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Factors that hinder underrepresented minority ADN students from initially pursuing baccalaureate nursing education

Tanika Cherry-Montgomery

Background

The lack of diversity in the nursing profession has been a dilemma plaguing healthcare for many years with very little progress in a positive direction..

The Institute of Medicine (IOM) has placed an impetus on increasing the number of BSN prepared nurses in the workforce to 80% by 2020.

Why is this an issue?

16.8% of the nursing population identified themselves as underrepresented [URM] (HRSA, 2010).

32% of the US population is from a racial or ethnically diverse background (US Census Bureau, 2011).

LPN and ADN programs graduate the greatest number of URM nurses.

The nursing population should reflect the population that it serves to improve culturally competent care and to eliminate health care disparities.

26.6% of students on BSN campuses are URM.

Minority healthcare providers return to their communities of origin to serve., therefore they should be educationally prepared.

There is direct correlation with improved client outcomes and BSN prepared nurses at the bedside.

Methods

Design: Basic Qualitative

Semi-structured phone interviews which lasted about 35 minutes – 1.5 hours.

Data Analysis: NVIVO 10

Definition of Terms

Associate Degree Nursing Program (ADN): Associate degree nursing programs consist of curricula that are delivered over approximately three years. One year of prerequisites and two years of nursing content.

Baccalaureate Nursing Program (BSN): A baccalaureate nursing program consists of curricula that are delivered over four years.

Licensed Practical Nurse (LPN): Is an individual who went through a training program, usually 12-18 months in length.

Underrepresented in nursing (URM)- According to Health Resources and Services Administration [HRSA] (2013), underrepresented minorities in nursing include Black or African Americans, Hispanic or Latino, American Indian or Alaska Native, and any Asian or Pacific Islander group other than Chinese, Filipino, Japanese, Korean, Asian Indian or Thai.

Sample

13 Black/African American participants from Ohio, Virginia, and Michigan.

12 participants were enrolled at least part-time in an Associate degree nursing program (ADN)

1 Participant graduated 6 months prior to the study

Table 1. Demographics

Participants	Gender	Age	School Type	Marital Status	Children	LPN	Highest Level of Education
AD01	Female	20	Public	S	No	No	High School Associates
AD02	Female	34	Private	S	Yes	Yes	Diploma
AD03	Female	31	Proprietary	M	Yes	Yes	High School Certificate
AD04	Female	21	Public	S	Yes	No	GED
AD05	Male	34	Proprietary	S	Yes	No	Bachelors
AD06	Female	35	Public	S	Yes	No	Bachelors
AD07	Female	27	Proprietary	M	No	No	Diploma
AD08	Female	36	Public	M	No	Yes	High School Associates
AD09	Female	38	Public	M	Yes	Yes	Bachelors
AD10	Female	37	Proprietary	S	Yes	No	Diploma
AD11	Female	21	Public	S	No	No	High School Associates
AD12	Female	47	Proprietary	M	Yes	No	Bachelors
AD13	Female	44	Public	M	Yes	Yes	Bachelors

*Note: AD12 was a recent ADN graduate

Findings

11 identified barriers

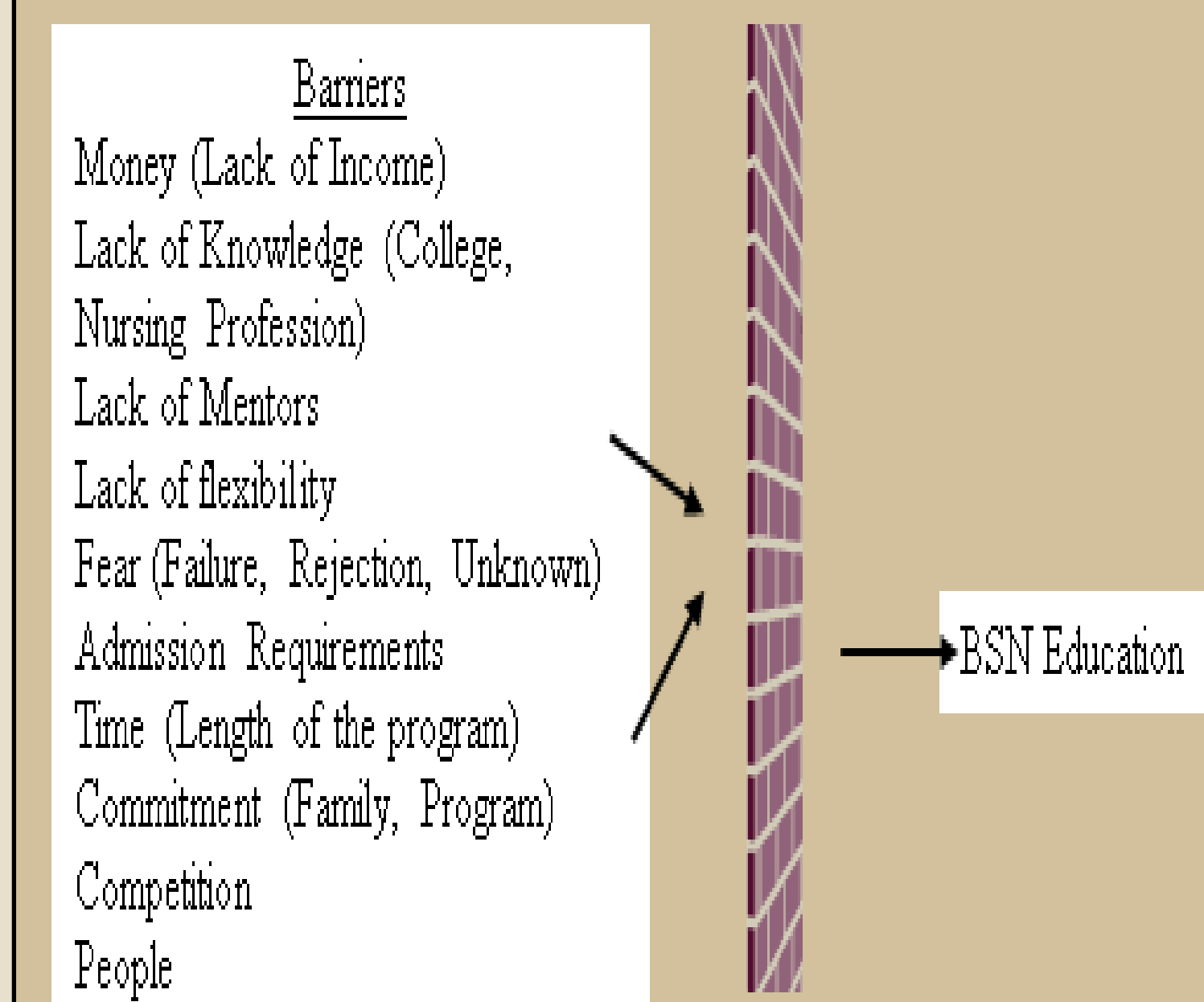


Figure 1. Summary of barriers to the initial pursuit of baccalaureate nursing education

Discussion and Conclusion

Participants had the same characteristics as first-time college students.

Minority students tend to chose ADN programs regardless of academic ability.

There is a clear lack of knowledge regarding the nursing profession.

Lack of clarity regarding the different roles in the nursing profession LPN vs ADN vs BSN .

More mentors and role models are needed.

Education is essential

Implications for Practice

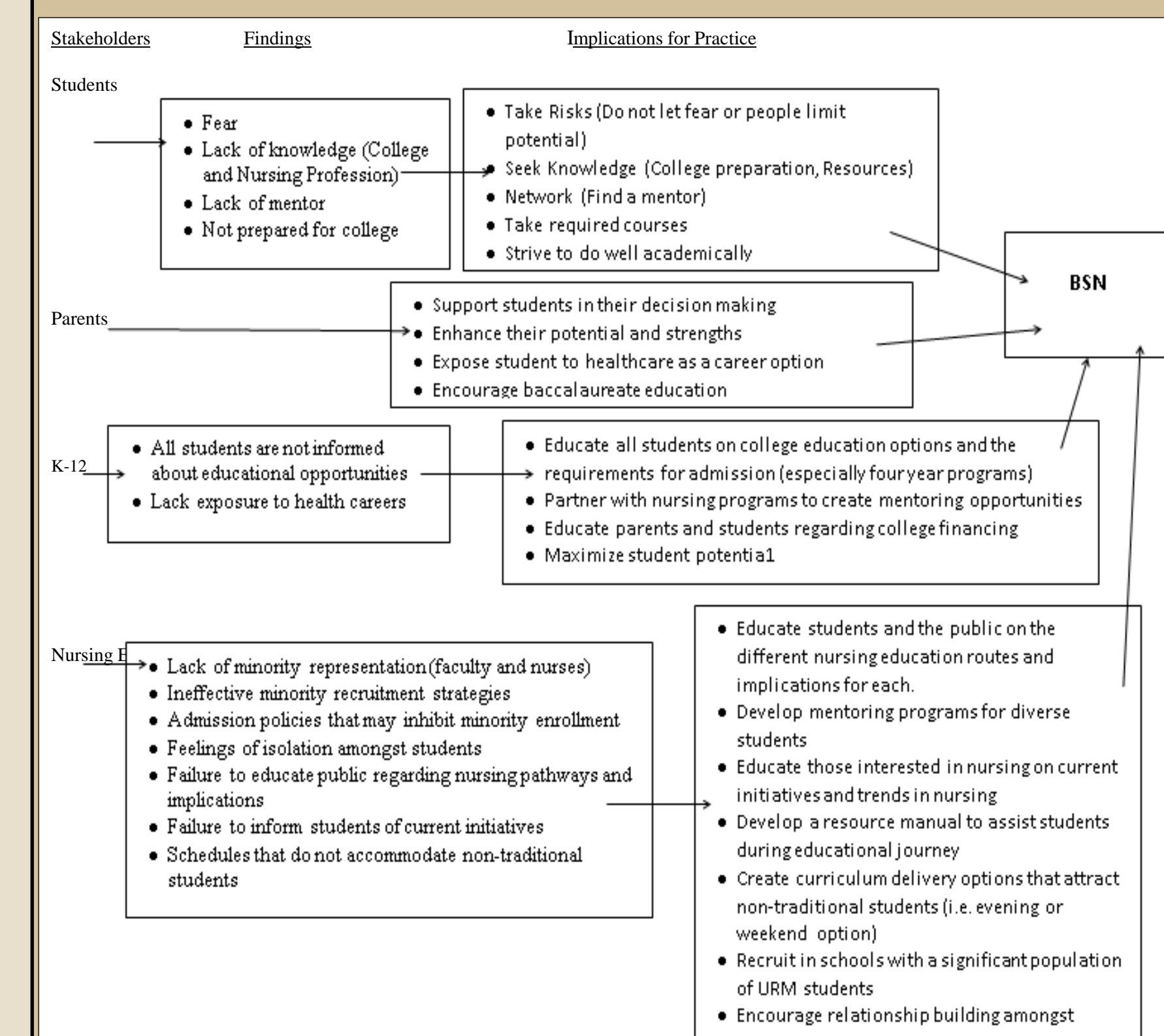


Figure 2. Implications for practice

More Information

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