

IMPROVING MINORITY REGISTERED NURSE STUDENT RETENTION THROUGH THE IDENTIFICATION OF THE BARRIERS TO SUCCESS



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Purpose

- ❖ The purpose of this integrative literature review was to examine potential barriers and contributing factors to low academic performance among minority nursing students.
- ❖ Our overall goal is to uncover strategies that can be utilized by academic nursing programs to increase the retention and success of minority nursing students.

Background

- ❖ Registered nurses (RNs) are the largest group in the U.S. healthcare workforce at over 2 million.
- ❖ According to a 2017 National Nursing Workforce study, the minority RN population consisted of over 19% of the total RN population, including Asian, African American/Black, and Hispanic/Latino groups.
- ❖ The racial background of the nursing workforce does not accurately reflect the diversity of the US population, as minorities will constitute at least 50% of the population by 2050.
- ❖ Low performance have been evidenced among minority nursing students attributed to factors, such as math and science knowledge deficits, lack of academic support, and test anxiety.
- ❖ There is a need for nursing schools to implement academic success and retention models to improve the experience for minority students.

Methods

- ❖ An integrative literature review was performed using databases: CINAHL, Google Scholar, and PubMed.
- ❖ Both quantitative and qualitative studies focusing on obstacles minority students encounter in nursing school were included. Articles published within the last 10 years were included. Key words included in the search: *nursing, diversity, minorities, outcomes, and success*.
- ❖ Article abstracts were screened for inclusion. After rigorous review, 7 studies were included.

Results

Table 1: Barriers to Success Among Minority Nursing Students

Social Factors	Lack of Academic and Emotional Support	Perception of Discrimination
❖ Little to no financial aid provided, yet students advised to stop working to commit to studies	❖ An undergraduate science GPA <3.0 is a barrier if the proper support is not received	❖ Feelings that faculty is not on their side and that they are being weeded out
❖ Social isolation and loneliness	❖ No tutoring services	❖ Experiences of racism from faculty
❖ ESL students can struggle with test question comprehension	❖ Insufficient mentors or no mentoring program in place	❖ Issues of identifying minority students' weaknesses and targeting them for it

Table 2: Institution Retention Strategies

Pre-entrance Preparatory Courses	To help enhance the knowledge and application of skills needed
Strong Academic Support	Including individualized advising sessions, peer mentors, tutoring sessions
Social Support	Encouraging fellowship and diverse study group formation
Adequate Financial Support	Assist scholarship searches and personal schedule adjustments if there is a need to work
Faculty Led Development Workshops	Cultural competence Professional conduct Resume editing



Implications

- ❖ Future research should explore the relationship of ethnic matching between nurse/patient and improved patient outcomes among minorities.
- ❖ It is imperative that minority patients facing multiple health disparities receive culturally competent care, which may be aided by increased minority nurses in the workforce.
- ❖ Nursing schools and institutions should observe the occurrence of these barriers for minority students and develop culturally-based strategies for improved outcomes.