



The continuing quest for parity: HBCU nursing students' perspectives on nursing and nursing education☆



Costellia Talley^{a,*}, Henry Talley^b, Janice Collins-McNeil^c

^a Michigan State University, College of Nursing, 1355 Bogue Street, Rm 247, East Lansing, MI 48824, USA

^b Michigan State University, College of Nursing, 1355 Bogue St., Room #A120, East Lansing, MI 48824, USA

^c Winston Salem State University, Department of Nursing, Winston Salem, NC 27110, United States

ARTICLE INFO

Article history:

Received 24 July 2015

Received in revised form 21 March 2016

Accepted 18 April 2016

Keywords:

Diversity

Global nursing

HBCU

Nursing

Nursing education

Student perspective

Minority

ABSTRACT

The benefits of a diverse nursing workforce are well-recognized, yet, the attainment of a sustainable, competent and diverse nursing workforce continues to be a global challenge. In this qualitative study, we describe nursing students' perceptions on nursing and nursing education at a Historically Black College/University (HBCU). Focus groups were conducted with 16 graduate and undergraduate nursing students. Four themes emerged: communication, lack of resources, support systems and professional socialization. Mentoring and civility were identified as factors important to enhance a diverse workforce.

© 2016 Elsevier Ltd. All rights reserved.

1. Introduction

By the year 2035, there will be a worldwide shortage of healthcare workers, totaling 12.9 million (WHO, 2006, 2014). These findings have enormous implications for nursing, because nurses are front-line healthcare providers and have a direct impact on shaping the health status of patients, globally (Kulwicki, 2006). Evidence indicates that a well-trained, diverse nursing workforce improves health care quality, patient outcomes, healthcare access, and decrease health disparities (Institute of Medicine, 2004, 2011; Sullivan Commission, 2004).

The globalization of nursing “creates an interconnected workforce that crosses international boundaries, systems, structures, and processes to provide care to and improve the health outcomes of people around the world” (Jones and Sherwood, 2014). To illustrate, 8.1% of the nursing workforce in the United States is internationally educated (USDHHS and HRSA, 2010). By the year 2060, 57% of the United States population will be racial/ethnic minorities (United States Census Bureau, 2012). Likewise, by the year 2020, some London boroughs will have ethnic majority populations, and eventually the entire Greater London area (Bains, 2006; Coleman, 2010). The global demand for nurses is fueled by an aging population and nursing workforce, a shrinking applicant pool, unfavorable work environments, the increasing complexity of health care delivery,

and international nurse migration (Ford and Stephenson, 2014; Nichols et al., 2010).

As the global demands for nurses increase, it is important that we address nursing workforce issues. According to Nichols et al. (2011) “nursing leaders of today must be prepared for a nursing practice environment inclusive of local, national, and global work issues”. For example, 41% of nurses under the age of 50 left nursing for workplace related issues (e.g., stressful work environment, poor management, and burnout) (U.S. Department of Health and Human Services and Health Resources and Services Administration, 2010). To improve nursing workforce diversity, we must move beyond just counting numbers to addressing factors that influence not only recruitment, but retention. The purpose of this study is to describe nursing students' perceptions on nursing and nursing education at a Historically Black College and University (HBCU). We define perception as “the process of making meaning about others based on one's own subjective social and cultural perspectives” (Warren, 2015). HBCUs fit within the “changing landscape of higher education because of the diversification of their student population in terms of race/ethnicity” (Gasman, 2013). Their perceptions can provide insight to better understand employment, integration, and assimilation of a global nursing workforce.

2. Literature review

HBCUs are institutions established prior to 1964 for the main mission of educating African Americans. Since that time, the enrollment

☆ The authors have no financial or proprietary interest in the materials presented herein.

* Corresponding author.

E-mail addresses: talley@msu.edu (C. Talley), talley@msu.edu (H. Talley), mcneiljc@wssu.edu (J. Collins-McNeil).

rate of White nursing students at HBCUs has increased to 31% (National League for Nursing, 2009). Students that attend HBCUs are generally from a wide range of cultural and socioeconomic backgrounds and are often low income, first generation, and Pell Grant eligible (71%) (Gasman and Conrad, 2013). The HBCU in this study, is a North Carolina public, master's level coeducational (a constituent institution of the University of North Carolina) university with a diverse student enrollment (72% African American; 17% white; 2% Hispanic; 9% other; Undergraduate and Graduate; Fall 2012).

Although initiatives to increase nursing workforce diversity have been implemented, the numbers continue to be low. For example, African Americans account for 6% of the U.S. registered nurse (RN) workforce (American Association of Colleges of Nursing, 2015), despite being 13.2% of the population (U. S. Census Bureau, 2014). Similarly, Latinos constitute 15.5% of U.S. population, but 5.4% of RNs (Institute of Medicine, 2015).

The limited increase of underrepresented nurses has been attributed to attrition, limited pipeline, and limited opportunities for advancement (Xue and Brewer, 2014). The cause of disparities in the healthcare workforce is complex, but includes: lack of supportive environments, racism and discrimination, stereotyping (Hall and Closson, 2005), alienation and loneliness, financial difficulties (Moyce et al., 2015; Wheeler et al., 2013) and the lack of diversity among nursing faculty. Among baccalaureate and graduate level nursing faculty, 7.1% are African American and 2.3% are Latino. This study explored HBCU nursing students' perception of nursing and nursing education.

3. Methodology

Homogenous focus groups with undergraduate and graduate nursing students were used to explore their perceptions about nursing and nursing education; facilitated by an African American moderator (HT) and note-taker (CT), who have experience in qualitative research methodology. Homogenous groups allow for cultural and language concordance, and maximizes the groups' cohesiveness and openness when discussing sensitive issues (Greenwood et al., 2014). Eligible were students enrolled in a pre-nursing or nursing program, 18 years of age or older, able to speak and write English and willing to participate.

3.1. Procedures

With Institutional Review Board approval, a purposive sample of 16 participants was recruited via email, word of mouth, with the assistance of a faculty member from the HBCU. Authors used semi-structured topic guides to generate discussion about the students' perceptions of nursing and nursing education. Participants completed a short demographic questionnaire. Sessions were digitally recorded approximately 120 min. The note-taker noted non-verbal actions (e.g., crying, head nodding) that could not be recorded.

3.2. Data analysis

Analysis was focused on students' perception of nursing and nursing education. Recordings were transcribed verbatim and the coding team independently analyzed each transcript and assigned codes to words, phrases, and sentences. Independently generated themes were reviewed and a final coding scheme was adopted.

4. Results

A total of 16 students (undergraduate = 11; graduate = 5) participated in the sessions; most were female (12), African American (14), and not married (10), ranging in age from 22 to 40 years. Five were first generation college students and 2 were first generation high-school graduates. Four major themes emerged; two were categorized as barriers to nursing and nursing education: communication and lack of resources. Two were deemed to be reflective of facilitators of nursing and nursing education; support systems and professional socialization.

4.1. Communication

The focus group process enabled students to identify and make sense of shared perceptions; for some, the groups were emotional. One student remarked:

"I don't know why I'm crying so much. I think it's the questions that were being asked and just the ability to analyze some of the things."

4.1.1. Hopelessness

Students reported hopelessness in terms of requirements for entry into advanced nursing program and that they would not be able to meet their personal goals. One student made the following statement about a presentation from a major university about their advanced practice program:

"He didn't even give us a ray of hope and he didn't show us any way to move on. I went home that day so depressed, it's not possible. Everyone was hopeless."

Students also felt that the majority colleges/universities believe that HBCU's programs were not as rigorous as their institutions. Students reported a perception of exclusion or "weeded out" (slang for eliminate, get rid of). As one student explained:

"I also feel like I've been kind of 'weeded out' because I am an African American student coming from an HBCU."

4.1.2. Discouragement

Some felt that majority universities do not commit to diversity because of the limited number of minority students they admit. One student stated:

"...and if they do reach out to the minorities it's one or two minorities and that's all that's in the program, and we're done with that."

Discouragement from colleagues, clergy, and management was also reported affecting participants' differently. One student said:

"I was the one who, individuals would tell, I wasn't good enough to go and pursue a master's degree; I was the same undergraduate student who thought I could never get into ICU and I actually went into ICU as an undergrad."

4.1.3. Workplace violence

Graduate students reported lateral and vertical violence from co-workers and supervisors; defined as "repeated, offensive, abusive, intimidating, or insulting behavior, abuse of power, or unfair sanctions that makes recipients upset and feel humiliated, vulnerable, or threatened, creating stress and undermining their self-confidence" (Vessey et al., 2010). Studies report bullying rates of 31% for nurses in the U. S. (Simons, 2008); 44% in Britain (Quine, 2001); and 57% in Australia (Curtis et al., 2007). Workforce violence between peers is termed lateral violence; between different power levels, vertical violence (Waschler

Download English Version:

<https://daneshyari.com/en/article/367819>

Download Persian Version:

<https://daneshyari.com/article/367819>

[Daneshyari.com](https://daneshyari.com)