

Taking the Pulse: Experiences of Racially/Ethnically Diverse Students in Academic Nursing

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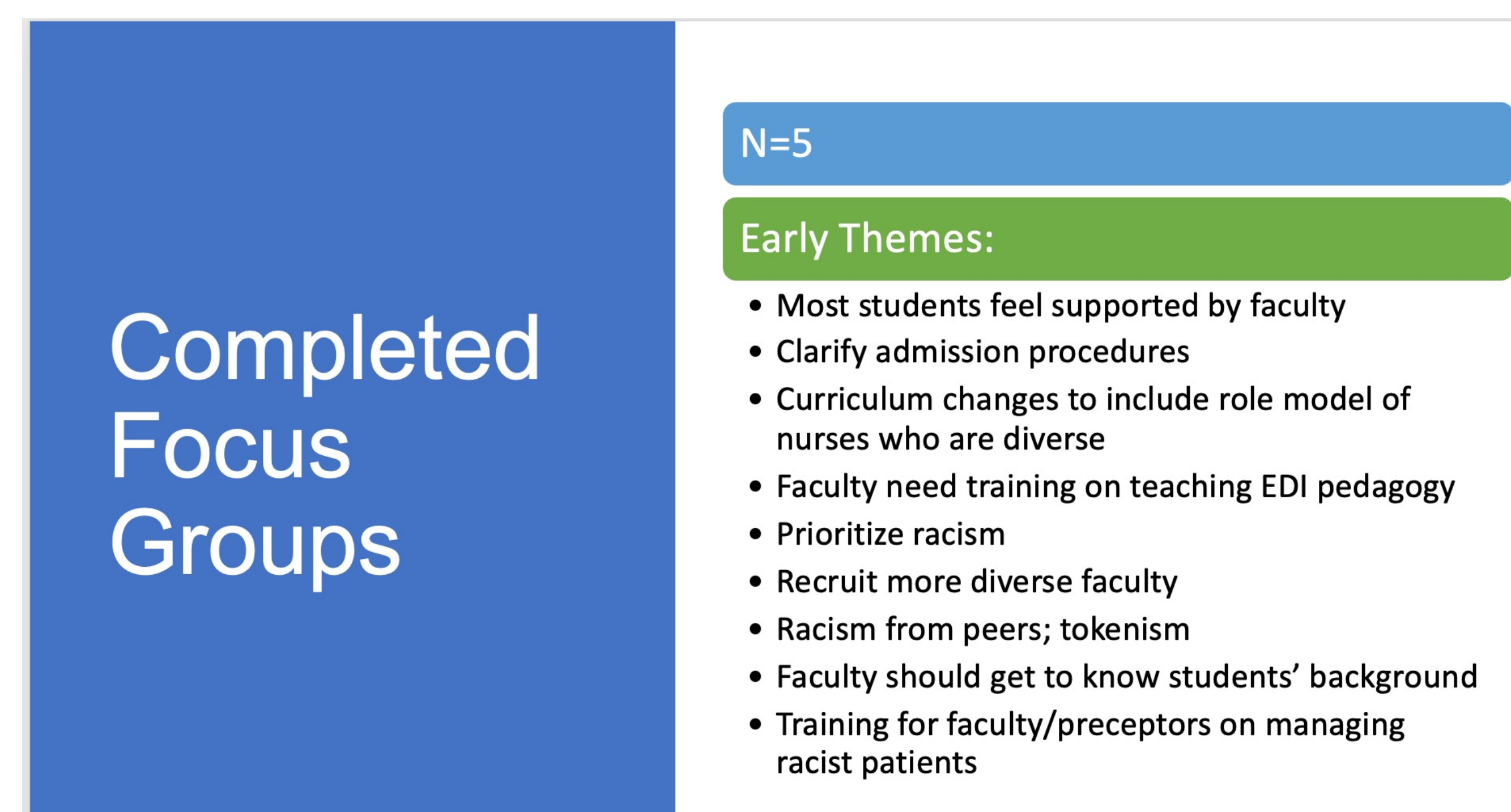
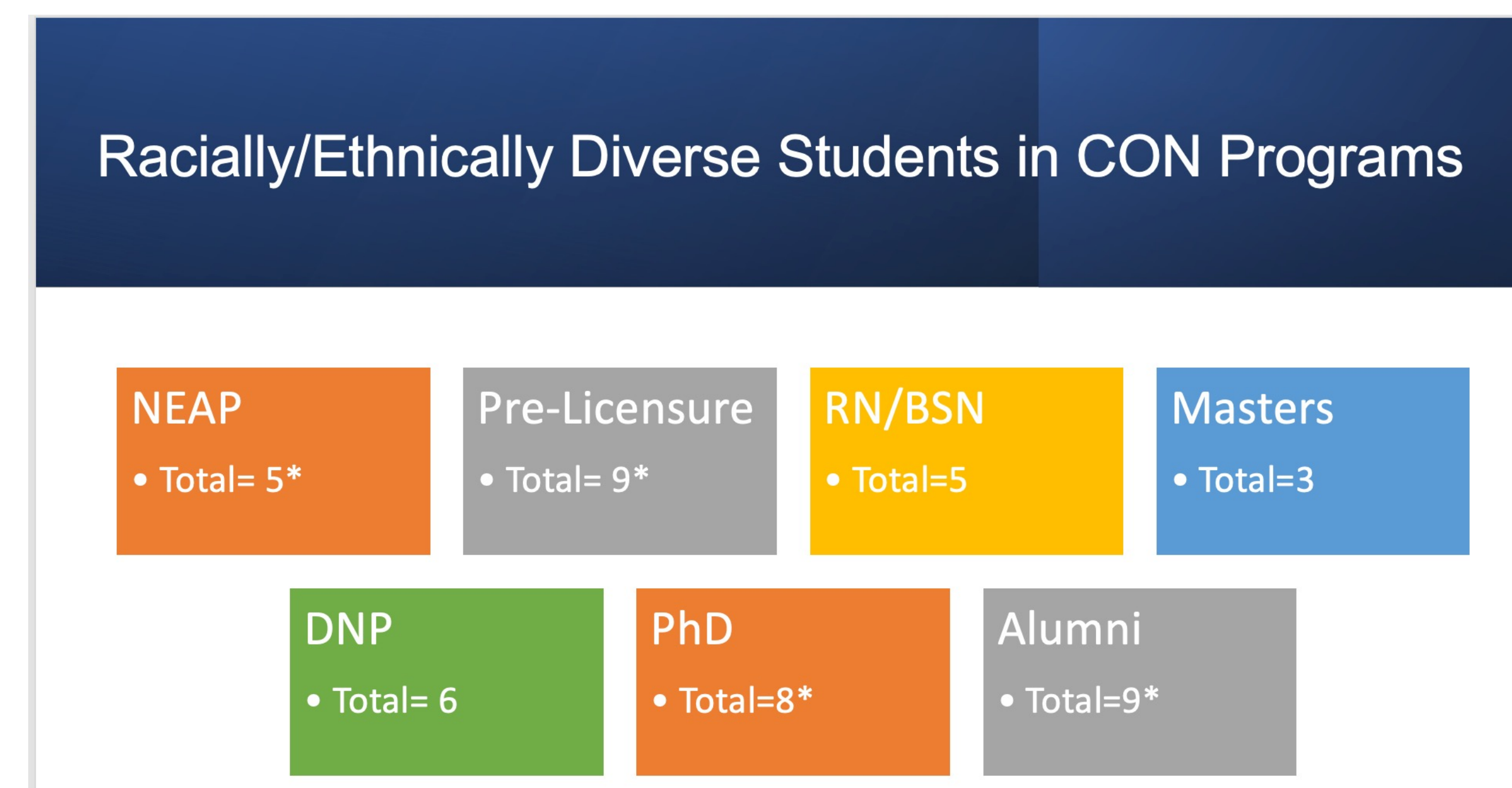
Purpose: To better understand the academic experiences/challenges of racially/ethnically diverse nursing students in a College of Nursing

Background

Increasing nursing workforce diversity is recognized as a priority in the nursing profession. According to an AACN report (2019) white nursing students continue to make up the majority of enrollees. Across all program levels, only about one-third of students have diverse backgrounds. Failure to promote an inclusive, welcoming climate and inadequate academic supportive activities have led to decreased recruitment of certain racial/ethnic groups. Therefore, examining the experiences/challenges of racially/ethnically diverse students in academic nursing programs can guide interventions to improve the success and graduation completion of these diverse students.

Methods

- IRB submitted and approved; HRSA funding attained
- Focus groups were conducted with racially/ethnically diverse nursing students
- Students recruited from all CON programs and alumni groups
- =7 groups total
- Invitations via flyer, program directors, and faculty
- Focus groups conducted by CCTS Community Collaboration & Engagement Team



Results

- 5 of the 7 focus groups have been completed
- Challenges included: contacting students to invite them to participate; work around busy work/school schedules
- **Early themes:**
- Students are seen as “token” by their white peers
- Need to prioritize conversations on racism
- Provide mentors/support resources at orientation
- Diverse students prepared module on racism/discrimination for faculty to use in course
- Support for diverse students is seen as “coddling”
- Increase diversity among student body and faculty
- Prepare graduate students for success
- Faculty not prepared to accept cultural differences

Conclusions & Recommendations

Students' recommendations:

- Add curriculum changes to include diverse role models in nursing
- Make EDI a priority for faculty/students
- More education is needed on how to adequately care for racially/ethnically diverse patients
- Enhance training for faculty/preceptors on how to manage racist patients in the clinical setting
- Create safe and supportive spaces for diverse students
- Develop a “safe” protocol for reporting racism, discrimination in the CON
- **Next Steps:**
- Complete analysis of the data
- Conduct focus groups with racially/ethnically diverse faculty and staff

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Biography

Dr. Ana C. Sanchez-Birkhead is a board-certified women's health nurse practitioner and an associate professor in the College of Nursing at the University of Utah. Dr. Sanchez-Birkhead is Co-Chair of the Diversity, Equity, Inclusion, and Outreach Committee and Co-Director of the CCTS, Community Collaborative, and Engagement. Dr. Sanchez-Birkhead serves on the AACN Diversity, Equity, Inclusion Group, and AACN Diversity Symposium Planning Committee. Her research focuses on the social determinants of health and health disparities among Hispanic populations, particularly with chronic illness. She serves as an advocate and mentor for many ethnically/racially diverse mentees in undergraduate and graduate programs.



Contact Information

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