellent example of work with the FHC:

- **Children's Healthcare Access Program (CHAP) in Kent County:** The primary goal of the Children's Healthcare Access Program is to improve health outcomes among children on Medicaid while better utilizing existing resources and decreasing costs. This partnership between Priority Health, Helen DeVos Children's Hospital, Cherry Street Health Services, private pediatric practices, GVSU's Family Health Center, numerous human service agencies, and private foundations covers 15,000 children in Kent County. GVSU's Family Health Center has 544 children in the CHAPs Program, ages new born to 18 years of age, that are seen on a regular basis for acute care needs, immunizations and well-child checks. Without the Family Health Center, many of these children would receive little or no healthcare services.
- Overall, the total number of patients at the GVSU Family Health Center total 5,239 of which 35% are minority and many of them are uninsured.

Action Area 4: Organizational Learning—Internal

Goal 1: Training and organizational development

Assess number of bias incident reports in nursing (goal = 0)

Progress toward Outcomes Measures:

There have been no bias incident reports

A minimum of 20% of faculty and staff will participate in Inclusion and Advocacy Training; and other programs related to inclusion advocacy and cultural competency. Monitor attendance

Progress toward Outcomes Measures:

- See Appendix A: List of all diversity-related programs attended by faculty and staff

Action Area 4: Organizational Learning—Community Outreach

Goal 1: Participate in partnerships and collaborations with Grand Rapids Public School

Progress toward Outcomes Measures:

- CATCH Initiative as described in this report
- Dean serves on Advisory Board for the BCBS/MSU "Project Fit" a collaboration with selected GR Public Schools with a focus on Childhood Obesity and related social determinants. The CATCH initiative is an outcome of this initiative.
- KISD and sHaPe Camp

Goal 2: Develop and nurture key partnerships and relationships with community entities doing or interested in doing similar inclusion work.

Progress toward Outcomes Measures:

Report from Spectrum Representative at FOC 2x/yr.

Spectrum discontinued this committee membership. Dean is collaborating with Spectrum, Metro, St. Mary's for the 2012 Year of Interfaith Understanding initiative, organizing a Council for Health.

Increase number of service-learning experiences that foster cultural competency to ensure every student has a related experience. Ensure identification of expected outcomes and evaluation.

- Dean serves on Advisory Board for Clark Communities, promotes advocacy for issues related to the aging population. Several student learning experiences at Clark, including an interprofessional assessment activity and Longitudinal Elderly Initiative assignments.
- FHC/CHAP initiative as described in this report—over 120 student experiences/year at FHC (undergraduate and graduate)
- Service-Learning exemplars: In addition to our regular student clinical assignments, nursing students are encouraged to take on independent studies that can help to expand their understanding of different cultural groups and health issues. This year, one of our senior students completed a two semester independent study with the YWCA. Based on her prior experiences and a review of the evidence, the student worked to draft documents and establish protocols for the assessment of children in suspected sexual abuse situations. Cultural considerations had to be considered from multiple perspectives since this organizations serves a wide spectrum of community members. The student's portfolio documented her experiences and the outcomes she achieved. Another one of our senior students is currently completing a two semester experience with Planned Parenthood. She is helping to collect data in a quality improvement project on key health issues for woman using the Planned Parenthood services. Looking at a population rather than only the care for individual patients, helps students to understand disparities in health care, an important feature of cultural competency.

Submitted by: KCON Strategic Planning Committee (Cynthia McCurren, Chair; Joy Washburn, Melodee Vanden Bosch, Nancy Schoofs, Tom Sanchez, Sylvia Mupepi, Larry Boekeloo, Erin Busscher, Susan Kraus, Linda Scott, and Elaine Van Doren).

Appendix A

Kirkhof College of Nursing

Inclusion and Advocacy Efforts – 2011

Faculty/Staff Name or Group	Description of effort
Coreen Bedford, COT	<ul style="list-style-type: none"> • Diversity and Generations – Diversity inclusion and the Generational Impact Fall 2011 • Team Building using True Colors May 2011 • Resolving disputes through mediation May 2011
Cynthia Beel-Bates, Associate Professor-Faculty	<ul style="list-style-type: none"> • Multi-Generational Seminar by Melita Travis Johnson, October 24, 2011 • Embracing Diversity by Dr. Norma Martinez November 3, 2011
Cheryl Borgman, COT	<ul style="list-style-type: none"> • I set up and attended the Multi-Generational Seminar, October 24, 2011 • I also organized the collection for Christmas for a family through D. A. Blodgett – St. John's, December 2011
Ruth Ann Brintnall, Faculty	<ul style="list-style-type: none"> • Participated in GVSU Climate Study, Fall 2011 • Diversity and Generations Presentation, CHS, October 25, 2011 • Inclusion and Advocacy Training, 1st portion of course, half day, Fall 2011
Erin Busscher, Academic Advisor- AP	<ul style="list-style-type: none"> • Multi-Generational Differences in the Work Force – February 2011 • Upward Bound Classroom Presentations on Health Care Majors – July 5, 2011 • sHaPe Camp Advisor – July 2011 • Focus on First Generation Students Presentation/Panel Discussion – December 8th, 2011
Angela Caruso, Academic Advisor	<ul style="list-style-type: none"> • Assessing Your Intercultural Competency: A Strengths-Based Approach, October 17, 2011 • Respect in the Global Workplace, September 14, 2011 • Multi- Generational Differences in the Workforce, February 14, 2011 • Globalization/Study abroad taskforce, KCON, 2011 • Participant in the <i>JustFaith</i> 30-week course that focuses on justice education and forming individuals as agents of social transformation. Meet weekly employing books, videos, guest speakers, discussion, prayer, retreats and hands-on experiences. Started in September, 2011
Cynthia Coviak, Professor-Faculty	<ul style="list-style-type: none"> • Workshop, "Embracing diversity in student nurses: what is faculty's role?," Kirkhof College of Nursing, Grand Valley State University. (November 3, 2011). • Continuing Education Program, "Inclusion Advocate Annual update," Grand Valley State University. (October 13, 2011). • Continuing Education Program, "Working with Second Language Writers at GVSU," Kirkhof College of Nursing. (September 27, 2011).
Linda Nicholson Grinstead, Professor - Faculty	<ul style="list-style-type: none"> • Served as Inclusion Advocate on the following search committees: Practice manager of Family Health Center PNP for Family Health Center Assistant manager for Family Health Center • Attended "Working With Second Language Writers – Part 1," February 23, 2011 • Attendee Inclusion Advocate Professional Development Meeting, February 25, 2011 • Attended "Working With Second Language Writers – Part 2," March 23, 2011 • Arranged with Jan Coye for Kay Losey, Professor of Writing, to present information to KCON faculty • Participated in Community Read on <i>The Immortal Life of Henrietta Lacks</i>,

	<p>March 28, 2011</p> <ul style="list-style-type: none"> • Attended speech by Rebecca Skloot at Fountain Street Church, author of <i>The Immortal Life of Henrietta Lacks</i>, March 28, 2011 • Attended presentation of Climate study Report, August 30, 2011 • Attended "Recruiting, Mentoring , and Retaining a Diverse Student Body," November 3, 2011
Sue Jarchow, Affiliate Faculty	<ul style="list-style-type: none"> • Multigenerational Seminar, October 24, 2100 • The Criminalization of HIV/AIDS, National Aids Day, December, 1, 2011 • Harm Reduction, National AIDS Day, December, 1, 2011
Susan Kraus, COT	<ul style="list-style-type: none"> • Participant in the GVSU Partnership Delegation to the University of the West Indies- Kingston, Jamaica- March 5-10, 2011 • Participant in a workplace reading group of the book "The Immortal Life of Henrietta Lacks" – March 2011 • Took college course SOC 323 Families in Society (GVSU-US Diversity Course) – Fall 2011 • Multigenerational Differences in the Workplace workshop – October 24, 2011 • International Faculty and Friends- Michelle Burke (Jamaica) – November 17, 2011 • Working Effectively with Faculty workshop – December 7, 2011
Cynthia McCurren, Dean and Professor	<ul style="list-style-type: none"> • Embracing Diversity by Dr. Norma Martinez November 3, 2011 • Sigma Theta Tau International 41st Biennial Convention, "People and Knowledge: Connecting for Global Health" Grapevine, TX, Oct. 29 – Nov 2, 2011 • Podium presentation. <i>Retention of Minority Students in Higher Education Using a Peer Support Model</i>. GVSU Fall Teaching Conference: "Responding to a Changing Student Body," August 24, 2011.
Sue Mlynarczyk, Assistant Professor of Nursing – Faculty	<ul style="list-style-type: none"> • The Power of Gratitude, Health and Wellness, GVSU, February 21, 2011 • Health Care Reform and its Effect on the Care Provided to Marginalized Populations, hosted by Grand Rapids African American Health Institute (GRAAHI) at Cook Devos for Health Sciences, GVSU; speakers: Cynthia Hines, (Mercy Health Partners), Dr. Khan Nedd (GRAAH Board Chair), Mr. John Mosley, (SVP SH, Strategy and Business Development), Mr. Cle Jackson, (BCBS, Community Responsibility), April 21, 2011 • The Role of the Medical Home in Chronic Care Management: Webinar #2; sponsored by Medical Home @aap.org; contact:800-433-9016 ext.7605, May 10, 2011 • Knapsack Institute, Transforming Teaching and Learning, Colorado University, Colorado Springs. This 3 day workshop focused on understanding diversity in all aspects: addressing gender issue, privilege and oppression, and inequality and social justice. June 1-4, 2011 • The Impact of Trauma on Women and Girls Across the Lifespan; webinar with Dr. Vincent J. Felitti sponsored by the Department of Health and Human Services, July 20, 2011 • CATCH-Train the Trainer: The goal of our program is to incorporate a health curriculum that includes nutrition, physical activity, and family support into the Grand Rapids Parks and Recreation Reaps Rewards Program. The health curriculum is provided in a service-learning model that allows nursing students to engage in a primary prevention program to lower childhood obesity and promote cardiovascular health. Through this experience, student nurses have the opportunity to refine child assessment skills, provide culturally sensitive care and enhance civic engagement. September 7-11, 2011 • Presented Safety Culture Transformation Study with Jean Nagelkirk and Brenda Pawl at the RN-AIM 6th Annual Conference and Assembly: Innovations in Nursing Practice, September 22, 2011 • If You Could Transform Nursing Education, presented by Dr. Noram Martinez-Rogers, PhD, RN, FAAN; Professor from U of Texas Science Center, San

	Antonio; Sponsored by KCON, November 3, 2011
Nancy Schoofs	<ul style="list-style-type: none"> • Travel to N'Djamena, Chad, Africa, December 21, 2011 – January 3, 2012 • Submitted article "How Can We Help Minority Nursing Students? A Case Study and Literature Review" to Journal of Nursing Education and Practice, an international nursing journal, December 14, 2011 • Embracing Diversity in Student Nurses "What is Faculty's Role?" – KCON, November 3, 2011 • Generation Gap, October 24, 2011 • Upward Bound Math and Science meeting with GRCC, October 18, 2011 • Faculty Diversity conference at Davenport University, October 7, 2011 • Shape Summer camp, GVSU, July 14, 2011 • Mentoring I: What You Need to Know...What You Need to Do, Webinar AACN, March 24, 2011 • Teaching Writing to Second Language Students, FTLC part 2, March 23, 2011 • Teaching Writing to Second Language Students, FTLC, February 23, 2011 • Optimal Aging Conference, GVSU, February 11, 2011
Ruth Ann Stone, COT	<ul style="list-style-type: none"> • Multi- Generational Differences in the Workforce, February 14, 2011
Cathy Weisbeck, Visiting Assistant Professor	<ul style="list-style-type: none"> • Multi-Generational Seminar by Melita Travis Johnson, GVSU, October 24, 2011 • Embracing Diversity by Dr. Norma Martinez, GVSU, November 3, 2011

APPENDIX B	2009	2010	2011
Tenure/Tenure Track Faculty			
Female	26	26	23
Male	0	0	0
American Indian/Alaskan	0	0	0
Native	0	0	0
Asian	0	0	0
Black/African American	2	2	2
Hispanic/Latino	1	1	0
White/Caucasian	23	23	21
Missing/Unknown	0	0	0
Affiliate Faculty			
Female	14	17	17
Male	0	1	1
American Indian/Alaskan	0	0	0
Native	0	0	0
Asian	0	0	0
Black/African American	0	0	0
Hispanic/Latino	0	1	1
White/Caucasian	14	16	16
Missing/Unknown	0	0	0
Adjunct Faculty			
Female	60	60	25
Male	2	2	2
American Indian/Alaskan	0	0	0
Native	1	1	0
Asian	0	0	0
Black/African American	0	1	1
Hispanic/Latino	0	0	0
White/Caucasian	56	55	24
Missing/Unknown	5	5	0
GATA			
Female			4
Male			1
American Indian/Alaskan			0
Native			0
Asian			0
Black/African American			1
Hispanic/Latino			0
White/Caucasian			4
Missing/Unknown			0

APPENDIX C	Fall 2009	Fall 2010	Fall 2011
BSN-Generic			
Full-time	245	270	172
Part-time	166	166	147
Female	345	354	267
Male	66	82	52
American Indian/Alaskan	0	0	0
Native	1	2	2
Asian	9	7	4
Black/African American	12	6	9
Hispanic/Latino	9	9	9
White/Caucasian	374	406	292
Missing/Unknown	2	4	2
Ethnicity numbers are off by 2 in 2010, but that is what we reported			
RN to BSN			
Full-time	0	1	0
Part-time	16	21	19
Female	16	20	17
Male	0	2	2
American Indian/Alaskan	0	0	0
Native	0	1	1
Asian	1	2	3
Black/African American	1	0	2
Hispanic/Latino	0	0	0
White/Caucasian	14	18	13
Missing/Unknown	0	1	-
MSN			
Full-time	5	2	2
Part-time	47	26	11
Female	45	23	11
Male	7	5	2
American Indian/Alaskan	0	0	0
Native	0	0	0
Asian	0	0	0
Black/African American	1	0	0
Hispanic/Latino	0	0	0
White/Caucasian	49	28	13
Missing/Unknown	1	0	0
DNP			
Full-time	1	0	0
Part-time	19	33	55
Female	18	19	47
Male	2	4	8
American Indian/Alaskan	0	0	0
Native	0	0	0
Asian	0	1	0
Black/African American	1	0	2
Hispanic/Latino	0	0	3
White/Caucasian	19	32	49
Missing/Unknown	0	0	0

APPENDIX D

KCON Nursing in the Community Baccalaureate Nursing Programs 2011 Update

Today's baccalaureate nursing graduate will have been exposed to a variety of didactic and clinical experiences. There is an increasing use of simulation to help students become more proficient and confident in working with patients in today's complex health care environment. Clinical immersion experiences allow students to integrate previous learning and more fully develop the nurse generalist role. Clinical immersion experiences provide the arena for faculty to more effectively evaluate performance and role development. Clinical experiences provide for interdisciplinary team work and encompass the gamete of possible settings and client profiles. (Essentials of Baccalaureate Nursing, 2010)

Agency	Type of Experience
Spectrum Health – multiple settings	Med-Surg; Obstetrics; Leadership
St. Mary's Mercy Health	Med-Surg; Leadership
Metropolitan Health	Obstetrics Leadership
Mercy Health Partners	Obstetrics: Leadership
Zeeland Community Hospital	Med-Surg; Leadership
Holland Hospital	Obstetrics Leadership
Helen DeVos Childrens' Hospital	Pediatrics Leadership
St. Mary's – Sparta Health Clinic	Primary Care
Cherry Street Health Services	Primary Care
GVSU Family Health Center	Primary Care
GVHP – Wyoming	Primary Care
Variety of settings	Health Fairs & Screenings Immunization & Flu clinics **

**Health Fairs and Screenings are scheduled in community settings such as supermarkets, GVSU Child care center, Heartside Ministries, and church based group setting. First semester clinical students are provided with opportunities for health screening activities, health teaching including nutrition education along with opportunities to meet people in their home communities and experience issues related to keeping people healthy and out of the hospitals and emergency rooms. Students' report that challenges presented to them in these settings included communication, thinking on their feet while responding to individual differences related to teaching. The experience has been positively viewed. These types of community experiences are also viewed as service-learning activities by the

University and help fulfill their commitment to have students engaged beyond the walls of the traditional classroom settings.

Forest View Hospital	Psychiatric/Mental Health
Pine Rest Christian Hospital	Psychiatric/Mental Health Leadership
Herkimer Apartments	Community
Ferguson Apartments	Psychiatric/Mental Health
Kent County Health Department	Public Health Nursing
Disability Advocates of Kent	Community*
GR Housing, Mt Mercy	Community*
The Other Way Ministries SWANS Neighborhood	Community*
Grand Rapids Public Schools and GR Dept. of Recreation— CATCH Program	Community
Blue Cross Blue Shield, MSU and designated African American churches in Grand Rapids—“Body and Soul” program	Community

*Collaborative relationships. In some agencies, there are no nursing services so that partnerships with non-traditional organization (*academic-service partnerships*) have been formed. These partnerships are built on the principles of service learning; focus on health promotion and disease prevention; College provides nursing services to a specific case load (typically 35 – 40 clients) and maintains that service by having the clinical faculty person serve as administrator of the small nursing agency and students provide the direct services. Focus is primarily on care coordination, health education and advocacy. (Van Doren, E. & Vander Werf, M. “Developing Nontraditional Community Health Placements,” *Journal of Nursing Education*, 50(11), 1-4.

Mary Free Bed Hospital	Rehabilitation Nursing Leadership
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The leadership focus in clinical education moves from care of individuals, families and communities to transforming health care systems. In this venue, care is provided in a more comprehensive way including transforming systems of care within agencies so that people do not fall through the cracks. There is a need for a seamless system of care that keeps people out of the acute care system and in their own environments including long term care and retirement communities. Students will need access to program areas where students can work with clients as they transition between community-based care and acute care (e.g. ambulatory care sites).

KCON Graduate Clinical Placements 2011 Update

The goal of the Kirkhof College of Nursing graduate programs is to improve nursing practice and the delivery of health care to individuals within families, groups, communities, and systems. Our Masters of Science in Nursing (MSN) program is designed to provide students with the clinical leadership skills essential for the integration of evidence-based practice at the point of care. Known as an Advanced Generalist or Clinical Nurse Leader (AG/CNL), this level of care coordination will improve client outcomes in a cost effective, fiscally responsible manner. Our Doctor of Nursing Practice (DNP) program prepares nurse leaders to contribute to the nursing profession and improve the health of societies with an emphasis on either advanced clinical (child/adolescent or adult/older adult) or administrative practice. We currently have 55 students actively pursuing one of our graduate degrees.

The Grand Rapids area is viewed as a geographic area with an abundance of opportunities for students to gain exceptional clinical education. As a result, colleges and universities with nursing and medical education programs throughout the state have targeted this area for clinical placements of students. In addition to the demands for clinical placements for undergraduate and graduate students, other competing requirements are taxing the resources within clinical agencies (e.g. staff orientation processes, transition to electronic health records, etc).

Recognizing these challenges, it is imperative that we continue to collaborate with clinical agencies/partners to ensure quality clinical education experiences. A summary of these clinical needs include:

AG/CNL: The clinical experiences in this degree program are completed with the assistance of MSN prepared individuals (preferably certified as clinical nurse leaders or clinical nurse specialists) in the students' practice area serving as preceptors. Because the first cohort of 5 students began this program in fall 2010 and are completing the program across 10 semesters, their clinical course requirements will not begin until fall 2012. AG/CNL students will complete 42 hours focused on clinical outcomes/population health during fall 2012 and 42 hours focused on quality improvement during winter 2013. The remaining 336 hours are completed during the final two semesters of the program (summer 2013 and fall 2013) as an immersed clinical experience. St. Mary's currently has certified-CNL prepared nurses and are willing to serve as preceptors for our students.

DNP (Adult/Older Adult or Child/Adolescent) Advanced Practice: The post-BSN DNP curriculum for advanced practice consists of 94 credits and over 1000 clinical hours completed over 12 semesters. Because program plans are individualized for post-MSN students, the number of credits and semesters needed to complete the DNP program vary. Beginning fall 2011 advanced practice students will complete clinical experiences in primary care for two semesters, followed by one semester of acute care in summer 2012. These practicum experiences allow students to develop their knowledge and skills in providing care to the client populations they have selected for their specialty. Prior to these practica, students complete a one semester 122-hour clinical experience in mental health. A variety of clinical facilities will be used for these placements-psychiatric hospitals, community mental health agencies, and programs that support community living for persons with chronic mental illness.

DNP Administration/Healthcare Systems: The post-BSN DNP curriculum for nursing administration & health care systems consists of 79 credits completed over 10 semesters with approximately 600 clinical hours. Clinical experiences can be completed in variety of healthcare delivery systems with an executive nursing focus or in a legislative/policy environment.

All DNP students complete an immersion experience (400 clinical hours) that enables the students to have the opportunity to translate evidence based practice research findings in the practice arena.

Our final cohort of 17 Family Nurse Practitioners students graduated in August 2011. These students were required to have clinical experience in primary care offices or clinics that provide family services. Because there are current challenges in locating a sufficient number of family practice sites that serve clients across the age span, KCON encountered significant competition for any kind of primary care sites with PA, medical students, interns, residents and NP students from other nursing programs.

Graduate Student Clinical Locations

Borgess Family Medicine *Plainwell, MI*
Crystal Lake Health Center *Benzonia, MI*
Family Tree Medical Associates *Hastings, MI*
Grand Rapids Cardiology *Grand Rapids, MI*
Grand Rapids VA Outpatient Clinic *Grand Rapids, MI*
Grand Valley Medical Specialists *Grand Rapids, MI*
GVSU Family Health Center *Grand Rapids, MI*
Intercare Community Health Network *Holland, MI*
KPA / Kenny and Parrett Medical *Muskegon, MI*
Metro Health – Caledonia *Caledonia, MI; Rockford, MI*
Muskegon Family Care *Muskegon, MI*
Schumacher, Gretchen *Cedar Springs, MI*
Sparta Family Practice *Sparta, MI*
VA Medical Center *Battle Creek, MI*

Shoreline Pediatrics, Muskegon, MI
Saint Mary's Health Center Endocrinology Clinic, Grand Rapids, MI
Helen DeVos Children's Hospital Pediatric Psychiatric Services, Grand Rapids, MI
Pine Rest Case Management, Grand Rapids, MI
Advantage Health, Grand Rapids, MI
Grand Rapids Housing Commission, Grand Rapids, MI
Lacks Cancer Center, Grand Rapids, MI
Saint Mary's Haunstein Center, Grand Rapids, MI