



“Puedo Hacerlo – I Can Do It”

Mapping the Journey of Hispanic American Students in Baccalaureate Nursing Education

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INTRODUCTION

Hispanic American (HA) nurses have steadily increased over the past 10 years; today, almost 5% of nurses in the U.S. are HA with the enrollment of HA in BSN degree programs increasing 48.9% in the past 5 years with 50.6% successfully completing that degree program and graduating. Even so, HA nurses remain the lowest in number across all clinical practice settings as well as the lowest number enrolled in all nursing degree track programs (AACN, 2021).

In a mid-size state public 4-year institution in north Texas, the annual HA student enrollment has steadily increased consistent with the fast growing HA population in that Texas region. In Fall 2022, 58% of HA applicants to the university were admitted and enrolled and, since 2019, a steady increase in HA applicants (20-23%) were admitted and enrolled in the School of Nursing Generic BSN track program. Despite that, a disproportionate number of HA nursing students fail and repeat a nursing course with a similar disproportionate number of HA first-time NCLEX-RN test takers failing the exam. Possible factors associated with these results have not been explored.

A growing number of studies have explored a range of factors to account for HA course and RN exam outcomes such as clinical faculty-HA student communication (Brito, 2020), finances (Alicia-Planas, 2009), family barriers (*sacrificios de familia*) (Mendez, 2020), disparities in learning environments (Woodley, 2019), and imposter syndrome (Duenas, 2021). To optimize support for HA BSN students, greater in-depth exploration of both positive and negative factors in their daily life and awareness of the impact of these factors will greatly enhance efforts to support the success of HA students in Generic BSN programs along with increasing probability of their success in first-time NCLEX-RN test taking. This project seeks to identify positive and negative factors in the life of HA BSN students with future studies exploring this elements as perceived by BSN faculty and SON administrators.

PURPOSE OF THE STUDY

To explore the positive and negative elements in the daily life of Hispanic American students associated with their journey to successfully complete the Generic BSN degree program.

OBJECTIVES

1. Identify the primary reasons HA students in north Texas seek to pursue the Generic BSN degree.
2. a) Explore what HA nursing students perceive to be positive and negative factors in their daily life; and, b) Identify the resulting impact of those factors on their successful progression in nursing school.
3. From review and reflection of data derived, a) classify the data with thematic labels to represent the positive and negative factors identified; and, b) use visual mapping to reflect the impact of these factors in the daily life of HA students as they journey to completion of the BSN track program.

Prior to implementation, this proposed project is submitted to the university Institutional Review Board for review and approval.

METHODOLOGY – STEP 1

The Discovery-Appreciative Inquiry phase of Ripple Effect Mapping (REM) (Chazdon et al, 2017) will be used to derive results in two steps:

1. Recruit convenience sample of 12 HA BSN students (6 Juniors, 6 Seniors) paired to form 3 two-person interview teams per academic level.
2. Provide each team with semi-structured questions that each team member asks of the other to identify and reflect on positive and negative factors in their daily life associated with their progression in nursing school.

Students are encouraged to openly respond in detailed narrative. Each paired student meeting is audio-taped and transcribed.

METHODOLOGY – STEP 2

1. 2 weeks later, students meet to review transcripts and guided by PI, group data into core categories with thematic labels created to represent each data group associated with SON progression.
2. With visual mapping, ascertain the positive and negative impact on the daily life of students for each thematic core category identified
3. Students identify if the impact of the positive and negative factors in their daily life were intended or unintended.
4. Students ascertain what were the most and least significant changes in their daily life associated with the core thematic groups identified with implications for successful completion of the BSN program and NCLEX-RN exam outcomes.



CAPSTONE PRESENTATION & GRADUATION

"Puedo Hacerlo - I Can Do It" Mapping the Journey of Hispanic American Students in Baccalaureate Nursing Education

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Biography

Dr. Martinez received her Bachelor and Master of Science degrees in Nursing from Wright State University in Dayton, Ohio and her PhD in Nursing from the College of Nursing at The Ohio State University where she was funded as a Predoctoral Fellow by the National Institute for Nursing Research/National Institutes of Health (NINR/NIH). She completed her NINR/NIH Postdoctoral Research Fellowship in Clinical Genetics in the College of Nursing at The University of Iowa in conjunction with the K30/NIH Graduate Training Program in Clinical Investigation in the College of Medicine. Her work with undergraduate and graduate nursing students along with interdisciplinary doctoral students include her affiliation with the School of Nursing and the School of Medicine (Diabetes Division) at The University of Texas Health Science Center in San Antonio, Texas; School of Nursing at Purdue University in West Lafayette, Indiana; and, the School of Nursing at The University of Texas at El Paso (UTEP) where she served as Senior Fellow in the NIH Hispanic Health Disparities Research Center. At UTEP she served as Director of the Center for Nursing Research and Evaluation that included responsibility for School of Nursing accreditation by the Commission on Collegiate Nursing Education (CCNE) along with university accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). This role continues in her current position as Professor and Associate Dean in the School of Nursing at Tarleton State University, a founding institution in the Texas A&M System.

From her background in diabetes education, she served on the national Board of Directors of the American Association of Diabetes Educators (AADE) and was Founding Member and Chair of the Board of Trustees of the AADE Diabetes Education & Research Foundation. She served on AADE committees leading to the national Certification exam for Diabetes Educators (CDE) and the Advanced Studies Institute for Diabetes Educators (ASIDE). She received the Faculty/Staff Recognition Award and the Faculty Advisor and Service Award for her support establishing the first Latino Student Union at Purdue University. For her contributions in service and research, she received the AADE National Distinguished Service Award, the Distinguished Alumni Award from Wright State University, and the Research in Minority Health Award from the Southern Nursing Research Society. She is active in AADE, the American Nurses Association/Texas Nurses Association, Sigma Theta Tau International Nursing Honor Society, National Association of Hispanic Nurses, American Evaluation Association and was inducted as Fellow in the American Academy of Nursing.

The focus of her research has been in the field of diabetes among Mexican Americans (MAs) with funding from NINR/NIH to develop cross-cultural Spanish-English language Instruments to measure the efficacy of diabetes patient education; the role of predictive genetic testing for prevention of diabetes for MAs; and exploration of APOE genetic marker associated with Alzheimer's disease among MAs with diabetes. Today, she expands her service to support the success of Hispanic students in higher education, especially those in nursing school.

Contact Information



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