Robert Wood Johnson Foundation
New Careers in Nursing Program

Review of Male Student Mentorship and Leadership

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What is the Difference for Mentoring Men?
Objectives

▪ Review of barriers for male nursing students success

▪ Conceptual Model of the NCIN Program

▪ Successes of NCIN Program

▪ How AAMN can benefit from the NCIN Program
The New Careers in Nursing (NCIN) Program

- Developed by Robert Wood Johnson Foundation (RWJF) and the American Association of Colleges of Nursing
- Program operated from 2008 to 2017
- Purpose was to increase diversity in nursing workforce
- 130 nursing programs participated from 41 states
- Competitive grant recipients received $10,000 Scholarships per Student in an accelerated program from underrepresented nursing groups
- Grantee schools were required to offer mentoring and leadership development for all scholars
Review of Literature (O’Lynn, 2004)

- Challenges for male nursing students
  - Lack of information
  - Lack of support from guidance counselors
  - Lack of exposure to non-feminist paradigms of nursing care
  - Lack of sufficient role models (male faculty/preceptors)
  - Unequal clinical opportunities and requirements
  - Isolationism
  - Poor instruction on appropriate use of touch
  - Lack of related to gender-based social relationships
  - Nonuse
### Review of Literature (O’Lynn, 2004)

#### Top Ten Barriers for Male Nursing Students

1. No Mentorship Program for Male Students
2. No History of Men in Nursing Presented
3. Textbooks Refer to Nurse as “she”
4. Exclusive use of Lecture Format in Class
5. Not encouraged to seek peer support from male students
6. Need to Prove Self Because People Believe Nurses are Female
7. No Male Faculty
8. Faculty Usually Referred to Nurse as “she”
9. No Opportunity to Work with Male Nurses in the Clinical Setting
10. No Guidance Provided on Appropriate Use of Touch
Barriers from around the world

- Literature reviews for the male nursing student experience show more research is needed…but consistent themes are found…..even on a worldwide scale:
  - Men have an identity crisis
  - Men are scared to death of touch
  - Men feel included but not integrated
  - Men do not feel supported

(Al-Zein, H; Al-Khawaldeh, O, 2015) (Kouta, C; Katie, C, 2011)
NCIN Program Conceptual Model

“Whatever is done (or not done) today will influence what happens tomorrow and beyond”

- Marianne R. Jeffreys EdD, RN
The City University of New York (CUNY)
CUNY College of Staten Island, NY
Review of Literature (Jeffreys, 2014)

Nursing Universal Retention and Success Model
Factors

- Student Affective
- Academic
- Environmental
- Outside Surrounding
- Academic and Psychological Outcome
- Professional Integration
NCIN Program Outcomes
### Student Demographics (Dewitty et. al, 2016)

#### Table 1. NCIN Scholar Demographics by Race/Ethnicity

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sample (N = 3,419)</th>
<th>American Indian or Alaskan Native (n = 30, 0.9%)</th>
<th>Asian (n = 374, 10.9%)</th>
<th>Black or African American (n = 951, 27.8%)</th>
<th>Hispanic/ Latino (n = 480, 14.0%)</th>
<th>Native Hawaiian or Pacific Islander (n = 31, 0.9%)</th>
<th>White (n = 1,227, 35.9%)</th>
<th>Multiple races reported (n = 266, 0.9%)</th>
<th>Other/ unknown (n = 60, 1.8%)</th>
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</thead>
<tbody>
<tr>
<td>Program (n = 3,242)</td>
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<tr>
<td>ABSN</td>
<td>2,628 (76.8%)</td>
<td>21</td>
<td>266</td>
<td>735</td>
<td>361</td>
<td>15</td>
<td>992</td>
<td>190</td>
<td>35</td>
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<tr>
<td>AMSN</td>
<td>796 (23.2%)</td>
<td>9</td>
<td>108</td>
<td>216</td>
<td>119</td>
<td>16</td>
<td>235</td>
<td>76</td>
<td>24</td>
</tr>
<tr>
<td>Gender (n = 3,218)</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Male</td>
<td>1,340 (39.2%)</td>
<td>8</td>
<td>95</td>
<td>178</td>
<td>113</td>
<td>9</td>
<td>854</td>
<td>65</td>
<td>26</td>
</tr>
<tr>
<td>Female</td>
<td>2,078 (60.8%)</td>
<td>22</td>
<td>279</td>
<td>773</td>
<td>367</td>
<td>22</td>
<td>373</td>
<td>201</td>
<td>34</td>
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<tr>
<td>Economically disadvantaged (n = 2,581)</td>
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<td></td>
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<tr>
<td>No</td>
<td>778 (30.1%)</td>
<td>6</td>
<td>102</td>
<td>192</td>
<td>122</td>
<td>9</td>
<td>272</td>
<td>63</td>
<td>12</td>
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<tr>
<td>Yes</td>
<td>1,592 (61.7%)</td>
<td>13</td>
<td>142</td>
<td>502</td>
<td>236</td>
<td>15</td>
<td>531</td>
<td>134</td>
<td>19</td>
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<tr>
<td>Unknown</td>
<td>211 (8.2%)</td>
<td>4</td>
<td>37</td>
<td>61</td>
<td>22</td>
<td>1</td>
<td>66</td>
<td>19</td>
<td>1</td>
</tr>
<tr>
<td>English first language (n = 1,962)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1,531 (78.0%)</td>
<td>13</td>
<td>108</td>
<td>448</td>
<td>164</td>
<td>16</td>
<td>623</td>
<td>155</td>
<td>4</td>
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<tr>
<td>No</td>
<td>431 (22.0%)</td>
<td>1</td>
<td>115</td>
<td>115</td>
<td>140</td>
<td>6</td>
<td>20</td>
<td>24</td>
<td>10</td>
</tr>
</tbody>
</table>
### Table 5. Means of NCIN Scholarship Benefits by Gender

<table>
<thead>
<tr>
<th>Benefit</th>
<th>n</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eased your financial burden</td>
<td>1,011</td>
<td>4.82</td>
<td>4.77</td>
<td>4.79</td>
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<tr>
<td>Decreased or eliminated the hours you had to work</td>
<td>1,007</td>
<td>3.82</td>
<td>3.89</td>
<td>3.86</td>
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<tr>
<td>Allowed you to devote more time to academic studies</td>
<td>1,008</td>
<td>4.08</td>
<td>4.23</td>
<td>4.17</td>
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<tr>
<td>Was the deciding factor to enroll in the nursing program</td>
<td>1,008</td>
<td>2.72</td>
<td>2.89</td>
<td>2.82</td>
</tr>
<tr>
<td>Gave you confidence and motivation to succeed in nursing</td>
<td>1,007</td>
<td>4.36</td>
<td>4.5</td>
<td>4.44</td>
</tr>
</tbody>
</table>
NCIN Success Stories
NCIN Program Successes

- 3,517 total scholarships awarded
- $35,170,000 total investment by RWJF to underrepresented students
- Creation of the New Careers in Nursing Scholars Association (NCINSA) alumni association
- 93% graduate completion rate or currently enrolled at completion of program in 2017
Guy Beck MSN, RN (Mount St. Joseph University)
Summary: What AAMN can learn from NCIN

- Student Recruitment
  - [http://www.newcareersinnursing.org/node/7098](http://www.newcareersinnursing.org/node/7098)

- Pre-Entry Information
  - [http://www.newcareersinnursing.org/node/795](http://www.newcareersinnursing.org/node/795)

- Leadership Development
  - [http://www.newcareersinnursing.org/node/194](http://www.newcareersinnursing.org/node/194)

- Doctoral Advancement
Student Recruitment

- Assists schools of nursing to recruit underrepresented student groups
- Incorporated findings from research, field experience, and program evaluations to offer strategies
- Provides grantees with the strategic concepts, ideas, and tools necessary to reach and engage targeted audiences
- Examples:
  - Program Marketing (Social Media, Website, etc…)
  - Leveraging Strategic Partnerships
Pre-Entry Information (aka “PIP” = Pre-Immersion Program)

- Guide faculty in preparing scholarship recipients for the rigors of an accelerated nursing program
- NCIN scholars reported “what they wish they had known” at the beginning of their journey into the nursing profession
- **Student Retention** = Self Care, Time Management, Study Skills, Test Taking Strategies, Mentoring, and Critical Thinking
Leadership Development

- Offer guidance for college of nursing faculty members to help move students to leadership positions
- Provides continuous and consistent leadership development activities for students over the course of their accelerated nursing baccalaureate or master's program
- Examples:
  - Leadership Style, Interprofessional Collaboration, Effective Communication, Career Goal Setting, Sharing an Inspired Vision, etc..)
Doctoral Advancement

- Designed to enhance the pipeline of future nurse leaders, faculty, and researchers
- Used strategies to identify, encourage, and support students interested in pursuing doctoral degrees
- Through mentoring relationships, students were guided through the application process and received expert advice that helped to identify sources of financial support
- Examples:
  - DNP vs. PhD
  - The right fit (Location, Area of Study, school/life balance)
Questions
References


