



WCNHCP April 2016 Newsletter

Wyoming Nursing Workforce Snapshot

April 2016

The WCNHCP and the Wyoming State Board of Nursing (WSBN) are collaborating on the development of brief reports on the nursing workforce in Wyoming.

The first snapshot focuses on the registered nursing student population in Wyoming. The information reported is from the annual reports submitted by all nursing programs in Wyoming including Casper College, Central Wyoming College, Laramie County Community College, Northern Wyoming Community College District, Northwest College, University of Wyoming, and Western Wyoming Community College. Future snapshots will be featured in upcoming newsletters and on the WCNHCP and WSBN websites and will focus on RN, LPN, and APRN populations in Wyoming.

Some of the key findings are;

- Approximately 60% of qualified applicants are accepted into nursing programs in Wyoming.
- ADN enrollments and graduations are much higher than BSN enrollments and graduations.

For the complete snapshot on the student population [click here](#).

The WCNHCP is the nursing workforce center and the Action Coalition for the State of Wyoming. The mission of the center is to strengthen the nursing workforce through on-going collaboration, communication, and consensus building to meet the health needs of the people of Wyoming.

Preceptor Orientation

Preceptor orientation modules are available on the WCNHCP website: wynursing.org. The modules can be viewed together or individually. Moreover, you can return to the modules whenever you'd like when you need more information or need a little assistance.

[Click here for Preceptor Orientation modules.](#)



Leap Into Leadership:

All of your hard work carrying out Leap into Leadership week made a difference. The Nurses on Boards Coalition is thrilled to share that over 4,400 people visited the site and the Coalition saw a 42% increase from last week in boards counted, bringing the count to 1,768! Thank you for all your support and efforts. Continue the counting! Keep continuing to encourage nurses to sign up in all of your promotional materials, presentations, website and social media. Please continue to use and share the promotional video [click here](#).

Study: Nursing School Diversity Initiatives Mostly Successful

Many nursing school officials are interested in increasing the diversity of their student bodies, but do the "pipeline programs" that aim to do that actually work?

The answer is 'Yes...but,' according to a new study by J. Margo Brooks Carthon, PhD, APRN, an assistant professor of nursing at the University of Pennsylvania School of Nursing. Brooks Carthon is an alumnus of the Robert Wood Johnson Foundation (RWJF) New Connections program (2011) and an RWJF Nurse Faculty Scholar (2013-2016). The study was primarily funded by the RWJF New Connections program.

Significantly more Latino and Asian students enrolled in nursing schools with pipeline programs than in schools without pipeline programs between 2008 and 2012, the study found. And significantly more Latino students graduated from schools with pipeline programs than from schools without such programs during that period. The enrollment of Black students at schools without pipeline programs significantly decreased, while enrollment of Black students at schools with pipeline programs remained stable during the same time period.

For the full article [click here](#).

Achieving Diversity and Meaningful Inclusion in Nursing Education

The National League for Nursing believes that diversity and quality health care are inseparable. Together they create a path to increased access and improved health and can eliminate health disparities. The NLN is committed to the education of exemplary nurses who value and embody the richness of difference and inclusion to help advance the health of the nation and the global community. Diversity signifies that each individual is unique and recognizes individual differences – race, ethnicity, gender, sexual orientation and gender identity, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other attributes. It encourages self-awareness and respect for all persons, embracing and celebrating the richness of each individual. It also encompasses organizational, institutional, and system-wide behaviors in nursing, nursing education, and health care.

Voices from governance, faculty, students, and staff allow nurse educators to collaboratively develop policies and practices that benefit all learners and members of the health system. The current lack of diversity in the nurse workforce, student population, and faculty impedes the ability of nursing to achieve excellent care for all. Adverse effects in population health care due to the lack of a diverse workforce that knows how to build inclusive environments are well documented (Institute of Medicine, 2004; Lim et al, 2014).

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