

African American Men as Registered Nursing Students: A Scoping Review of the Literature

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Introduction

- To foster a diverse nursing workforce, minority students must successfully complete pre-licensure nursing programs.
 - African American men represent both gender and racial minority groups
 - However, African American men are particularly vulnerable (Kim & Hargrove, 2013)
- Understanding the factors affect African American men in pre-licensure programs could play an important role in increasing racial and gender diversity in the nursing profession (AACN, 2017; The Sullivan Commission, 2004)

Background

- A diverse nursing workforce could improve health outcomes for diverse patient populations
(The Sullivan Commission, 2004; Villarruel et al., 2015)
 - Just 10% percent of RNs are men (Budden et al, 2016; BLS, 2016)
 - African American RNs are underrepresented
(Budden et al., 2013; Budden et al., 2016)
- It is important for nurse educators to understand factors that affect African American male pre-licensure students

Purpose

The purpose of this presentation is to describe factors that affect African American men as pre-licensure nursing students.

Objectives

- By the end of this presentation, you will be able to:
 - Discuss the factors that affect African American male pre-licensure nursing students

State of the Literature

- Studies that highlight African American nursing students focus predominantly on females (e.g. Coleman, 2008; Dapremont, 2011; Dapremont, 2014; Gipson-Jones, 2009; Love, 2010; Mills-Wisneski, 2005; Payton et al., 2013)
- African American men make up a small percentage of participants in studies of male nursing students (Ierardi, Fitzgerald, & Holland, 2010; Smith, 2006)
- The literature on African American male collegians comes from disciplines outside of nursing (Bimper, Harrison & Clark, 2013; Burrell, Fleming, Fredericks & Moore, 2015; Harper, 2015; Harris & Wood, 2013)

Scoping Review

- To determine what is known about African American male pre-licensure nursing students
 - Followed Arksey and O'Malley's method (2005)
 - Review of nursing education literature
 - Studies published between 2010-2017
 - **Search terms:** Black, African American, minority, male, men, nursing student, and retention
 - **Databases:** CINAHL®, ProQuest Nursing and Allied Health, Educational Resources Information Center, ProQuest Education, Education Full-Text
 - 3,990 titles reviewed

Study Selection

- 3,990 titles reviewed
 - 18 duplicate titles excluded
 - 3,940 titles did not meet inclusion criteria
- 32 abstracts reviewed
 - 26 studies did not meet inclusion criteria
- 6 full-text articles/dissertations retained and included in the review
- 1 article identified through a previous reviewed of the literature was included
- 7 studies retained for scoping review

Results

Personal Characteristics

- Age: 27- 50
- Had children and other family obligations
- Described as:
 - High-achieving
 - Motivated
 - Confident

Perspectives & Experiences

- Thematic analysis of study findings revealed four themes
 - Deciding to pursue nursing
 - Being the only one
 - Being socially integrated
 - Achieving success

Being Socially Integrated

- Refers to feeling included in the social structure of an academic institution (Chang, Lerer, & Talley, 2010)
- Interactions with faculty and peers outside of the classroom can positively influence social integration (Chang, Lerer, & Talley, 2010)

Achieving Success

- Having determination (Boruff, 2013)
- Being motivated (Goings, 2016)
- Support from family and friends (Boruff, 2013; Dapremont, 2011; Goings, 2016; Sweet, 2012)
- Caring faculty members (Boruff, 2013)
- Positive institutional climate (Goings, 2016)

Perceptions of Administrators

Effective strategies for retaining African American male nursing students
Pre-testing
Pre-nursing courses
Tutoring & mentoring
Minority faculty
Improving study skills
Offering financial aid
Remediation
Tracking progression

Dorsey, 2005

Limitations of the Review

- Number of research studies
- All qualitative studies
- Perspectives of 12 men

Implications for Nurse Educators

- Need for further research
- Examine the pipeline
- Develop policy
- Foster inclusive learning environments
- Promote social integration

Thank You!!!
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