Strategies for Teaching Diverse Nursing Students

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CSU Diversity

- The 2008 *US News & World Report* ranking of colleges identifies Clayton State as having the most diverse student body population among comprehensive baccalaureate-level colleges and universities in the Southern United States.
Federal Funding to Support Nursing Student Success

- “Partnering to Increase the Nursing Workforce Diversity.” HRSA, Division of Nursing, NWD (D19HP08207-01-00) for $1,005,897 (07/01/07-06/30/2010). **Role: Project Director.**

- “Preparing the Next Generation of Nurses.” HRSA, Division of Nursing, NWD for $850,000 (07/01/02-06/30/2005). **Roles: Project Coordinator and Project Director after previous project director relocated.**

- “Nursing Workforce Diversity for the New Millennium”. HRSA, Division of Nursing, NWD for $650,000 (07/01/2001-06/30-2004). **Role: Project Associate.**
CSU Campus
CSU Campus
CSU Campus
## Enrollment by Ethnic Group (CSU Fact Book 2008-2009)

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Fall '04</th>
<th>Fall '05</th>
<th>Fall '06</th>
<th>Fall '07</th>
<th>Fall '08</th>
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<tbody>
<tr>
<td>Asian/Pacific Islander</td>
<td>273</td>
<td>303</td>
<td>343</td>
<td>313</td>
<td>299</td>
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<tr>
<td>Hispanic</td>
<td>145</td>
<td>169</td>
<td>161</td>
<td>167</td>
<td>172</td>
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<tr>
<td>Multiracial</td>
<td>343</td>
<td>356</td>
<td>317</td>
<td>275</td>
<td>247</td>
</tr>
<tr>
<td>Native American</td>
<td>22</td>
<td>15</td>
<td>14</td>
<td>14</td>
<td>13</td>
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<tr>
<td>White</td>
<td>2,279</td>
<td>2,196</td>
<td>1,963</td>
<td>1,746</td>
<td>1,608</td>
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<td>Unknown</td>
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<td></td>
<td>83</td>
<td>287</td>
<td>444</td>
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<tr>
<td>Total Enrollment</td>
<td>5,954</td>
<td>6,212</td>
<td>6,081</td>
<td>6,043</td>
<td>6,074</td>
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<tr>
<td>% Minority</td>
<td>61.7</td>
<td>64.6</td>
<td>66.4</td>
<td>66.4</td>
<td>66.2</td>
</tr>
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</table>
# CSU SON Student Diversity

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
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<th>2007</th>
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<tr>
<td>BSN Enrollees</td>
<td>48</td>
<td>41</td>
<td>47</td>
<td>45</td>
</tr>
<tr>
<td>Minority BSN Enrollees</td>
<td>35</td>
<td>22</td>
<td>30</td>
<td>33</td>
</tr>
<tr>
<td>% Minority BSN Enrollees</td>
<td>73%</td>
<td>55%</td>
<td>64%</td>
<td>73%</td>
</tr>
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</table>
Presentation Objectives

- Define diversity.
- Recognize the complexity in preparing to teach diverse nursing students.
  - Who are your students?
  - What student issues are prevalent in your program?
- Identify ways that may help to prepare nursing faculty to teach diverse students.
- Recognize that barriers that impede student success.
- Discuss the nature of student diversity in one’s institution/school of nursing and the strategies used to assist them.
- Identify specific teaching strategies that may be used in diverse classrooms.
Questions to Consider

- How does my institution define diversity?
- How does my nursing program fulfill the institution’s mission on diversity?
- Who are my students and what are their issues/challenges that serve as barriers to learning?
- What is important to my students?
- What teaching strategies am I currently using that work?
- How do I choose teaching/learning strategies for my classroom that may be appropriate for diverse students?
Diversity Defined

- **Categorization**: Open-ended and ambiguous: “our institution needs more diversity”

- **Representation**: depicts images of particular social groups defining them by race, gender, age, or socioeconomic status

- **Ideology**: refers to a set of beliefs for the purpose of changing people’s attitudes.

Diversity Statements Among Professional Nursing Organizations: International Council of Nurses (ICN)

- **ICN Code of Ethics for Nurses:**

  *Nursing Care is unrestricted by considerations of age, color, creed, culture, disability or illness, gender, nationality, politics, race or social status* (ICN 2000, p.1 as cited in Ghebrehiwet, 2003); www.icn.ch
Diversity Statements Among Professional Nursing Organizations: American Association of Colleges of Nursing (AACN)

- *Enhancing Diversity in the Nursing Workforce (Updated March, 2009).*
- *Effective Strategies for Increasing Diversity in Nursing Programs (AACN Issue Bulletin, December, 2001)*
Institutional Definitions of Diversity

- provides an intellectually challenging, culturally rich learning environment, encouraging all students to take advantage of the outstanding educational and career opportunities provided for students from a diverse range of ethnic, socioeconomic, experiential, and geographic backgrounds...recognizing and responding to the increasingly complex global context of contemporary life...

From the Clayton State University Graduate Catalog, 2009-2010, p. 7).
Who Are My Students and What Barriers Impede Their Success?

- Students for whom English is not their primary language.
- Academic issues.
- Financial issues.
- Overall perceptions of their nursing program experience.
Student Perceptions of Barriers: Amaro et al. (2006)

- **Personal Needs**
  - Lack of finances
  - Insufficient time
  - Family responsibilities
  - Language difficulties

- **Academic Needs**
  - Study workload
  - The need for tutoring
  - The need for study groups

- **Language Needs**
  - Experienced prejudice because of the accent
  - Translating from English to primary language and back to English is time consuming

- **Cultural Needs**
  - Communication
  - Assertiveness
  - Lack of ethnic role models
Student Perceptions of Barriers: Gardner (2005)

- Loneliness and isolation
- Differentness
- Absence of acknowledgment of individuality from teachers
- Peers’ lack of understanding and knowledge about cultural differences
- Desiring support from teachers
- Coping with insensitivity and discrimination
- Determination to build a better future
Asking Students

Open-ended Questions

- Describe what it is like to be an international nursing student.
- Describe your most positive experience in the nursing program.
- Describe your most negative experience in the nursing program.
- How has the length of time in the US and your attendance at other colleges affected your adjustment in the nursing program?
- What support services should be offered to international nursing students?
- What effect has being an international student had on your academic performance?
- What advice would you give new international nursing students?
Themes and Subthemes

- **Social Isolation**
  - Verbal retreats
  - Feelings of non-acceptance
  - Cohesive group formation

- **Resolved Attitudes**
  - Accept antagonistic attitudes
  - Length of time in country
  - Pre-sojourn attitudes

- **Persistence Despite Perceived Obstacles**
  - Willingness to adjust
  - Achievement of overall goal is most important
  - Managing work and school
Asking Students


- In-depth interviews using Seidman’s (1998) approach.
In-depth Interview Questions

- **Interview 1 (Focused Life History)**
  - Reconstructed past life events that led to their participation in the nursing program.

- **Interview 2 (Details of the Experience)**
  - Reconstructed their experiences in the nursing program.

- **Interview 3 (Reflection on the Meaning)**
  - Given what you have said about your life before you became a nursing student and given what you said about your experience as a nursing student now, how do you understand nursing school in your life?
  - Where do you see yourself going in the future?
  - What strategies would facilitate your successful progression through the nursing program?
Themes and Subthemes

- **Walking the Straight and Narrow**
  - Early family experiences
  - Early educational experience
  - Early development of learning style

- **An Outsider Looking In**
  - Proving oneself worthy
  - Learning style vs. teaching style

- **Doing Whatever it Takes to be Successful**
  - Getting a second try
  - The path of least resistance
Cultural Awareness

- Is the deliberate, cognitive process of faculty becoming appreciative to the values, beliefs, life-ways, and problem-solving strategies of their students (Campinha-Bacote, 1999).
Approaches To Teaching Diverse Nursing Students
What the Experts Say
(Swaminathan & Alfred, 2003)

“....an instructor’s first instinct is to ignore the diversity in the classroom and paper over more than visible differences. In this way, they hope students in the classroom identify primarily as students and not as unique individuals with varying histories, cultural norms, and expectations...(p.30).
Creating new strategies that are culturally appropriate is a challenge.

Recommendations:
- Assess each student
- Personalize approaches to student needs
- Plan appropriate interventions
- Evaluate interventions for effectiveness
Assessing Student Needs: (Vasquez, 2007; Holloway-Friesen, 2008)

- **1.5 generation students**
  - Bicultural identities
  - The Invisible Immigrants (Holloway-Friesen, 2008)
  - Strangers in the mirror (Swaminathan & Alfred, 1998): stressed the importance of language development of immigrant nursing students and offered strategies to nurse educators.
Implications for Nurse Educators

- Anticipate that language acquisition among our diverse nursing students is not the same.
- Understanding their prior educational backgrounds is essential to design instruction.
- Personalize approach, plan appropriate interventions, then evaluate effectiveness.
Specific Teaching Strategies Recommended by the Experts

- (Williams & Calvillo, 2002).
- Use lecture sparingly.
- Rather than changing your expectations, change your approach.
- Connect new material to what is already known.
- Case studies/concept mapping.
- Seminar/discussion
Best Practices

- (Gilchrist & Rector, 2007)

Main themes:
- Financial, social, language, and academic support.
- Recognition of cultural and language issues with students resulting in adaptation of teaching methods.
- Assessment and testing policy changes.
- Development of faculty cultural competence.
- Curricular changes incorporating cultural content and application.
- Strategic management and institutional commitment.
Examples of Best Practices

- University of Akron uses nurse tutors to work with students to form study groups and help ESL students (Guhde, 2003).
- Gardner, 2005: implemented strategies to integrate minority students into a supportive learning environment and assist them in using available resources; assisted them in feeling connected and supported.
Examples of Best Practices

☐ **Merrill (1998):** identified beliefs and behaviors in multiple cultural groups that differ from the dominant group and explained how they influenced student performance. Developed formally structure peer support groups.

☐ **Yoder (1996):** students’ personal and academic needs should be met. Tutoring and study groups to assist with learning facts and understanding concepts and abstractions. Racial and ethnic role models are needed.
Examples of Best Practices

- Parkes and Kirkpatrick (1996) and Pond, et al. (1996): developed academically focused programs to support student retention. Included study and reading skills assessment and referral, careful program orientation, augmented advising.
CSU School of Nursing’s Response to the Experts

- Faculty preparation
  - Developing cultural competence
  - Faculty mentor training
- Implementing the faculty/student mentoring program
- Implementing the Strategies of Success (SOS) program
- Incorporating the Student Navigator
Faculty Preparation: Developing Cultural Competence

## Competency Levels at Pre, Post, 3, 12, and 6 months

<table>
<thead>
<tr>
<th>Time</th>
<th>N</th>
<th>CP</th>
<th>CC</th>
<th>CA</th>
<th>CI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>28</td>
<td>0</td>
<td>4 (14%)</td>
<td>23 (82%)</td>
<td>1 (3.6%)</td>
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<tr>
<td>Post</td>
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<td>7 (25%)</td>
<td>21 (75%)</td>
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<tr>
<td>3 mo</td>
<td>16</td>
<td>0</td>
<td>7 (44%)</td>
<td>9 (56%)</td>
<td>0</td>
</tr>
<tr>
<td>6 mo</td>
<td>19</td>
<td>0</td>
<td>9 (47%)</td>
<td>10 (53%)</td>
<td>0</td>
</tr>
<tr>
<td>12 mo</td>
<td>21</td>
<td>0</td>
<td>10 (48%)</td>
<td>11 (52%)</td>
<td>0</td>
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</table>
## Comparison of Group Means and Levels of Significance

<table>
<thead>
<tr>
<th>Time</th>
<th>N</th>
<th>Mean</th>
<th>P value compared with post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>28</td>
<td>52.17</td>
<td></td>
</tr>
<tr>
<td>Post</td>
<td>28</td>
<td>55.35</td>
<td>.006</td>
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<tr>
<td>3 mo</td>
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<tr>
<td>12 mo</td>
<td>21</td>
<td>59.71</td>
<td>.03</td>
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Faculty Preparation: Faculty Mentor Training

- In preparation for the mentoring training sessions, faculty completed a survey
- Dr. Ora Strickland, a nationally known speaker provided consultation
- She provided two separate workshops for faculty
Mentoring Survey

A five item qualitative survey was designed to elicit faculty members’ perceptions of mentoring.

1. Identify the components you think should be in an ideal faculty mentor/mentee program in our school of nursing.

2. How much time do you think the mentor should spend with the mentee each month?
Mentoring Survey

3. How many mentees do you think one faculty mentor can have in a semester?

4. Do you think a booklet would be helpful that describes mentoring and the roles and responsibilities of the faculty mentor and the student mentee?

5. Do you think students should be able to interview faculty and have input into their mentor or do you think students should be assigned to faculty by the project team?
Results of Faculty Surveys

- 1-4 mentees per faculty was desired
- An information sheet on mentoring would be helpful
- Student/faculty interview- it has to “click” to be successful
- Students should be allowed input to see if they will gel with mentor
- Assigned, however, student has the option to change to another faculty mentor if they want
Mentoring Workshop

- Ora Strickland
  - Defined mentor
  - Characteristics of a good mentor
  - Characteristics of a good mentee
  - Integration of Covey’s Seven Habits of Highly Effective People into the mentoring experience.

- Being a good mentor involves being effective as a person and a leader
- Mentors can use Stephen Covey’s Seven Habit’s of Highly Effective People as a framework for mentoring, leadership and self growth.
Student Mentoring Contract

☐ Meet weekly with mentor

☐ Identify personal academic strengths and limitations

☐ Set up individualized study plan with Mentor’s assistance

☐ Complete suggested remedial materials

☐ Advise mentor of any failed tests and plan to improve within 1 week of failure
Faculty Mentor Guidelines

- Guidelines for mentoring nursing students.
- Guidelines for mentoring pre-nursing students.
Mentoring Resources

- EGDT program (online)
- Skills Tutor program (online)
- CSU Center for Academic Success
Evaluation of the Mentoring Program

- Wilson, A., Sanner, S., & McAllister, A. An evaluation study of a mentoring program to increase the diversity of the nursing workforce. Journal of Cultural Diversity (In press).
# Major Themes

<table>
<thead>
<tr>
<th>FACULTY MENTOR THEMES</th>
<th>STUDENT MENTEE THEMES</th>
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</thead>
<tbody>
<tr>
<td>Role Modeling</td>
<td>Support system</td>
</tr>
<tr>
<td>Caring</td>
<td>Enhanced perception</td>
</tr>
<tr>
<td>Academic success</td>
<td>of the nursing profession</td>
</tr>
<tr>
<td></td>
<td>Academic enrichment</td>
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## Characteristics of a Good Mentor and Mentee

<table>
<thead>
<tr>
<th>Faculty Mentor Perceptions of a Good Mentor</th>
<th>Student Mentee Perceptions of a Good Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td>Coach</td>
</tr>
<tr>
<td>Tutor</td>
<td>Encourager</td>
</tr>
<tr>
<td>Cheerleader</td>
<td>Listener</td>
</tr>
<tr>
<td>Facilitator</td>
<td>Supporter</td>
</tr>
<tr>
<td>Listener</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Faculty Mentor Perceptions of a Good Mentee</th>
<th>Mentee Perceptions of a Good Mentee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eager to learn</td>
<td>Good listener</td>
</tr>
<tr>
<td>Shares own ideas</td>
<td>Does assignment</td>
</tr>
<tr>
<td>Displays a positive attitude</td>
<td>Able to see improvement</td>
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Summer Opportunity of Success Program (SOS) Goals

- To recruit college students into the nursing program who have the potential of increasing the workforce diversity
- To enhance the academic skills of the participants to meet the entry requirements of the nursing program
- To enhance success on the NCLEX among nursing students from diverse cultural and disadvantaged backgrounds
- All participants are assigned a faculty mentor.
Three Levels of SOS

- SOS I: pre-nursing students
- SOS II: junior nursing students
- SOS III: senior nursing students
SOS Curriculum

Assessment Activities:

- Diagnostic testing using SkillsTutor and EGDT
- Learning styles
- Ultimate Speed Reader
- Study skills
- Time management skills
SOS Curriculum

Learning Activities:

- Researching skills using Galileo and Nursing resources
- Critical thinking exercises
- Test-taking exercises
- Concept mapping
- Plagiarism and APA was introduced
- Skills Tutor
- EGDT
SOS Curriculum

Learning Activities:

- Students had weekly written assignments
- PowerPoint (PPT) was introduced
- Drug calculation was introduced
- A Nursing Forum was held with a panel of nursing leaders
- Course requirements included a formal paper and formal PPT presentation about a health topic
The Student Navigator

- The student navigator engages in activities that facilitates a student’s ability to gain admittance to and successfully complete the nursing program.
Student Navigator Activities

- Academic assistance
  - TEAS Resources
  - The Ultimate Speed Reader
  - Skills Tutor
- Counseling
- Information & Referral
- Scholarship Information

- Mentoring Program
  - Pre-nursing
  - Enrolled Nursing Students
- Resources
  - Campus
  - Community
Engaging Students through Cultural Encounters
Annual Cultural Diversity Forum

“Openness” (Pascarella, et al., 1996)

- Defined as “an orientation toward enjoyment from being intellectually challenged by different ideas, values, and perspectives as well as an appreciation of racial, cultural, and ethnic diversity” (p. 6).
Gurin, et al. (2002)

- Informal interactional diversity.
- Involves the frequency and quality of inter-group interaction as necessary ways to experience meaningful diversity experiences during college.
Students’ Openness to Diversity

- Measured using the Openness to Diversity/Challenge Scale (Pascarella, et al., 1996).
- 8 question Likert Scale
Openness to Diversity/Challenge Scale Questions

- I enjoy having discussions with people whose ideas and values are different from my own.
- The real value of a college education lies in being introduced to different values.
- I enjoy talking to people who have values different from mine because it helps me understand myself and my values.
- Learning about people from different cultures is a very important part of my college education.
- I enjoy taking courses that challenge my beliefs and values.
- The courses I enjoy the most are those that make me think about things from a different perspective.
- Contact with individuals whose background is different from my own is an essential part of my college education.
- I enjoy courses that are intellectually challenging.
Results

☐ The means and standard deviations for the total scores on the pretest and post-test were 33.70/5.718 and 36.34/4.833, respectively.

☐ Scores ranged from 16 to 40 on the pretest and 20 to 40 on the posttest.

☐ A significant difference was found between participants’ pretest and posttest scores.

☐ Results supported the research hypothesis that the students’ posttest scores on the ODCS would be significantly higher than their pretest scores.
Implications

- An educational forum can promote racial/cultural understanding among students.
- Racial and cultural understanding provides a critical foundation in promoting cultural competency among future nurses.
- With the increasing diversity of patients and healthcare professionals, cultural competency is the key in the delivery of safe and effective health care.
Summary

- Teaching culturally diverse students involves a comprehensive approach.
- Discussions on how to identify individual student needs is encouraged.
- Being aware of individual students’ needs can assist nurse educators in selecting culturally appropriate teaching strategies.
- Student diversity means more than just race and ethnicity. Discuss what student diversity means in your nursing program.
Thank You! Any Questions?
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http://twitter.com/ssanner
http://www.facebook.com/group.php?gid=247421575454&ref=mf