

Exemplifying Excellence: A Strategy to Recruit Men into Nursing

LaDonia Daniels, EdD, MSN, RN, CNE

Assistant Clinical Professor

Nell Hodgson Woodruff School of Nursing, Emory University

Problem Statement

- As the largest sector of the healthcare workforce, nurses play an integral in delivering high-quality healthcare needed to our nation's citizens.
- Current predictions indicate that there will be a shortage of nurses for at least the next 10 years (Bureau of Labor Statistics, 2025).
- National leaders are calling for comprehensive efforts to grow the nursing workforce.
- Men are a viable population to help bolster the nursing workforce, yet, comprising just 10.4% of the nursing workforce, they continue to be underrepresented in the profession (Smiley et al., 2025).

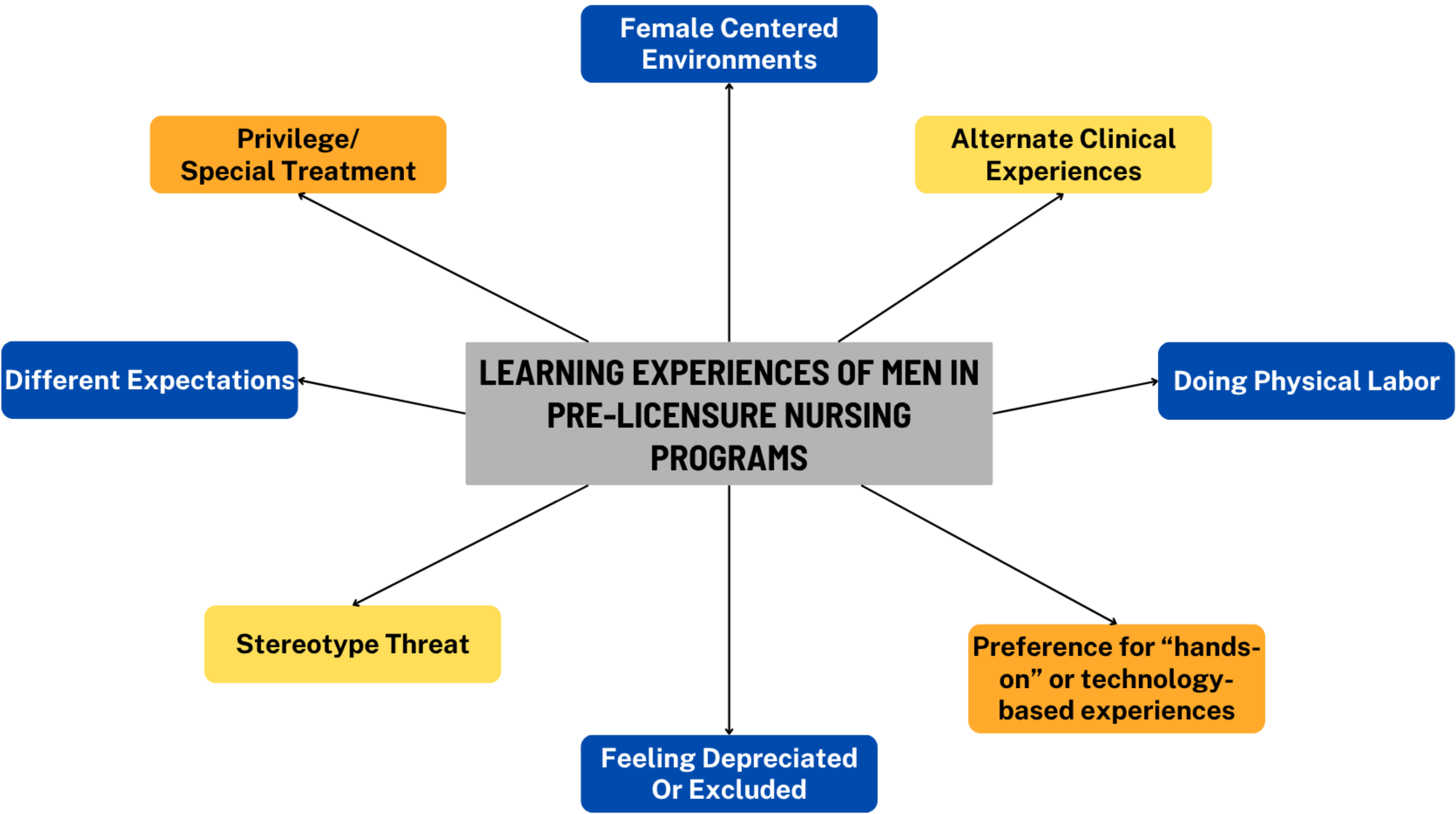
Background

- Barriers to recruitment and retention of men in nursing:
 - Stereotypes and stigma (Caputo & Ross, 2023; Patterson et al., 2023)
 - Being unaware of careers in nursing (Dean, 2023)
 - Few male role models (Caputo & Ross, 2023)
- Men also face disparities in educational experiences in nursing programs that can adversely affect their interest in nursing careers, their overall academic success, and nursing program completion (Elting, 2023; Gavine et al., 2020; Lindenfeld, 2025)
- There's still a need for teaching and learning strategies that better facilitate inclusive learning environments for men in nursing programs

Purpose

- To gain insights into the perceived learning needs and factors that influence recruitment and retention of men who pursue nursing degrees.

Review of the Literature



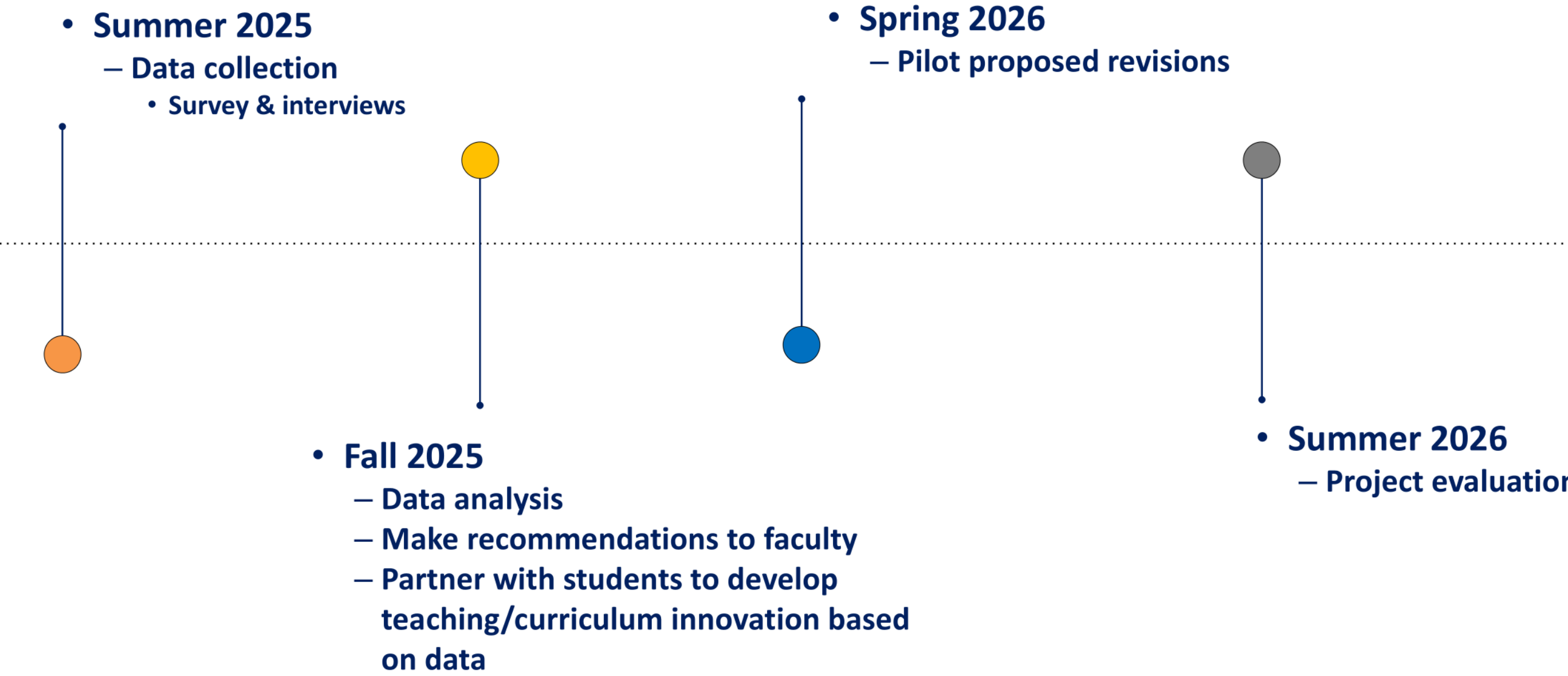
Method

- Develop survey and qualitative interview tool
- Conduct survey and focus group interviews to explore students' learning experiences

Implications

Findings can be used to inform approaches to recruitment, retention, and academic programming.

Project Timeline



Conclusion

Implementing approaches to teaching and learning strategies informed by students' perspectives will promote teaching excellence and can be a useful strategy to recruit and retain men in nursing programs.

References

- Bureau of Labor Statistics, U.S. Department of Labor. (2025, April 18). *Occupational outlook handbook*, registered nurses. Retrieved from <https://www.bls.gov/ooh/healthcare/registered-nurses.htm>.
- Caputo, T., & Ross, J. G. (2023). Male nursing students' experiences during prelicensure education: An integrative review. *Nurse Education Today*, 121, N.PAG
- Cui, N., Wang, R., Song, F., & Jin, J. (2021). Experiences and perceptions of male nursing students in a single-sex class: A qualitative descriptive study. *Nurse Education in Practice*, 51, N.PAG.
- Dean, E. (2023). Why are there so few men in children's nursing?: Recruitment barriers to men in nursing include a lack of male role models, poor understanding of the role among schoolboys and perceived gender stereotypes. *Nursing Children & Young People*, 35(4), 9–11.
- Elting, J.K. (2023). Experiences and perceptions of Filipino American men as undergraduate Nursing students. *Journal of Nursing Practice Applications & Reviews of Research*, 13(1), 30–36.
- Gavine, A., Carson, M., Eccles, J., & Whitford, H. M. (2020). Barriers and facilitators to recruiting and retaining men on pre-registration nursing programmes in Western countries: A systemised rapid review. *Nurse Education Today*, 88, N.PAG.
- Hill, B., Simpson, D., Amoateng, G., Hodge, J., & Daby, S. (2025). Men in nursing. *British Journal of Nursing*, 34(4), 200.
- Kane, D., Rajacich, D., & Andary, C. (2021). Exploring the contextual factors surrounding the recruitment and retention of men in a baccalaureate nursing program. *Nursing Forum*, 56(1), 24–29.
- Lindenfeld, M. (2025). Belongingness of nursing students who identify as men. *Teaching & Learning in Nursing*, 20(1), e78–e83.
- Patterson, L. D., Wheeler, R. M., Edge, N., & Daniel, G. (2023). The High School to Higher Education Pipeline Program: A focus on Black male representation in nursing. *Journal of Professional Nursing*, 47, 15–24.
- Smiley, R. A., Kaminski-Ozturk, N., Reid, M., Burwell, P., Oliveira, C. M., Shobo, Y., Allgeyer, R. L., Zhong, E., O'Hara, C., Volk, A., & Martin, B. (2025). The 2024 National Nursing Workforce Survey. *Journal of Nursing Regulation*, 16(1), S1–S88.
- Tollison, A. C. (2018). Stereotype Threat in Male Nurse-Patient Interactions. *Journal of Nursing Education*, 57(10), 614–619.
- World Health Organization (WHO). (2025). State of the world's nursing 2025. Retrieved from <https://iris.who.int/bitstream/handle/10665/381329/9789240110236-eng.pdf?sequence=1>



Exemplifying Excellence in the Classroom: A Strategy to Recruit Men into Nursing

LaDonia Daniels, EdD, MSN, RN, CNE

Biography

Since becoming a Registered Nurse in 2003, Dr. Daniels has worked in a variety of healthcare settings including college health, cardiac care units, community health clinics, and primary care offices. Dr. Daniels earned a bachelor's degree in nursing from Hampton University, a master's degree in nursing from UCLA, and a doctoral degree in nursing education from the University of West Georgia. As a certified academic nurse educator, Dr. Daniels has spent over 15 years of her career in higher education as an educator, scholar, and leader. In her role as a nurse educator, she has been a strong advocate and mentor for faculty and students and has been involved in initiatives to strengthen and expand the nursing workforce. Dr. Daniels' scholarly work focuses on nursing workforce development, programmatic interventions to enhance nursing workforce recruitment, nursing student success, and strategies to facilitate role transition for novice nursing faculty. As an example of her commitment to nursing workforce development, Dr. Daniels developed and served as director for the High School to Higher Education Pipeline Program to increase representation of Black men in nursing. Dr. Daniels is currently on faculty at Nell Hodgson Woodruff School of Nursing at Emory University. Her professional affiliations include the American Association for Men in Nursing, the National Black Nurses Association, Georgia Association for Nursing Education, and the National Forum of State Nursing Workforce Centers.

Contact Information



LaDonia Daniels, EdD, MSN, RN, CNE
Assistant Clinical Professor
Nell Hodgson Woodruff School of Nursing, Emory University
dr.daniels@emory.edu