

Background

According to the AACN (2013), "African-American nursing students have the lowest graduation rate when compared to other minority groups." The lack of minorities providing care negatively affects healthcare outcomes and accessibility. In order to increase the number of African-Americans nurses practicing, it is essential to gain an understanding of the conditions that lead to successes and failures. The purpose of this qualitative, phenomenological research study is to provide insight into the positive and negative experiences of African-American nursing students, and to identify appropriate interventions to increase the number of successful graduates.



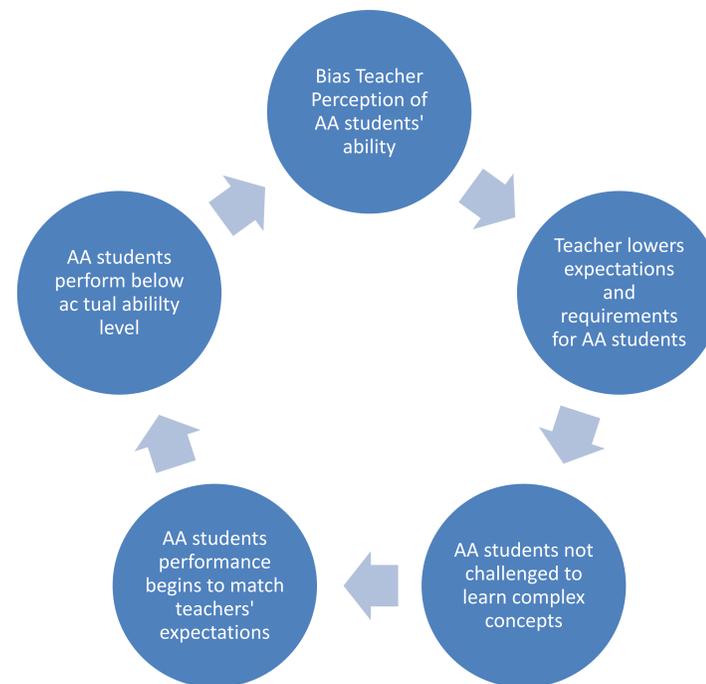
Goals/Purpose

- ❖ Determine unique barriers to success of African American nursing students.
- ❖ Uncover strategies to increase the graduation rate of African American nursing students.
- ❖ Provide schools of nursing with ideas for implementing interventions to improve success of African American nursing student, increasing the number of practicing African American nurses

Literature Review

Despite recent attempts to increase the diversity of nurses, minority nurses remain underrepresented. This may be due in part to failure to progress in nursing programs as well as low admission rates. Barriers to admission have been found to be related to poor preparation for college level work, lack of financial resources to pay for college education and lack of interest in the nursing major (AACN, 2013). After admission to university, barriers to progression have been identified: feelings of social isolation and a lack of peer bonds, stress and anxiety, financial concerns and a dearth of role models (Murray, 2016).

Proposed Cycle



Methods/Theoretical Background

- ❖ Vygotsky Social Development Theory (1978): Social interaction is determinant of cognitive development. Positive social environments and connections promote learning.
- ❖ Qualitative, phenomenological research using open-ended interview questions.
- ❖ Criterion sampling of AA nursing students (self-identification).
- ❖ Confidential interviews conducted and analyzed using Colaizzi's method (circular, iterative, progressive).
- ❖ Interviews conducted until data saturation.

Themes of Interviews (preliminary analysis; ongoing research)

Barriers	Supports
<ul style="list-style-type: none"> -Inadequate college preparation -Exclusion from White study groups -Racial slurs from other students -Lack of representation (both peers and professors) -Abilities questioned by peers and patients. 	<ul style="list-style-type: none"> Professors/faculty helpful and available -Prayer/Spiritual grounding -Family (usually college grads) -Confidence/High Self-Esteem -Student Services (Organized Minority Groups)

References

- American Association of Colleges of Nursing (2013). *2012-2013 enrollment and graduations in baccalaureate and graduate programs in nursing*. Retrieved from: www.aacn.nche.edu
- Murray, T. A., Pole, D. C., Ciarlo, E. M., & Holmes, S. (2016). A nursing workforce diversity project: Strategies for recruitment, retention, graduation, and NCLEX-RN success. *Nursing Education Perspectives (National League for Nursing)*, 37(3), 138-143.
- Vygotsky, L. S. (1978). *Mind in society: Development of higher psychological processes*. Cambridge, MA: Harvard Publishing.