

# Male & Ethnic Minority Students' Perception of Diversity in Nursing: A Pilot Study

AUTHORS: MICHELLE D'ALESSANDRO, DNP; FULD FELLOW: LEJHERN CHREE CARR

JOHNS HOPKINS UNIVERSITY SCHOOL OF NURSING - BALTIMORE, MD

## 1 Introduction

Now that healthcare is moving toward a 'patient-centered care' approach to nursing the need for nurses as diverse as the patient population is becoming a concern for the medical profession. It is important to understand male and ethnic minority nursing students' perception of diversity in order to accurately recruit and retain males and ethnic minorities in the nursing industry.

## 2 Objectives

**Primary** - To examine male and ethnic minority nursing students' perception of diversity within the nursing profession with regard to academia and the healthcare setting.

**Secondary** - Incorporate recommendations for healthcare organizations and academic institutions to meet the needs of males and ethnic minority nursing students.

## 3 Methods

For the purposes of this study, nursing students were defined as Johns Hopkins School of Nursing students in the ABSN, masters, DNP and PhD programs.

### Inclusion criteria:

- Students who identify as an ethnic minority.
- Students who identify as a male.

One survey was distributed, but was broken up into two surveys: one for ethnic minorities, and one for males of any race/ethnicity. Data was collected for one month via a 10-15 minute web-based questionnaire using Qualtrics. Participants consented to the study by completing the online anonymous survey through the Qualtrics link provided via e-mail.

## 4 Results

The study included a total of 83 students from JHUSON. Figure 1 shows the participants' views on diversity in job selection, patient centered care and school curriculum.

About two times as many males (39.39%) as ethnic minorities (20.83%) believe there is enough diversity in nursing school curriculum. Fifty percent of ethnic minority nursing students believe diversity is important when choosing a job compared to 36.84% of male nursing students.

Every male nursing student who participated believes nursing staff should match the diversity of its patients, while 11.54% of ethnic minority students do not believe it is important. Every male nursing student participant believes diversity is important in patient centered care, while 7.69% of ethnic minority nursing students believe diversity is not important in patient centered care.

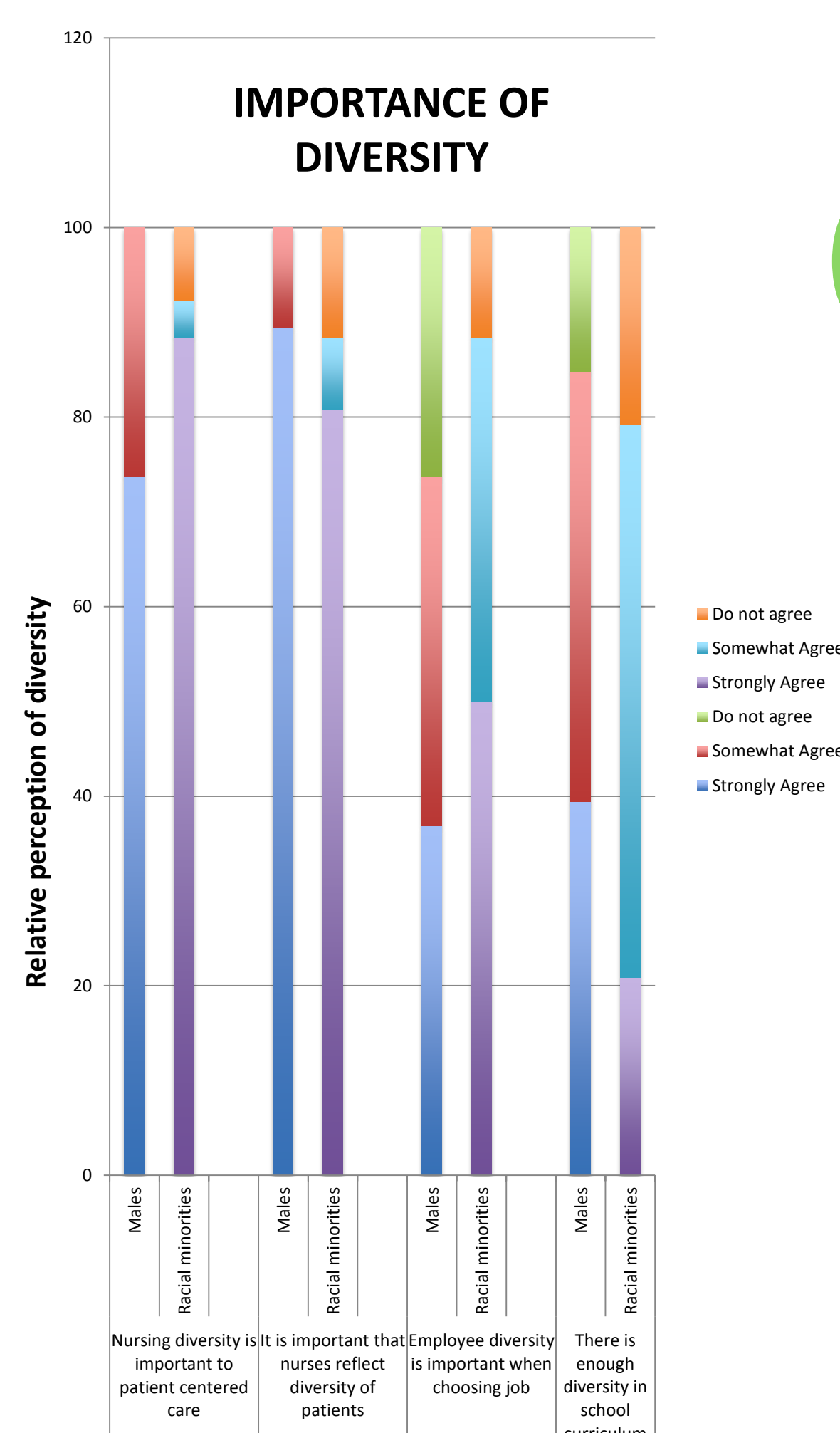


Figure 1. Perception of diversity regarding job selection, school curriculum, and patient care among male and ethnic minority students.

## CHALLENGES FACED IN NURSING SCHOOL / PROFESSION

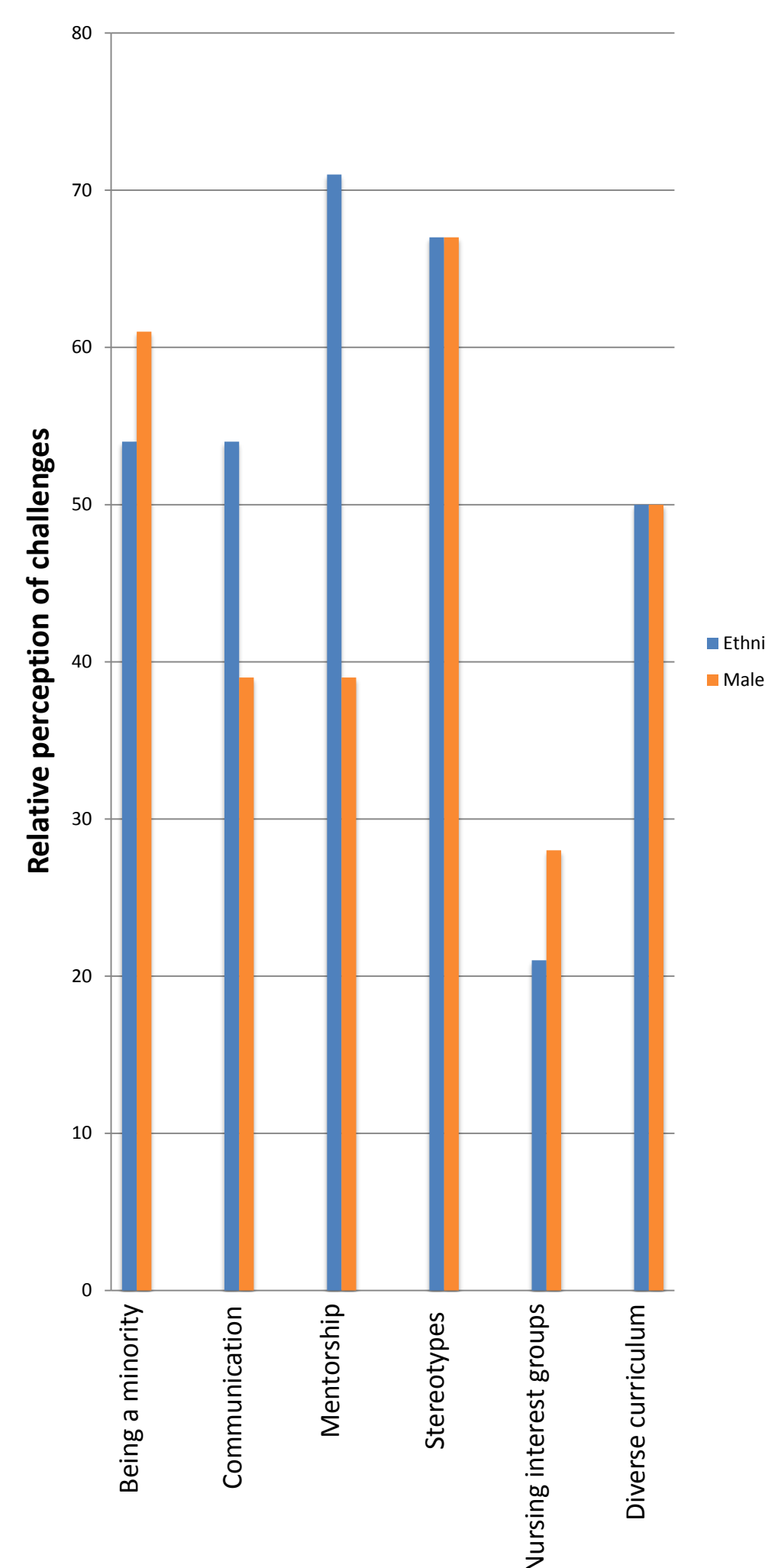


Figure 2. The challenges ethnic and male minority nursing students face regarding communication, mentorship, cultural perceptions and nursing curriculum in school and in the nursing field. The widest margin focuses on finding like mentors in school and/or the nursing profession. Ethnic minorities (71%) found it to be a bigger challenge than males (39%).

## 5 Conclusions

When looking at the perception of diversity and challenges/stereotypes faced, there were similar perceptions among ethnic and male minority nursing students. Results show a perceived lack of diversity in nursing school curriculum and a high importance in diversity in patient centered care and job selection. These results lend insight to how male and ethnic minority nursing students view their place in the nursing profession.

Limitations included small sample size and school-only focus. In addition, it was difficult to decipher what students identified as both a male and ethnic minority nursing student.

## 6 Future Direction

In moving forward, measures will be taken to strengthen the study by including new graduate and experienced nurses in order to obtain perceived diversity from the perspective of nurses already in the field or about to enter the field.

Lastly, strategies will be recommended for nursing schools and healthcare facilities regarding perceived diversity from the perspective of male and ethnic minority nursing students.

## 7 References

- Loftin, C., et. al (2013). Moving Toward Greater Diversity: A Review of Interventions to Increase Diversity in Nursing Education. *Journal of Transcultural Nursing*, 1(10).
- Cowan, P., Weeks, Y. & Wicks, M. (2015). Promoting Success of Ethnic Minority and Male Students in an Accelerated, Entry-Level Master of Nursing Program: The SUSTAIN Program. *Journal of Nursing Education*, 54(9), S112-S113.
- Noone, J. (2008). The Diversity Imperative: Strategies to Address A Diverse Nursing Workforce. *Nursing Forum*, 43(3), 133-143.
- Phillips, J. & Beverly, M. (2014). Increasing Racial/Ethnic Diversity In Nursing to Reduce Health Disparities and Achieve Health Equity. *Public Health Reports*, 129(2), 45-50.

### Funding Source:

The Helene Fuld Leadership Program for the Advancement of Patient Care Quality and Safety.



JOHNS HOPKINS  
SCHOOL of NURSING