African American Nursing Students' Identification of Social Support Networks while attending a Historically Black College

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Abstract

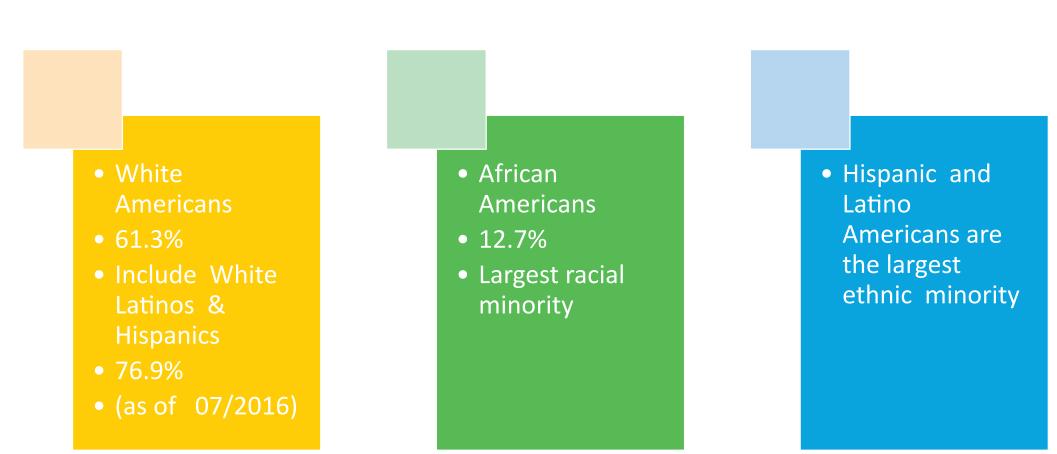
Keywords:

African American nursing students; Social support networks; Historically Black Colleges

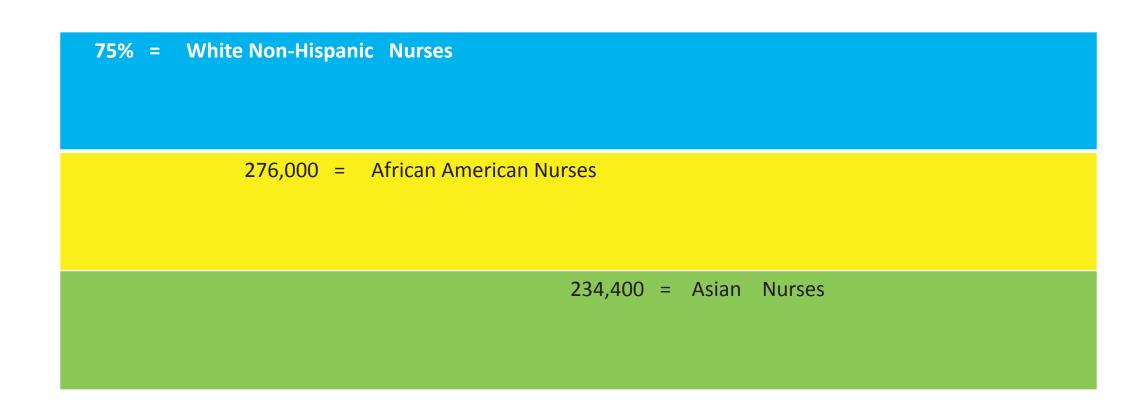
Background

In December (2010) Healthy People 2020 was released it continues the tracking and measuring the progress in reducing health disparities. In the final review of Healthy People 2010 the analysis of data collected showed no significant change in health disparities by race and ethnicity. Healthy People 2020 initiative continues to highlight the need to increase the diversity of healthcare professionals in order to reduce racial disparities in accessing healthcare and improve health outcomes for African American populations. Many factors have been documented as increasing the health disparities for African American populations the most significant is the inadequate access to appropriate and quality health care. Most African American populations are living in locations with severe shortages of health care professionals. Increasing the number of African American nurses would help the nursing shortage and contribute towards eliminating health disparities. The rate of African American nursing students who fail to complete their nursing program little is known about the role of social support.

Race and Ethnicity in United States



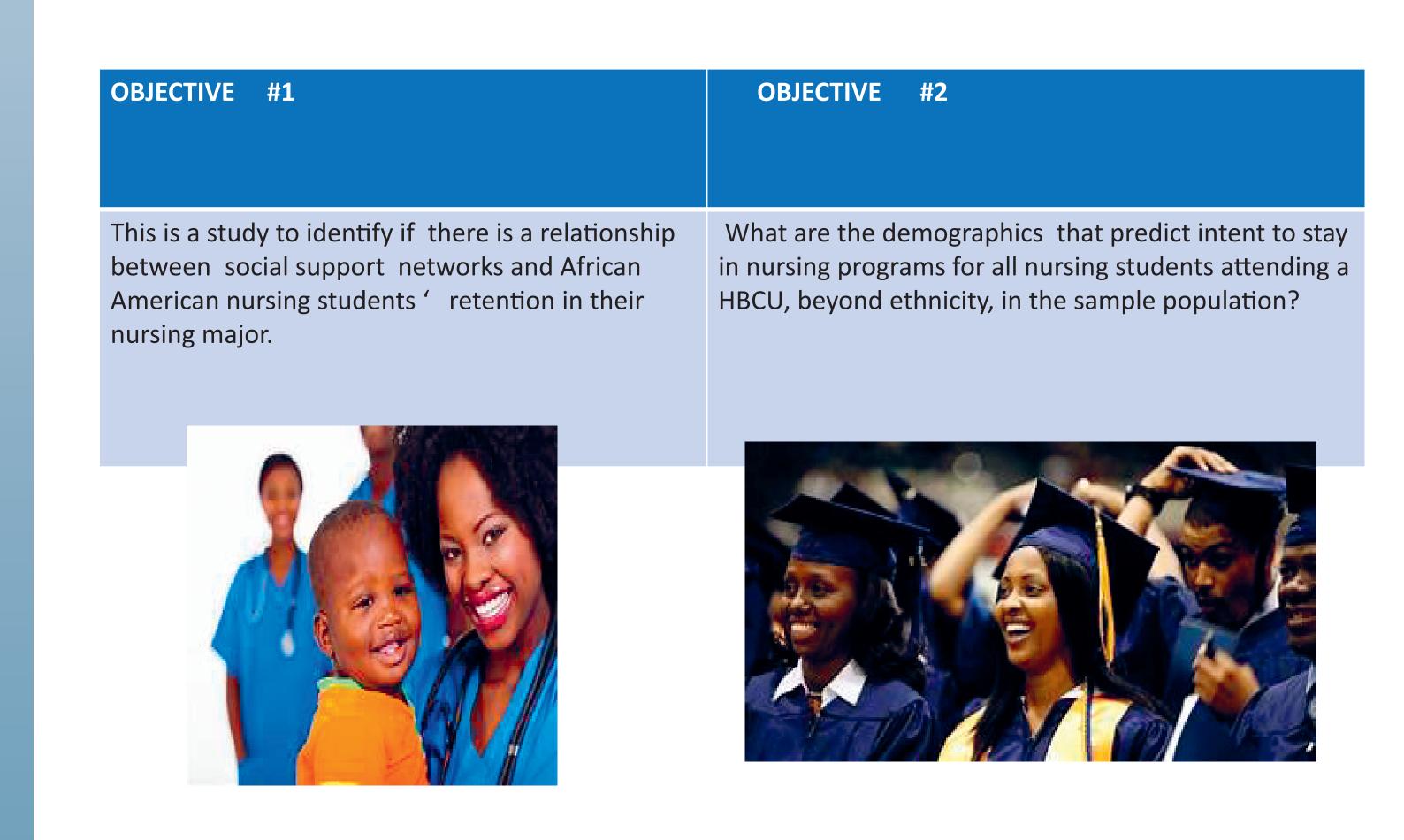
Diversity Registered Nurses

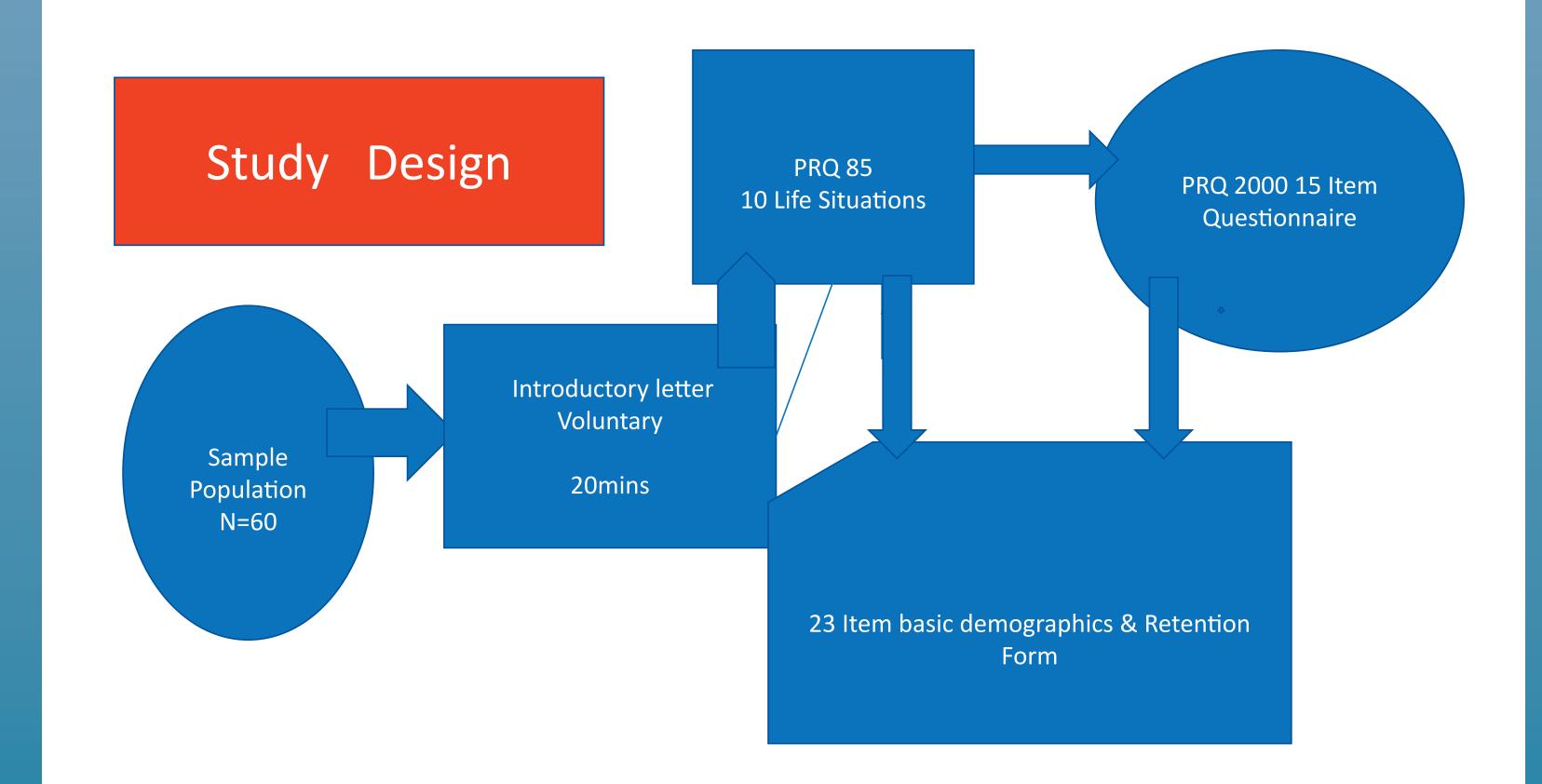


Percentage	Of	Minorities	Enrolled in	Basic RN	Programs
	African American	Hispanic	Asian/ Pacific Islander	American Indian	unknown
1995	9.4%	3.5%	4.0%	.7%	0
2003	14.5%	6.4%	4.9%	1.2%	0
2004	13.2%	5.6%	5.2%	0.8%	0
2005	12.6%	5.3%	5.6%	0.9%	4.6%
2009	10.8%	5.6%	5.5%	1.0%	3.9%
2010	11.9%	7.0%	5.6%	0.9%	4.9%
2011	11.0%	6.4%%	5.9%	0.8%	7.8%
2012	12.9%	6.8%	5.6%	0.8%	6.4%
2014	12.2%	8.1%	5.9%	1.5%	7.5%
NLN	Survey	of	Schools	Of Nursing	2014

Methods

This descriptive study describes the relationship of social support networks, and "intent to stay" among African American nursing students at a Historically Black College and University, (HBCU). The Personal Resource 85 by Weinert (2000). Assessed students' social network, satisfaction with their work and the utilization of their network in the last six months. The Personal Resource Questionnaire 2000 (Weinert) identifies the level of perceived social support. In addition, relevant demographic characteristics (ethnicity, age, gender), relevant nursing education characteristics, (time in school, pre-nursing education, family influence, faculty influence, self-reported grades), and "intent to stay" in the nursing program were assessed. Simple logistic regression was used to examine the relationship of each to "intent to stay".





Results

One hundred surveys were completed although some were not usable, resulting in a final sample of sixty, (n=60). Nearly 22 percent reported that they did not intend to stay in nursing school. The students' perceptions of social support have a significant influence on "intent to stay". For every point increase in perceived social support, a student is about six times more likely to report "intent to stay". The degree of social network at school (Organizational fit) was also significant. For every point increase in their social network at school (Organizational fit), a student is seven times more likely to report "intent to stay". Logistic regression analysis revealed that Organizational fit did explain variance in "intent to stay".

Results Objective 1

What is the relationship between social support networks in predicting retention plans for African American nursing students at an HBCU?

A. Logistic regression analysis revealed that perception of social services did explain variance in "intent to stay", p= .001

Results Objective 2

What are the demographics that have a relationship to "intent to stay" in nursing programs for all nursing students attending a HBCU, beyond ethnicity, in the sample population?

The logistic regression analysis did reveal that social perception of social resources (p = .0011), connections to school groups (p=.005), and how the student feels that they fit in the organization (p=.002) explained variance in "intent to stay".

Conclusion

Influence of Social Support

Predicts Intent to stayStatistically significant

Intent to Stay"
 perceived compatibility with the educational program

statistically significant

Recommendations

Further research

 regarding social support for African American Nursing students Nursing faculty to provide:
 Supportive academic (advisement/mentoring)

Social support programs (faculty and peer groups)

Discussion

The results provide an exploratory step in the understanding of the influence of social support in predicting "intention to stay" in the nursing program among African American nursing students. Nursing educators and administrators must be cognizant of the crucial role of social support in successful completion of nursing programs. Strategies to address these issues might include social support groups within the school, the development of learning communities so students can support each other, utilization of social network groups like twitter and an expansion of the student success activities.