

RECRUITING AND SUPPORTING RACIALLY AND ETHNICALLY DIVERSE LEND TRAINEES:

SUCCESSES and CHALLENGES

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OBJECTIVE

IN ORDER TO STRENGTHEN CAPACITY of LEND programs,
PacWest LEND representatives conducted focus groups to
further understand how to better recruit and retain racially and
ethnically diverse long-term trainees.

PROCESS

FOCUS GROUP PROCEEDINGS were aimed at identifying how trainees selected a career path in maternal and child health care professions, how they are supported in their respective LEND programs, and their recommendations for how LEND programs can better recruit and support racially and ethnically diverse trainees. New Mexico and Utah LEND faculty developed an interview guide and strategic plan for conducting the four focus groups. Following focus group participation, trainees were invited to continue dialogue and networking in the context of promoting diversity within a web-based platform, created and coordinated by the co-facilitating LEND faculty of New Mexico and Utah LEND programs.







RESULTS

- CAREER PATH/LEND PROGRAMS: Trainees described their entry into a LEND program as a serendipitous process, frequently as a result of a formal mentor's or an informal contact's recommendation. Trainees stated that LEND programs bridged the gaps in awareness of organizational and human resources, systems and processes essential for advancing their respective career trajectories.
- INTEREST IN MATERNAL AND CHILD HEALTH CARE PROFESSIONS: Trainees frequently attributed their interest in maternal and child health care professions to firsthand experiences of either overcoming socioeconomic, linguistic, and/or cultural adversities. Trainees verbalized strong affinity for assisting/caring for individuals and/ or families who were challenged with socioeconomic and other vulnerabilities.
- CHALLENGES: Frequently mentioned challenges included a lack of role models within participants families and ongoing need to attend to the caregiver and financial provider role within their family. Numerous trainees expressed the subtle challenge of the culture of independence—i.e., trainees do not ask for help.
- PROGRAM ATTRIBUTES THAT ENCOURAGE MULTICULTURAL PERSPECTIVES:
 Flexibility within the LEND programs' assignment and attendance requirements
 was cited as an important factor. This predominantly included administration
 and faculty understanding of family commitments and willingness to modify, not
 eliminate, due dates and assignments. Trainees also cited lack of collaboration among
 academic programs and LEND programs as a barrier to meeting requirements in both
 programs. Trainees particularly appreciate the inclusion of self-advocates and family
 members in the LEND environment.
- MENTORSHIP FOR RACIALLY/ETHNICALLY UNDERREPRESENTED TRAINEES:

 Deliberate and structured mentorships were strongly desired, including proactive outreach of mentors at frequent, strategic intervals. Trainees perceive mentors as crucial in building professional networks and in their introduction to career and leadership opportunities.
- ESSENTIAL COMPONENTS IN RECRUITMENT AND RETENTION: Trainees identified as essential components for racially, ethnically underrepresented trainees:

 Financial incentive information in recruitment materials;
 Strategic recruitment of all maternal and child-health relevant disciplines;
 Recruitment materials crafted with racial/ethnic diversity as a priority; and 4) Face-to-face recruitment.

RECOMMENDATIONS

> RECRUITMENT STRATEGIES:

Outreach targeted for racially/ethnically underrepresented minority trainees as well as for all relevant disciplines, increased LEND visibility, better collaboration among LEND and academic programs, and financial incentives commensurate with program requirements.

PRETENTION STRATEGIES: Mechanisms for trainee networking, leadership, communication, opportunities, and recognition. Develop mentorship programs, flexibility in programmatic requirements, and support cultural values in advancement strategies.

PacWest LEND Training Programs

Washington

Oregon

California

Alaska

Hawaii (includes Guam)

Colorado

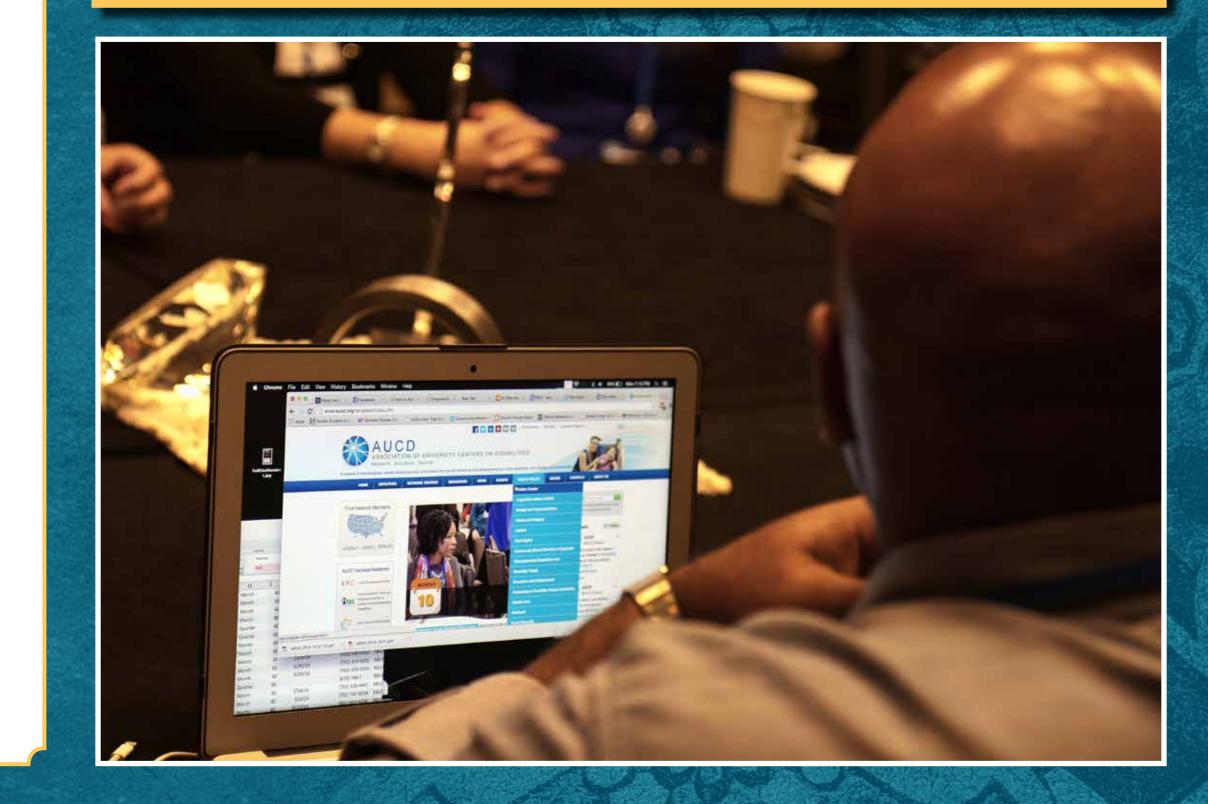
Arizona

New Mexico

Ntab

Utah (includes Idaho, Wyoming, North Dakota, and Montana

Nevada





NEXTSTEP

ACTIVITIES TO MAXIMIZE leadership potential of racial and ethnic minority LEND fellows and to increase the number of LEND applicants who are minorities are planned, including workshops, individual coaching sessions and growth plans.

