ABSTRACT
Racially and ethnically underrepresented students' completion of RN-BSN program: factors affecting success

Patricia A. Varga, M.S.N, R.N., CNE
Marquette University, 2016

Healthcare is becoming increasingly complex. This complexity requires the skills of a BSN or higher prepared nurse. The current nursing workforce does not mirror the population demographics. Because of this, underrepresented racial and ethnic groups are not likely to be cared for by a member of their diverse group. Satisfaction with care and outcomes of care are enhanced when members of underrepresented racial and ethnic groups are cared for by a member of their cultural group. This grounded theory study interviewed 6 RN BSN students who were members of underrepresented racial and ethnic groups and 10 faculty who taught in an RN BSN program to answer the question: What factors contribute to ethnically and racially diverse Registered Nurses successfully completing their BSN degree? Six themes were identified from the data: Balancing Competing Priorities, Overcoming Academic Obstacles, Negotiating Faculty Relationships, Learning from Each Other, Protecting Cultural Identity, Refusing to Fail. Analysis of the data suggested interventions targeting faculty spheres of influence: teaching-learning, educational systems, and educational environment. A new theory of Diverse Student Faculty Partnership as Colleagues is proposed.

Key Words: diverse, faculty, student, racial, ethnic, grounded theory, qualitative,