Exploring the Nature of Faculty-Student Relationships and its Implications for Persistence in African American Nursing Students

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Learning Objectives

1) The learner will be able to identify how nursing faculty can promote persistence of African American nursing students.

2) The learner will be able to identify ways to increase diversity and increase retention as it relates to minorities in nursing.

Presenter has no conflict of interest

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Background

- Lack of diversification

- Increased attrition rates

- Lack of research

Purpose Statement

- Black Feminist Thought Perspective

- Tinto's Theoretical Model of Student Retention

- Relationship
  - Faculty Involvement
  - Student Persistence

Literature Review

- Health Disparity and Cultural Competency

- History of African American Nurses

- Social Justice and Diversity within the Profession of Nursing

- Reflective Practice (Osterman & Kottkamp, 2004)

- Leadership and Change Agents (Northouse, 2011)

Research Questions

- The following questions guided this study:

  1. What common factors do African American senior nursing students identify as contributing to their persistence?
  2. What engagement strategies, if any, contributed to African American senior nursing students' persistence?
  3. How do students perceive the role of faculty in engagement with African American nursing students?
  4. How can nursing faculty promote persistence of African American nursing students?

Data Collection and Instruments

- Four forms of data collection was used:
  - Observations
  - Interviews
  - Focus Group
  - Research Journal

Discussion of Findings

"I've had really good professors and then I have had professors that were not. When I started my junior year, it was really hard. In one of my classes, the class was really large, they [professors] didn't know everyone, we are learning… The professor didn't know you by name." Participant D

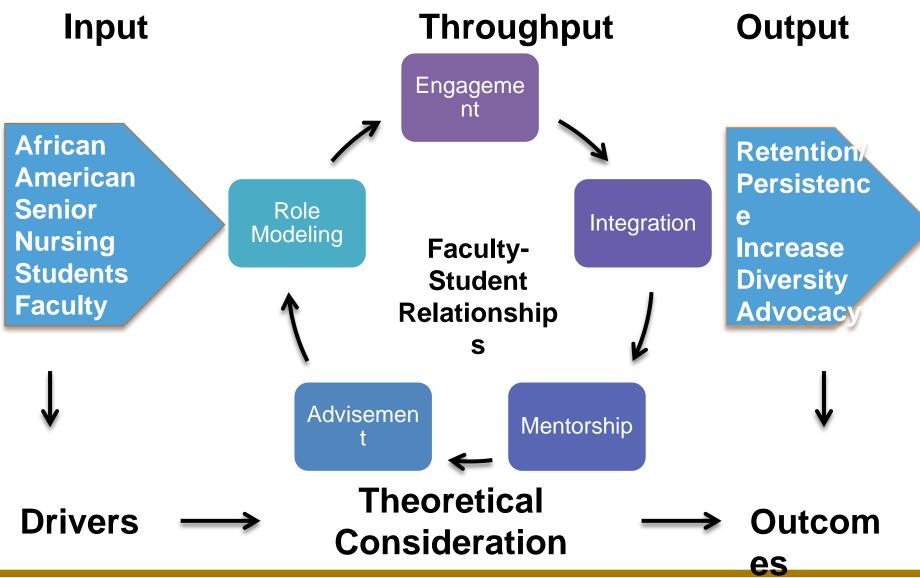# Discussion of Findings (Continued)

- **Caring Environment: Mentorship**

  - Creating an environment that is nurturing and family oriented.

  - Effective faculty-student interactions impact persistence

  - Less intimidated or isolated boosts self-confidence.

Conceptual Framework Map

Input   **Throughput**   **Output**

Recommendations

1) Define faculty-student engagement
2) Integrate training for faculty
3) Provide workshops to African American students
4) Offer mentoring workshops for faculty
5) Interview successful and unsuccessful African American nursing students

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