THE THREE PILLARS FOR SUCCESS OF AFRICAN AMERICANS IN BACHELOR OF SCIENCE NURSING

ANNE MARIE JEAN-BAPTISTE
PHD., MSN, RN, CCRN, CEN,
Learning objectives:
- Identify specifics influencing recruitment and retention of African Americans in BSN programs.
- Commit to integrate innovative strategies designed to foster African Americans in BSN programs.
THE PROBLEM AND PURPOSE

Problem
• Theories: not grounded in specific data
• Voices of the students: missing

Purposes
• Explore actions and processes experienced
• Identify a theory: specific aspects of student recruitment and retention
THEORETICAL FRAMEWORK

• The stages of Van Gennep (1964)
  • Separation
  • Transition
  • Incorporation
THE PHASES OF THE THEORETICAL FRAMEWORK

Phase 1 (separation)

- Words such as: “at first,” or “at the beginning”: separation category.

Phase 2 (transition)

- Words such as “during the program” or “while in the program”: transition phase.

Phase 3 (incorporation)

- Responses referring to “the end” or “last semester: incorporation category.
LITERATURE REVIEW

- Importance of Bachelor of Science nursing programs
- Retention and recruitment according to researchers and healthcare providers
- Shortage of Bachelor of Science nursing graduates
LITERATURE REVIEW

- Recruitment and retention according to educational theorists
- Proposed teaching and learning strategies
- Barriers and support to recruitment and retention in African Americans
LITERATURE REVIEW

- Noncognitive barriers
- Contributions of nursing theorists
- Social structure and interactions influencing recruitment and retention
RESEARCH METHOD AND DESIGN

• Qualitative Research Method
  • Researchers to immerse in the human experience.
• Constructivist Grounded Theory Design
  • Constant comparison
  • Theoretical sampling
  • Preservation of participants' voice.
RESEARCH QUESTIONS

• RQ1: How does nursing workforce continue to be imbalanced and not representative of the population being served?
• RQ2: What theory of student recruitment and retention that is uniquely applicable to African American BSN students emerges from the interview data?
POPULATION AND SAMPLE

- African American BSN graduates
- Interviews with 14 (N = 14) participants.
- Purposive sampling
- Smaller sample and more in-depth interviews.
DATA COLLECTION AND ANALYSIS

• Field Test
• Pilot Study
• Main study:
  • 14 participants
  • Nine semi-structured interviews questions.
• The qualitative software NVivo 10® (2014)
  • Step One
  • Step Two
  • Step Three
  • Step Four
  • Step Five
THE RESEARCH PROCESS

#1 Opening Coding
- coding Interviews
  - Content of each interview named, sorted, categorized, compared and evaluated

#2 Focused Coding
- Categories Integration
  - Themes Emergences
  - Frequency of Occurrence
    - Ideas/Concepts
    - Coding to generate themes

#3 Axial Coding
- Themes analyzed for
  - Theory Development
    - Conceptual Relationship
      - Established

#4 Selective Coding
- 3 Sub-themes emerged and written
  - Themes relationship established

#5 Theory Development
- Main/Central Theme Emerged
  - Themes Content
    - Categorized
    - Compared and Evaluated
NINE THEMES

• Honoring the silent contracts commitment
• Uncovering inner strengths
• Awakening the altruist within
• Sacrificing on purpose
• Community of Helpers
NINE THEMES

• Getting the Emotional Support
• Efficiently recruited
• Efficiently retained
• Special needs efficiently addressed
THREE CATEGORIES

• Inner skills and dispositions
  • Honoring silent contracts commitment.
• Embracement of external supports
  • Community of helpers.
• Learning context redefined
  • Efficiently recruited, efficiently retained, special needs efficiently addressed.
African American students rely on inner skills and dispositions as they redefine the learning context and embrace external support systems for successful recruitment and retention in a BSN program.
DIAGRAMING THE THEORY

Trilogy of African American Success
In Bachelor of Science Nursing Program

- Honoring Contract
- Uncovering Inner Strength
- Awakening Altruism
- Sacrificing
- Community of Helpers
- Emotional Support
- Efficiently Recruited
- Efficiently Retained
- Meeting Special Needs
- Incorporation

Extrinsic Characteristics On Campus

Intrinsic Characteristics

Satisfaction

Transition

Extrinsic Characteristics off Campus
SIGNIFICANCE:
LEADERSHIP/EDUCATION/RESEARCH

• Leadership
  • The financial support
  • Availability of academic supports
  • Role of family commitment and integration.

• Education
  • Unique social structure and interaction perspectives.
SIGNIFICANCE:
LEADERSHIP/EDUCATION/RESEARCH

- Research
  - Successful graduates.
  - Current and failed students: needed.
- Faculty and academic leaders’ perspectives.
RECOMMENDATIONS: LEADERSHIP/EDUCATION/RESEARCH

- Leadership
  - Assistance
  - Engagement extension
  - Admission process
  - Remediation system
- Nursing educators: design, coordinate, monitor, and evaluate learning activities.
RECOMMENDATIONS: LEADERSHIP/EDUCATION/RESEARCH

• Education
  • Community as classroom

• Teaching methods: engagement

• Courses design: communication and advocacy skills
RECOMMENDATIONS: LEADERSHIP/EDUCATION/RESEARCH

- Research
  - A quantitative correlational study
  - A longitudinal study
  - Linear regression: sample of younger students
QUESTIONS?
REFERENCES

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