Championing diversity through holistic nursing education: Implementing strategies from the Integrative Student Growth Model (ISGM)

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Abstract

Background/Introduction
Attrition rates of prelicensure nursing students has always been problematic, however, students who are underrepresented in nursing have historically experienced higher attrition rates. Research on factors contributing to this disparity is scarce; however, academic readiness and lack of self-efficacy have been identified as possible factors. The Integrative Student Growth Model (ISGM) was introduced in 2018 at the AACN Baccalaureate Nursing Education Conference. In its first iteration, the ISGM focused on the development of graduates who embrace a holistic approach to nursing. Evidence shows that healthcare would benefit by increased diversity of the nursing workforce, which would contribute to the reduction of health disparities. Since attrition and diversity remains a high priority for our profession, the ISGM was refined to provide a learning environment which will support underrepresented and academically and/or socially disadvantaged students towards personal and professional success in nursing.

Purpose
The purpose of this project is to implement strategies from the ISGM that support a holistic learning environment with the goal of elevating all students to their full potential.

Methods or Processes/Procedures
The ISGM is operationalized on three levels: student, faculty, and institution. This phase of the ISGM includes the development and implementation of the following strategies: Holistic admissions processes (institutional) Faculty training (faculty) Precollege program (institutional and student) Professional nurse mentor program (institutional, faculty, and student) Clinical immersion model (institutional and student)

Results
Plans to test the model are currently in development. Results will be disseminated once data is collected and analyzed.

Limitations
Limitations will be determined during the development of the formal research study.

Conclusions/Implications for Practice
Implementation of the ISGM will provide an opportunity to study the effectiveness of a systems-based, holistic approach to nursing education on student outcomes among underrepresented and academically and/or socially disadvantaged students, thus, addressing disparities in the preparation of competent graduates who contribute to a diverse nursing workforce.

Biography

Dr. Chrysanthe Patestos is an Assistant Professor at Kean University with three decades of nursing practice experience in various settings. Dr. Patestos holds a deep commitment to innovation and holism in nursing education, which led to the co-creation of the Integrative Student Growth Model (ISGM), a groundbreaking work aimed at transforming nursing education from a "one size fits all" approach to a holistic education environment, fostering growth and success of all students – particularly those underrepresented in nursing education. Dr. Patestos earned her BSN and MSN at Kean University and her PhD at Wilkes University.

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