**BACKGROUND AND SIGNIFICANCE OF THE PROBLEM**

- 3,063,162 licensed registered nurses in the United States, of that number there are 165,352 (only 5.4%) Black (non-Hispanic nurses).
- Focus should be placed on producing competent nurses with ethnically diverse backgrounds.
- Innovative programs are needed to ensure African American nursing students are supported in educational pathways to success.

**PROJECT PARTICIPANTS**

All beginning students that identified themselves as African-American received email solicitation to participate in the quality improvement project. All faculty and the Program Director received email and a personal invitation for program involvement.

N = 7 Full-Time Faculty Members

N = 18 African-American Students

**INTENDED IMPROVEMENT AND PURPOSE**

The purpose of this project was to determine the efficacy of establishing a specific triad approach that may improve African American nursing students experiences of nursing school.

Goals for the quality improvement project:

1. Educating faculty on cultural competence
2. Creating feelings of support and caring in the faculty-student relationship
3. Exposing students to nursing professionals of color
4. Having senior level students serve as mentors to the beginning students.

**INTERVENTIONS**

**Intervention 1:** Faculty completes Cultural Competency Modules.

**Intervention 2:** Faculty, Fun and Family Luncheon held to have faculty engage students outside a classroom environment.

**Intervention 3:** "Focus on Success" forum for students to engage a panel of local African-American Nursing Professionals that have excelled in the field of nursing.

**EVALUATION OF INTERVENTIONS**

**Faculty Evaluative Focus Group:**

- Planned on using focus groups with faculty to evaluate the effectiveness of the cultural competency modules and Faculty, Fun and Family Luncheon
- Student Evaluative Focus Group:
  - Used a semi-structured interview guide to evaluate the effectiveness of Faculty, Fun and Family Luncheon and the Focus on Success forum with the nursing panel.

**ANALYSIS OF RESPONSES**

**Faculty:**

- Unable to evaluate the effectiveness of the Culturally Competent Modules, no faculty completed the modules.
- Four out of 7 faculty participated in the Faculty, Fun and Family Luncheon. No formal evaluation was done with faculty due to inability to meet during the project.

**Students:**

- From the evaluative focus group with the students, a two-part analysis was performed. All responses pertaining to the FFF Luncheon and the Focus on Success Forum were analyzed. From the responses of the students, categories were established and three overarching themes were extracted. Expressed findings from the student perspective of the interventions are listed.

**RESULTS AND FINDINGS**

Reasons cited for lack of faculty participation were time constraints, abrupt increase in workload and changing work environment.

**Nine Identified Categories from Student Responses**

- All faculty need to be educated on African-American culture
- Racism is present in the nursing program
- Empowerment
- Not all African-American faculty are sensitive to African-American students
- Easier to develop rapport with non-minority faculty
- African-American students are not seen as equals
- Cultural differences not considered by faculty

**DISCUSSION AND CONCLUSION**

- Students expressed a great appreciation for being involved in the project
- Numerous reports that having family members better understand the rigor of a nursing program proved beneficial
- Lack of participation from faculty spoke volumes and can be interpreted as a contributing factor to the perceived hardships of the African-American nursing student
- Faculty may not comprehend the weight or impact their role can have on a student experiences
- Resounding resolve of this quality improvement project emit there are ways to successfully foster an environment aimed toward success for the African-American nursing student and contribute to graduating a diverse student nurse population