



New York State Diversity and Inclusion in Nursing Tool Kit

“Knowing is not enough; we must apply. Willing is not enough; we must do.

-Goethe

The purpose of the New York State Action Coalition (NYSAC) tool kit is to provide resources that help strengthen the capacity of institutions in New York State to create and sustain a diverse nursing workforce that’s committed to achieving health equity and eliminating disparities in health care.

This Tool Kit provides the following information:

- I. [Background on research that links diversity, inclusivity, and health equity](#)
- II. [Demographics of New York State’s nursing workforce](#)
- III. [Challenges that hinder efforts to strengthen diversity](#)
- IV. [Best practices for creating inclusive environments and ending health care disparities](#)
- V. [Recommendations for strengthening diversity in nursing](#)
- VI. [Grants and scholarships for nursing education](#)



The resources that are included in this toolkit represent a compilation of research findings that promote inclusive environments and support diversity. The NYSAC Committee on Diversity encourages administrators and nurse educators to consider this toolkit of best practices when implementing diversity initiatives.



I. Background on Research that Links Diversity, Inclusivity & Health Equity

Health care disparities continue to undermine efforts to improve the health of the nation and have been linked to one's socioeconomic status and race. Specifically, individuals who are poor or are from greater ethnic and racial groups are more likely to face challenges to accessing health care, or receive a poorer quality of health care¹. It is believed that a racially and ethnically diverse workforce could help improve the quality of care that all individuals receive. However, some academic institutions have found it challenging to recruit and graduate a culturally diverse group of students and health care settings have found it difficult to recruit and retain a diverse¹ workforce.

It is widely accepted that a diverse workforce is better positioned to meet the health care needs of today's pluralistic society and likely to improve access to and the quality of care that is provided. Underrepresented minorities are more likely to work in underserved areas, thereby increasing access to care. In addition, they can provide culturally competent care to help promote better health outcomes. The Institute of Medicine's landmark report, *Unequal Treatment: Confronting Ethnic and Racial Disparities in Health Care*, revealed that a culturally diverse workforce could help promote better communication, interaction, and treatment for patients of all backgrounds.²

Successful diversity initiatives are cultivated by environments that promote inclusivity and generate an ethos that supports difference. This toolkit was designed to assist organizations in building inclusive environments that foster diversity and promote health care quality. Many organizations recognize the need for institutions to improve the quality of care that is delivered and agree that diversity could help move the needle closer to health equity.

- The National League for Nursing: "The case for increasing diversity in the nurse educator workforce in schools of nursing has never been stronger... The higher education community must commit to diverse environments" (p.1).³
http://www.nln.org/docs/default-source/professional-development-programs/diversity_toolkit.pdf?sfvrsn=4
- U.S. Department of Health and Human Services: Echoes the call for diversity and states that more must be done to increase diversity and cultural competence in the healthcare workforce.⁴
http://minorityhealth.hhs.gov/npa/files/Plans/HHS/HHS_Plan_complete.pdf

¹ This document defines diversity as the recognition and affirmation of the differences in age, gender, physical abilities, political beliefs, ethnicity, religious beliefs, sexual orientation, socio-economic status or other ideologies.



- Institute of Medicine, Future of Nursing: Efforts to increase diversity deserve greater emphasis and nurses must be able to provide culturally relevant care.⁵
http://www.nap.edu/catalog.php?record_id=12956
- American Association of Colleges of Nursing: "...recruitment of underrepresented groups into nursing is a priority for the nursing profession in the U.S." (p. 1)⁶
<http://www.aacn.nche.edu/media-relations/fact-sheets/enhancing-diversity>
- American Organization of Nurse Executives: "diversity is one of the essential building blocks of a healthful practice/work environment ..." (paragraph 7).⁷
<http://www.aone.org/resources/leadership%20tools/diversity.shtml>

References

1. Agency for Healthcare Research and Quality. (2014). *Highlights from the 2013 National Health Care Quality and Disparities Reports*. Retrieved from <http://www.ahrq.gov/research/findings/nhqrdr/nhqr13/highlights.html>
2. Institute of Medicine. (2003). *Unequal Treatment: Confronting Ethnic and Racial Disparities in Health Care*. Retrieved from http://www.nap.edu/catalog.php?record_id=10260
3. National League for Nursing. (2009). *Diversity Toolkit*. Retrieved from http://www.nln.org/docs/default-source/professional-development-programs/diversity_toolkit.pdf?sfvrsn=4
4. U. S. Department of Health and Human Services. (2011). *HHS Action Plan to Reduce Racial and Ethnic Health Disparities: A Nation Free of Disparities in Health and Health Care*. Retrieved from http://minorityhealth.hhs.gov/npa/files/Plans/HHS/HHS_Plan_complete.pdf
5. Institute of Medicine. (2011). *The Future of Nursing: Leading Change, Advancing Health*. Retrieved from http://www.nap.edu/catalog.php?record_id=12956
6. American Association of Colleges of Nursing. (2014). *Enhancing Diversity in the Workforce*. Retrieved from <http://www.aacn.nche.edu/media-relations/fact-sheets/enhancing-diversity>
7. American Organization of Nurse Executives. (2011). *Diversity*. Retrieved from <http://www.aone.org/resources/leadership%20tools/diversity.shtml>

II. Demographics of New York State's Nursing Workforce



Graduating a nursing workforce that mirrors the population it serves is critical to improving access to health care and the quality of health care. Nursing representation in New York, while diverse, does not reflect the full racial and ethnic differences of the state. Innovative approaches to recruit, retain and graduate a more diverse workforce are needed.

| Population | 19,695,680 NY State¹ | 8,405,836 (NYC)¹ | RN NY State² | RN Nation³ | LPN NY State⁴ | LPN Nation³ |
|----------------------------|--|--|------------------------------------|----------------------------------|---|-----------------------------------|
| <i>White</i> | 65.7% | 44% | 80.4% | 75.4% | 68.1% | 63.2% |
| <i>Black</i> | 15.9% | 25.5% | 8.8% | 9.9% | 20.9% | 23.6% |
| <i>American Indian</i> | 0.6% | 0.7% | 0.4% | 0.4% | 0.8% | 0.6% |
| <i>Asian</i> | 7.3% | 12.7% | 5.7% | 8.3% | 2.5% | 3.6% |
| <i>Hispanic/Latino</i> | 17.6% | 28.6% | 3.3% | 4.8% | 5.7% | 7.5% |

References

1. *United States Census Bureau (2015). State and County Quick Facts, <http://quickfacts.census.gov/qfd/states/36/3651000.html>*
2. *The USNY State Education Department Research Report (2003). Registered Nurses in New York State, 2002 Volume I: Ethnic, Educational, and Workforce Characteristics <http://www.op.nysed.gov/prof/nurse/registered-nurses-2002-volume1.pdf>*
3. *The U.S. Nursing Workforce: Trends in Supply and Education (2013) <http://bhpr.hrsa.gov/healthworkforce/reports/nursingworkforce/nursingworkforcefullreport.pdf>*
4. *New York State Education Office of the Professions. (2015). License Statistics <http://www.op.nysed.gov/prof/nurse/nursecounts.htm>*



III. Challenges that Hinder Efforts to Strengthen Diversity

The following section focuses on the challenges in promoting workforce diversity in nursing. Widely accepted barriers include education pipeline challenges and limited minority representation among nursing leadership. There is a lack of public awareness about career options available within the nursing profession.

1. *Education Pipeline Challenges/Issues*

The limited representation of racially and culturally diverse nurses hinders efforts to strengthen diversity among faculty and nurse leaders. Pipeline programs have been implemented to resolve this concern. However, research findings that address the extent to which pipeline programs strengthen diversity in nursing are needed.

<http://www.hrsa.gov/advisorycommittees/bhpradvisory/nacnep/Reports/eleventhreport.pdf>

2. *Minority Role Models and Leaders*

To strengthen minority representation among nursing faculty and within leadership roles, institutions of higher education should evaluate the extent to which their admissions policies and practices encourage and support underrepresented minority students. Institutions that value diversity should demonstrate a commitment to creating a diverse executive leadership and governing body.

<http://www.hrsa.gov/advisorycommittees/bhpradvisory/nacnep/Reports/eleventhreport.pdf>

<https://www.youtube.com/watch?v=uIzmaArLYAc&feature=youtube>

3. *Financial Support*

Limited financial support is a well noted challenge that has compromised the efforts of students to achieve academic excellence and complete nursing programs. Oftentimes non-traditional students support themselves and their family. The hours spent working limits the time that students are able to commit to academics. Financial support is a key determinant in the success of diversity initiatives.

<http://www.hrsa.gov/advisorycommittees/bhpradvisory/nacnep/Reports/eleventhreport.pdf>

<http://www.hindawi.com/journals/isrn/2012/806543/>

4. *Minority Faculty Presence in Academia*

It has been posited that minority nurses with advanced practice degrees are less likely to choose faculty careers over clinical careers (IOM, 2010a; AACN, 2013a). The presence of minority faculty helps to create an academic milieu that suggests that nursing values diversity. The continued underrepresentation of minority faculty requires an unrelenting commitment to a new vision that promotes diversity and strengthens their presence in academia (AACN, 2013a).

<http://www.hrsa.gov/advisorycommittees/bhpradvisory/nacnep/Reports/eleventhreport.pdf>



5. *Academic and Advising Support*

Academic support promotes academic excellence and decreases attrition rates. Factors that promote student retention and graduation include the following:

- Caring attitudes
- Mentors and tutors are available to students
- Faculty who have time to provide advisement
- Policies that ensure adequate academic progression
- Faculty who are prepared to teach in culturally diverse settings (Beard, 2014)
- Admission committee that reflects racial and ethnic diversity (National Research Council, 2004)

<http://www.hrsa.gov/advisorycommittees/bhpradvisory/nacnep/Reports/eleventhreport.pdf>

<http://www.researchgate.net/publication/276225550> Strengthening diversity in nursing The practices and preparedness of nursing faculty

6. *Mentoring*

Mentorship is a concept that has proven to be beneficial in nurse recruitment and retention efforts. However, a lack of adequate mentors is a critical factor. According to [2012 data](#) from AACN's annual survey, minority faculty constitute less than 13% of full-time nursing and males represent less than 6%.

<http://www.hrsa.gov/advisorycommittees/bhpradvisory/nacnep/Reports/eleventhreport.pdf>

<http://www.aacn.nche.edu/media-relations/fact-sheets/enhancing-diversity>

<http://www.nln.org/professional-development-programs/teaching-resources/toolkits/mentoring-of-nurse-faculty>

IV. Best Practices for Creating Inclusive Environments & Ending Health Care Disparities

Environments that are inclusive are better positioned to achieve the benefits of diversity. The rewards of diversity extend beyond the institution and include the recognition of practices that advance the health of our nation. However, diversity alone is not enough to eliminate health care disparities. Indeed, institutions should consider adopting the following practices to promote inclusive environments.

- Examine the extent to which policies and initiatives reflect equity.
- Demonstrate a belief in the talents of others.
- Partner with other stakeholders to build inclusive environments.
- Encourage attitudes that support inquiry.



- Provide training in recognizing bias and appreciating difference.
- Recognize the effect that power (personal, influential and decision making) has on interactions.
- Listen to the narratives of others to reconstruct personal truths.
- Evaluate and rate the level of organizational inclusion.

<http://ir.library.oregonstate.edu/xmlui/bitstream/handle/1957/23678/WORKINGWITHDIFFERENCES.pdf>

A number of organizations have developed recommendations and best practice models intended to create and sustain inclusive environments in order to eliminate health care disparities, support the delivery of culturally and linguistically appropriate health care services, and diversify the health care workforce. An overview of selected initiatives and resources appears below:

- American Organization of Nurse Executives

The American Organization of Nurse Executives (AONE) is an organization that supports nursing leadership. To fulfill its commitment “to advocating for and achieving diversity within the community of nurse leaders and in the workplace environment” (AONE, 2011, p. 2) the AONE believes that organizations should demonstrate a commitment to inclusivity. They add that collaborations that support recruitment and retention efforts are warranted. The AONE developed Guiding Principles for Diversity in Health Care Organizations.

<http://www.aone.org/resources/principles.shtml>

AONE Diversity in Health Care Organizations Toolkit. (For members only)

Includes case studies, policy statements, instruments to evaluate diversity initiatives, and statements of organizational values that support diversity efforts within health care organizations.

<http://nursing.advanceweb.com/Article/AONE-Diversity-in-Healthcare-Organizations-Toolkit-Launches-Online.aspx>

- Transcultural Nursing Society (TCNS), International

The mission of TCNS is to strengthen cultural competency and ensure the delivery of equitable care that improves the quality of care for all people (TCNS, 2011). Nurses and other health care professionals should have the requisite knowledge to demonstrate cultural competence in practice, education, research, and administration. The TCNS has developed the following:

1. Standards of Practice for Culturally Competent Nursing Care. A resource best practices for nurses and the health care team that underscores cultural competence as a priority of care and culturally competent nursing care and health care globally.

<http://www.tcns.org/TCNSstandardsofPractice.html>



- The Office of Minority Health

The Office of Minority Health (OMH) has developed health policies and programs to improve the health of racial and ethnic minority populations and eliminate health disparities (OMH, 2013 a, b). The OMH developed the following initiatives:

1. Action Plan to Reduce Racial and Ethnic Health Disparities. Promotes integrated approaches, evidence-based programs, and best practices to reduce these disparities.
<http://minorityhealth.hhs.gov/omh/browse.aspx?lvl=2&lvlid=10>
2. National Standards for Culturally and Linguistically Appropriate Services (CLAS) in Health and Health Care. Informs and guides health care organizations and professionals to provide effective, understandable quality care and services that are responsive to the diverse consumer cultural and linguistic and communication needs of consumers thereby resulting in positive health outcomes for diverse populations.
<http://minorityhealth.hhs.gov/omh/browse.aspx?lvl=2&lvlid=53>

- The Joint Commission

The Joint Commission (TJC) strives to improve health care and collaborates with stakeholders to promote the highest quality of safe and effective care. To meet the cultural and linguistic needs of diverse clients and families and to promote culturally competent practices among the interprofessional health care team, the Joint Commission has published the following standards and guidelines:

1. Patient-Centered Communication Standards for Hospitals. (TJC, 2014a).
http://www.jointcommission.org/about_us/about_the_joint_commission_main.aspx
2. Advancing Effective Communication, Cultural Competence, and Patient- and Family-Centered Care: A Roadmap for Hospitals. Provides recommendations that assist hospitals to the address unique patient-centered culture care and communication needs that comply with Joint Commission accreditation requirements (TJC, 2014a).
http://www.jointcommission.org/Advancing_Effective_Communication/
3. Advancing Effective Communication, Cultural Competence, and Patient- and Family-Centered Care for the Lesbian, Gay, Bisexual, and Transgender (LGBT) Community: A Field Guide. Includes strategies, practice examples, and resources intended to guide hospitals to create safe and inclusive environments for improved health care of the LGBT community (TJC, 2014b).
<http://www.jointcommission.org/lgbt/>

- The New York Academy of Medicine

The New York Academy of Medicine (NYAM) is an independent organization that addresses the health challenges of vulnerable urban populations with emphasis on the elimination of health disparities and the promotion public health. Through



interprofessional partnerships and emphasis on policy development, research, evaluation, education, and community engagement, NYAM priorities target among vulnerable urban vulnerable populations (NYAM, 2015). One notable NYAM diversity and inclusion related initiative is Promoting Academic Achievement and Health Career Development.

1. Promoting Academic Achievement and Health Career Development. Describes multiple initiatives aimed at helping minority youth that are underrepresented in the health professions to pursue careers in nursing and other health professions. <http://www.nyam.org/urban-health/eliminating-health-disparities/>

References

- American Organization of Nurse Executives (2011). *Diversity in Healthcare Organizations Toolkit*. Retrieved from <http://nursing.advanceweb.com/Article/AONE-Diversity-in-Healthcare-Organizations-Toolkit-Launches-Online.aspx>
- American Organization of Nurse Executives (2011). *Guiding Principles for Diversity in Health Care Organizations*. Retrieved from <http://www.aone.org/resources/principles.shtml>
- Office of Minority Health. (2013a). *Disparities Action Plan*. Retrieved from <http://minorityhealth.hhs.gov/omh/browse.aspx?lvl=2&lvlid=10>
- Office of Minority Health. (2013b). *The National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care*. Retrieved from <http://minorityhealth.hhs.gov/omh/browse.aspx?lvl=2&lvlid=53>
- New York Academy of Medicine (2015). *Urban Health: Eliminating Health Disparities*. Retrieved from <http://www.nyam.org/urban-health/eliminating-health-disparities/>
- Schauber, A. C. (2002). *Working with differences in communities: A handbook for those who care about creating inclusive communities*. Corvallis OR: Oregon State University Extension Service.
- The Joint Commission. (2015). *Mission Statement*. Retrieved from http://www.jointcommission.org/about_us/about_the_joint_commission_main.aspx
- The Joint Commission. (2014a). *Advancing Effective Communication, Cultural Competence, and Patient- and Family-Centered Care*. Retrieved from http://www.jointcommission.org/Advancing_Effective_Communication/
- The Joint Commission. (2014b). *Advancing Effective Communication, Cultural Competence, and Patient- and Family-Centered Care for the Lesbian, Gay, Bisexual, and Transgender (LGBT) Community*. Retrieved from <http://www.jointcommission.org/lgbt/>
- Transcultural Nursing Society. (2011). *Transcultural Nursing Standards of Practice*. Retrieved from <http://www.tcns.org/TCNStandardsofPractice.html>

V. Recommendations for Strengthening Diversity in Nursing

Creating environments that foster diversity can be quite challenging. However, diversity plays a critical role in health care quality and the delivery of culturally competent care. Institutions of higher education and health care organizations should be deliberate in their attempt to strengthen diversity in academia and the health care arena. This section lists recommendations for strengthening diversity in academic and clinical practice settings.



Recommendations for Academia:

- Understand that peer support is vital in providing a sense of belonging, acceptance, motivational support, and academic support when promoting inclusive environments (Duerksen, J. L. (2013); Green & Dogbey, 2012).
- Increase the presence of culturally diverse faculty (CDF) since they can help attract more culturally diverse students (Sin, 2013).
- Recognize and discuss issues surrounding diversity (Peery, et. al, 2013; Beard, 2014).
- Identify students who are likely to benefit from a pre-nursing school entrance program (pre-entrance program) and provide resources early in an attempt to reduce attrition rates (Condon, et. al, 2013).
- Introduce students to nursing as a career choice during middle school, since this is when many students begin to explore career options (Knight, et. al., 2011).
- It is important that CDF make a smooth transition. To accomplish this, institutions should provide supportive environments and the necessary resources.⁷
- Strengthen awareness of professional groups that provide socialization, mentorship, motivational support and academic and financial support (Green & Dogbey, 2012).
- Schools should consider a holistic review for admissions. One study found that this strategy resulted in greater diversity, similar if not stronger overall GPA scores, and had a positive impact on the school (Urban Universities for Health. (2015).

Recommendations for Health care Organizations:

Hallmark characteristics of culturally competent healthcare organizations have been reported (AONE, 2011; Frusti, Niesen, & Campion 2003; Marrone, 2012, 2010; OMH, 2013) and include culturally competent health care organizations:

- Integrate multiculturalism into the organizational infrastructure.
- Create and sustain a corporate culture that reinforces behaviors related to respect for diversity and inclusion.
- Establish a healthful practice/work environment that is reflective of diversity through a commitment to inclusivity, tolerance, and governance structures.
- Allocate resources for the role of Chief Diversity Officer who leads and supports the work the Interprofessional Diversity Council and establishes best practices for conflict resolution and ethical decision-making.
- Collaborate among interdepartmental and intradepartmental decision making groups regarding issues of diversity and inclusion.
- Collaborate among the diversity, recruitment and retention, and patient care committees.



- Partner with organizations that educate health care workers to support development and implementation of policies, procedures, programs, and learning environments that foster diversity.
- Collaborate with minority nursing organizations and advertising in nursing journals that reflect the diversity within the internal and external communities.
- Evaluate diversity-related data to ensure continuous improvement.
- Disseminate diversity-related resources and information to the internal and external communities served.

References

- American Organization of Nurse Executives (2011). *Guiding Principles for Diversity in Health Care Organizations*. Retrieved March 24, 2015 from <http://www.aone.org/resources/principles.shtml>
- Beard, K. V. (2014). How much diversity is enough? *American Journal of Nursing*, 114(9), 11.
- Condon, V. M., Morgan, C. J., Miller, E. W., Mamier, I., Zimmerman, G. J., & Mazhar, W. (2013). A Program to Enhance Recruitment and Retention of Disadvantaged and Ethnically Diverse Baccalaureate Nursing Students. *Journal Of Transcultural Nursing*, 24(4), 397-407.
- Duerksen, J. L. (2013). Retention and Success of Culturally Diverse Nursing Students. *Oklahoma Nurse*, 58(3), 4-5.
- Frusti, D.K., Niesen, K.M., & Campion, J.K.(2003). Creating a culturally competent organization: Use of the diversity competent model. *Journal of Nursing Administration*, 33, 31 – 28.
- Greene Ryan, J., & Dogbey, E. (2012). Seven strategies for international nursing student success: A review of the literature. *Teaching & Learning In Nursing*, 7(3), 103-107. doi:10.1016/j.teln.2012.01.007
- Institute of Medicine. (2002). *Unequal treatment: Confronting racial and ethnic disparities in health care*. Retrieved March 26, 2015 from: <http://www.iom.edu/Reports/2002/Unequal-Treatment-Confronting-Racial-and-Ethnic-Disparities-in-Health-Care.aspx>
- Knight, M., Abdallah, L., Findeisen, M., Melillo, K. D., & Dowling, J. (2011). *Making Healthy Connections: Introducing Nursing as a Career Choice to Middle School Students*. *Nursing Forum*, 46(3), 146-151.
- Marrone, S.R., (2012). Organizational cultural competence. In Purnell, L., *Transcultural health care: A culturally competent approach*. Philadelphia: F.A. Davis.
- Marrone, S.R. (2010) Organizational cultural competency. In Douglas, M. & Pacquiao, D. (Eds.). *Core curriculum in transcultural nursing and health care*. Thousand Oaks, CA: Sage.
- Mo-Kyung, S. (2012). Facilitating successful transition of culturally diverse faculty in academia. *Nurse Educator*, 37(4), 141-142.
- Office of Minority Health. (2013). *The National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care* Retrieved March 23, 2015 from <http://minorityhealth.hhs.gov/omh/browse.aspx?lvl=2&lvlid=53>
- Peery, A. I., Julian, P., Avery, J., & Henry, S. L. (2013). Diversity must start somewhere: The experience of one college of nursing. *Journal Of Cultural Diversity*, 20(3), 120-124.
- Sin, M. (2013). Voices of culturally diverse faculty on strategies for facilitating their success in academia. *Journal of Professional Nursing*, 29(5), 282-286. doi: <http://dx.doi.org.proxy.wexler.hunter.cuny.edu/10.1016/j.profnurs.2012.05.013>
- Urban Universities for Health. (2015). National study on university admissions in the health professions. Retrieved from: http://urbanuniversitiesforhealth.org/media/documents/Holistic_review_1-pager.pdf



Resources

American Assembly for Men in Nursing
<http://aamn.org/>

Association of Black Nursing Faculty, Inc.
<http://www.abnf.net>

Chi Eta Phi Sorority, Inc.
<http://www.chietaphi.com>

International Association of Latino Nurse Faculty
<http://www.intlatinonursefaculty.org/>

National Alaska Native American Indian Nurses Association (NANAINA)
<http://nanainanurses.org/>

National American Arab Nurses Association
<http://n-aana.org/>

National Black Nurses Association, Inc.
<http://www.nbna.org>

National Coalition of Ethnic Minority Nurse Associations
<http://www.ncemna.org>

National Association of Hispanic Nurses
<http://www.nahnnnet.org>

Native American Nurses Association
<http://nanainanurses.org/>

Philippine Nurses Association of America
<http://www.emfp.org/>

VI. Grants and Scholarships for Nursing Education

Greater awareness of funding opportunities and access to these resources play a critical role in maximizing efforts to promote diversity in the nursing workforce. Individuals from minority backgrounds are encouraged to take advantage of all existing financial aids and/or grants from the federal and state governments. It is also important for individuals to investigate scholarship opportunities through several different organizations and schools of nursing.

The following resources are grouped into three categories; federal or state practice/loan repayment opportunities, federal or state grants, and funds from private foundations and nursing organizations. This section should be used as a guide to assist individuals in identifying funding opportunities that can be used to offset the costs of nursing education.

1. Practice Grant/ Loan Repayment - Federal and NY State

- Indian Health Service (IHS) Loan Repayment Program

“The IHS Loan Repayment Program (LRP) offers to repay educational loans for eligible health professionals in order to meet the staffing needs of the IHS in Indian health programs. Applicants



sign contractual agreements for two years to serve in a full-time clinical practice at an IHS facility or approved Indian health program.”

<http://www.ihs.gov/loanrepayment/>

- Geriatric Education for Rural Health Professionals Scholarship

Allows physicians, physician assistants, nurse practitioners, and nurses to attend certain continuing education courses focused on geriatric care

<http://www.hfwcnny.org/Tools/Broadcaster/frontend/itemcontent.asp?reset=1&ItemID=372>

- New York Primary Care Service Corps (PCSC)

Loan repayment assistance in exchange for two year of service in a Health Professional Shortage Area of New York.

<http://www.health.ny.gov/funding/rfa/1409050405/>

- Nurse Corps Loan Repayment Program

Pays off 60 percent of registered nurses (including advanced practice nurses and nursing faculty) unpaid nursing student loans in just 2 years – and an additional 25 percent of the original balance for an optional third year. Applicants must fulfill a service obligation at a designated facility located in a health professional shortage area in the United States.

<http://www.hrsa.gov/loanscholarships/repayment/nursing/>

2. Scholarships/Grants - Federal and NY State

- Minority Fellowship Program (MFP)

“The purpose of the Minority Fellowship Program (MFP) is to reduce health disparities and improve healthcare outcomes of racially and ethnically diverse populations by increasing the number of culturally competent behavioral health professionals available to underserved populations in the public and private nonprofit sectors.”

<http://www.samhsa.gov/minorityfellowship>

- Graduate Assistance in Areas of National Need

“This program provides fellowships, through academic departments and programs of IHEs, to assist graduate students with excellent records who demonstrate financial need and plan to pursue the highest degree available in their course study at the institution in a field designated as an area of national need”

<http://www2.ed.gov/programs/gaann/index.html>

- NURSE Corps Scholarship Program

“This program enables students accepted or enrolled in a diploma, associate, baccalaureate or graduate nursing programs, including RN to BSN Bridge Program to receive funding for tuition, fees and other educational costs in exchange for working at an eligible Critical Shortage Facility upon graduation. Upon graduation, NURSE Corps Scholarship recipients work at these facilities for at least 2 years, earning the same competitive salary and benefits as any new hire.”

<http://www.hrsa.gov/loanscholarships/scholarships/nursing/>

- Nursing Grant Programs
- Advanced Education Nursing Traineeship (AENT)



- Advanced Nursing Education (ANE)
- Advanced Nursing Education Expansion (ANEE)
- Nurse Anesthetist Traineeship (NAT)
- Nurse Faculty Loan Program (NFLP)

<http://bhpr.hrsa.gov/nursing/>

- Indian Health Service Health Professions Scholarship Program

“The Indian Health Service Health Professions Scholarship provides financial aid covering tuition, required fees and other educational and living expenses for qualified American Indian and Alaska Native students (members of federally recognized tribes only) applying to, accepted by, or enrolled in a health profession program”.

<http://www.ihs.gov/scholarship/scholarships/>

3. Private Foundations & Nursing Associations Grants and Scholarships

- Johnson & Johnson/AACN Minority Nurse Faculty Scholars Program

“The *Johnson & Johnson/AACN Minority Nurse Faculty Scholars* program provides financial support to graduate nursing students from minority backgrounds who agree to teach in a school of nursing after graduation. Students must be enrolled full-time and preference is given to students in doctoral programs.”

<http://www.aacn.nche.edu/students/scholarships/minority>

- RWJF - Future of Nursing Scholars Program

“The *Future of Nursing Scholars* program is a multi-funder initiative.” Selected scholar receives “financial support, mentoring, and leadership development” through participating schools of nursing. The PhD program is designed to be completed in three years.

<http://www.rwjf.org/en/library/articles-and-news/2015/03/future-of-nursing-scholars-program-selects-25-schools.html>

- Jonas Center for Nursing Excellence Nursing Scholars Program

The goal of the *Jonas Nurse Leaders Scholar Program* is to “support educational development of new nursing faculty and stimulate models for joint faculty appointments between schools of nursing and clinical affiliates”. The grant is made through awards to participating institutions. Individuals cannot directly apply for this scholarship

<http://www.jonascenter.org/program-areas/jonas-nurse-leaders-scholars>

- Senator Patricia K. McGee Nursing Faculty Scholarship Program

Applicants must be “registered professional nurses enrolling in graduate programs that will qualify them as nursing faculty or adjunct clinical faculty.”

<http://www.hesc.ny.gov/pay-for-college/financial-aid/types-of-financial-aid/nys-grants-scholarships-awards/senator-patricia-k-mcgee-nursing-faculty-scholarship-program.html>

- Meland Foundation – Nursing Scholarship

Nursing Scholarships BSN prepared RN enrolled in NP program with family health interest.

http://melandfoundation.org/?page_id=44



- Johnson & Johnson Discover Nursing - Campaign for Nursing - NY and minority scholarships.

<http://www.discovernursing.com/scholarships#levels=undergrads,masters&national=national&locations=ny>

- CampusRN New York Nursing Scholarship

http://newyork.campusrn.com/network/newyork_nursing_scholarship

- National Association of Hispanic Nurses

<http://nahnnet.org/NAHNScholarships.html>

- National Black Nurses Association scholarship program

<http://www.nbna.org/content.asp?contentid=82>

- NEF - Nurses Educational Funds, Inc.

This scholarship is only for students in masters and doctoral nursing programs.

<http://www.n-e-f.org/index.php/apply.html>

- Peterson's Education Center: Financing Nursing Education

<http://www.petersons.com/college-search/scholarship-search.aspx>



New York State Action Coalition Committee for Diversity

Kenya V. Beard EdD, CNE, GNP-BC, NP-C,
ACNP-BC
Chair, NYSAC Committee for Diversity
Associate V.P. for Curriculum & Instruction
Director, Center for Multicultural Education &
Health Disparities
Josiah Macy Faculty Scholar, 2012
Jersey College
546 US Route 46
Teterboro, New Jersey 07608

Maria Elena Piña Fonti
Immediate Past President
National Association of Hispanic Nurses
NY Chapter

Onome Henry Osokpo, MS, RN
RWJF - New Careers in Nursing Scholar, 2012
NCIN Scholars Network Steering Committee
Teaching and Research Center Nurse II
Stony Brook Medicine
101 Nicolls Road
Stony Brook, New York 11794

Lucia J. Alfano, RN, MA
Co-Chair, Tactical Support & Operations,
NYSAC
President, NAHN Westchester
Instructor
Concordia College
171 White Plains Road
Bronxville, New York 10708

Stephen R. Marrone, EdD, RN-BC, NEA-BC,
CTN-A
President, Transcultural Nursing Society
Associate Professor of Nursing
Long Island University
Zeckendorf Health Sciences Center
Harriet Rothkopf Heilbrunn School of Nursing
1 University Plaza - HS 401
Brooklyn, New York 11201

Caroline Austin-Mattison APRN-BC
DNP Candidate
Mount Sinai Medical Center
New York, NY

Amauche Obi-Eyisi BSN, RN-BC
Public Health Nurse
Visiting Nurse Service of New York
Jonas DNP Scholar
Hunter College Bellevue School of Nursing
425 E 25th Street
New York, NY 10010