"I Am a Competent Nurse": Predicting Novice Male Nurse Competence and Satisfaction Levels

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Significance
The National League of Nursing (NLN) reports just 15% of Baccalaureate in Nursing (BSN) students are men (NLN, 2016). Unfortunately, the national attrition rate of these male nursing students far exceeds female nursing student attrition rates (MacWilliams, Schmidt, & Bleich, 2013; Kirk, O’Lynn and Ponton, 2013). Men in the study reported that what exactly a nurse who is a man does or is, is vague. In fact, as one research participant declared: “It was never like someone ever looked at me and said oh well, clearly this gentleman here should be a nurse whereas my mom would always tell stories of her mother saying oh you should be a nurse” (unpublished research data, March 16, 2016).

Methods
• Qualitative and quantitative methods utilized through three different research approaches: journals, focus groups and regression analysis
• Focus groups of 34 male nursing students explored the abnormally high anxiety levels among male nursing students when compared to female nursing students. Findings suggested professional role development is difficult for male nursing students. Researchers proposed that students who struggle with owning their professional role, may give up on nursing school and fail more often than other students.
• Professional role development as operationalized by self-reported competence as a nurse as well as the National League of Nursing (NLN) reports just 15% of Baccalaureate in Nursing (BSN) students in the United States are men. Unfortunately, the national attrition rate of these male nursing students far exceeds female nursing student attrition rates. Barriers for men in both traditional and online nursing education environments are pervasive. However, studies focusing upon these “barriers” are scarce. The purpose of this research is to explore the professional role development of male nursing students utilizing mixed methods to better understand and predict variables conducive to their success

Research limitations
Qualitative outcome temporally based from focus groups limited to a small, rural Midwestern university. These outcomes focused the quantitative inquiry which included a much larger data set from a much broader geographical area of the entire United States. Results may or may not be transferrable. NCIN dataset was very large for a novice quantitative researcher. Analysis should be repeated for accuracy.

Purpose
A priority for the American Association of the Colleges of Nursing (AACN) is to attract students from underrepresented groups, most particularly men. The National League of Nursing (NLN) reports 15% of Baccalaureate in Nursing (BSN) students in the United States are men. Unfortunately, the national attrition rate of these male nursing students far exceeds female nursing student attrition rates. Barriers for men in both traditional and online nursing education environments are pervasive. However, studies focusing upon these “barriers” are scarce. The purpose of this research is to explore the professional role development of male nursing students utilizing mixed methods to better understand and predict variables conducive to their success

Results
Descriptives:
• n=332 men enrolled in accelerated BSN programs, average age 30 years

Regression:
• “being a competent leader” (P<.05) predictive of how well the accelerated nursing program prepared men to be professional nurses
• Satisfaction with “Nursing program response to older, nontraditional students” (P=0.03) predictive of “Effectiveness in preparing you for practice as a professional nurse”

Tips for Educators
• Engage students in leadership enhancing activities, seems to promote becoming a professional nurse for this population
• Analyze your nursing programs response to older, nontraditional students. Students who feel their program “heard them” may be more likely to report becoming a professional nurse

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References
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