Promotes Letters of recommendations from faculty
IOM report (2004), Partners HealthCare has employed 33
Face to face interview with a panel of nurse
Students and new graduates report the
African
Flexibility
Initiative & Self
One
Since Spring 2011, 16 nurses pursuing
Fosters the professional development of
Graduate nursing students must be a
Provides hospitals with a more diversified
Academic & career support services to
A record of demonstrated leadership
Creates a close collaboration between
Racially
Develops a
Three are currently seeking positions
Financial assistance from Partners
Experienced RN's serve as mentors to
Due
Financial assistance (tuition, fees, stipends,
The ethnic diversity of the US population
Four are employed outside of Partners
Align CLCDN program goals and objectives
Benefits include patient choice and
Disseminate this model as an exemplar of a
Supports the clinical leadership development

”We all should know that diversity makes for a
rich tapestry, and we must understand that all
treads of the tapestry are equal in value
no matter what their color.”
—Maya Angelou

BACKGROUND
• Sullivan Commissions report (2004) – African American, Latinx Americans and Native Americans comprise 25% of the U.S. population but only 9% of the nation’s nurses
• CMS report (2004), In the Nation’s Compelling Interest: Ensuring Diversity in the Health Care Workforce
• Evidence indicates that diversity is associated with increased acceptance and care for racial and ethnic minority patients
• Benefits include greater enjoyment and satisfaction and better educational experiences for health professional students
• The ethnic diversity of the US population shift has not included a consistent shift in the RN diversity workforce

PROGRAM DESCRIPTION
• Service/Academic partnership based on common values
• Experiential RN’s serve as mentors to students
• Supports the clinical leadership development of 64 ethnically and diverse undergraduate nursing students over the course of four years
• Outcomes include a smooth transition into clinical practice upon graduation
• Since Spring 2011, 16 nurses pursuing graduate degrees in nursing were selected to participate in an advanced practice component that was added to the program
• Outcomes include the positioning of diverse advanced practice nurses for leadership positions

RACIAL AND ETHNIC GROUP COMPOSITION OF U.S. AND RN POPULATION

<table>
<thead>
<tr>
<th>Race</th>
<th>RN</th>
<th>U.S.</th>
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<tbody>
<tr>
<td>AI/AN</td>
<td>2.0%</td>
<td>2.0%</td>
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<tr>
<td>Asian</td>
<td>3.6%</td>
<td>3.7%</td>
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<tr>
<td>Black</td>
<td>12.0%</td>
<td>8.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3.7%</td>
<td>5.8%</td>
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<tr>
<td>Native Amer</td>
<td>4.5%</td>
<td>3.7%</td>
</tr>
<tr>
<td>NH/PI</td>
<td>2.0%</td>
<td>1.0%</td>
</tr>
<tr>
<td>White</td>
<td>86.6%</td>
<td>83.2%</td>
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BENEFITS TO THE CLCDN PARTICIPANTS
• Clinical rotations within Partners and potential for future employment
• Financial assistance (tuition, fees, stipends, etc.)
• One-on-one professional and personal mentoring from experienced RNs
• Academic & career support services to facilitate success in the program and the workplace
• Students learn and apply the 21st Century Skills
• Opportunities for leadership development and participation in educational programs
• On-going support of all the CLCDN students, graduates, mentors and stewing committee members due to the increasing success of the program

BENEFITS OF THE CLCDN FOR PARTNERS HEALTHCARE
• Promotes commitment to Partners
• Healthcare service and excellence in nursing
• Offers opportunities for students and nurses to demonstrate leadership abilities in a tangible manner (i.e., committee membership or scholarly activities) while employed
• Creates a close collaboration between academics and the practice setting by focusing on maximizing the potential of diverse nursing students while in school and as a new nurse
• Fosters the professional development of mentors 
• Encourages and motivates mentors to seek additional education and leadership roles
• Provides hospitals with a more diversified staff with an in-depth knowledge of the organizational culture. Retention rates are excellent
• Develops a network of diverse graduates who will serve as mentors to the next generation of diverse registered nurses

BENEFITS TO THE CLCDN FOR UMASS BOSTON
• The program encouraged me to take more leadership roles in the classroom, as the decision that nurses my age should take part in mentoring new nurses for the future. The program gave me the chance to differentiate the nursing courses and clinical from the college of nursing I attended in the Philippines.
• The year in my undergraduate was only academically and clinically were more rigorous and (I) was glad to have share that knowledge to my mentors.”
— CLCDN Mentor

BENEFITS OF THE CLCDN FOR MASS UMBOSTON
• Due to the success of this initiative, it has fostered new collaborative endeavors
• Students receive more personalized academic and clinical direction
• Financial assistance from Partners
HealthCare allows UMass to provide more comprehensive scholarships to students participating in the CLCDN, many of whom are diverse nursing students
• Students and new graduates report the value of their success leading to less isolation, increased confidence and desire to be leaders in the future

CLCDN OUTCOMES
• Of the 64 undergraduate students and 16 Advanced Practice Nurses (n=80) currently enrolled, we have:
  - 65 Females & 15 Males
  - 54 African American Students,
  - 15 Hispanics, 16 Asians
  - 40 undergraduate CLCDN students have graduated since 2007.
  - 13 are still in school and 1 has not passed the NCLEX
  - Partners HealthCare has employed 33 CLCDN graduates since 2007.
  - Three are currently seeking positions (new graduates)
  - Four are employed outside of Partners HealthCare
• Partners HealthCare employs all CLCDN Advanced Practice Nurses
• 40 mentors provide guidance, strategies for success, shadowing, Leadership opportunities and much more

CLCDN COMMENTS
• ”CLC was important to me because I felt that it provided me with personal/professional guidance that I have hand experience with what I applied to become as a nurse. I view the advice I received from the program not only for the present but also the future possibilities and challenges. Through the CLCDN program I have the extra time to concentrate more on my studies and build up skills that have made me comfortable as a practicing nurse.”
— CLCDN Newly Licensed Nurse

The 21st Century Skills
Life and Career Skills Include
• Flexibility and Adaptability
• Initiative & Self-Directed
• Social & Cross-Cultural Skills
• Productivity & Accountability
• Integrity & Responsibility
21st Century Skills represent the skills, knowledge and expertise students should master to succeed in work and life

A SUCCESS STORY
The UMass Lowell and the CLCDN have opened up so many opportunities for me. My goal has been to get noticed, but every year I turn to prove that they chose the right person. I am so glad that I am working here. I wouldn’t want to be anywhere else.”
— Alexis Seggalye

CLCDN PARTICIPANTS

<table>
<thead>
<tr>
<th>Gender</th>
<th>Race</th>
<th>Age</th>
<th>Class</th>
<th>Degree</th>
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<tr>
<td>80</td>
<td>64</td>
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</tbody>
</table>

FUTURE DIRECTIONS OF THE CLCDN
Continue to…
• Recruit diverse students and advanced practice nurses
• Offer leadership development opportunities so that participants can assume key leadership roles
• Disseminate this model as an exemplar of a successful service academic partnership to increase diversity in the workplace
• Support workforce diversity to increase access and reduce health disparities in care
• Align CLCDN program goals and objectives with the Robert Wood Johnson Institute’s Model of Reporting on the Future of Nursing

Accepted into CLCDN in 2007
Received MGH Laurence Nursing Fellowship for Minority Nurses summer after Year
Hired as a Medical Surgical Nurse prior to her senior year

A SUCCESS STORY