

"Strength In Diversity" 2017 Men in Nursing Conference



Overview



- Discuss the current status of men in the nursing profession
- Highlight salient trends and issues that serve as barriers to men in the nursing profession
- Consider the ways in which the social construction of masculinity plays a role in the experiences of men in the nursing profession
- Propose strategies to attract and retain men in the nursing profession



Community College Equity Assessment Lab (CCEAL)

Our Laboratory

The **Community College Equity Assessment Laboratory** (CCEAL) is a national research and practice lab that partners with community colleges to support their capacity in advancing outcomes for students who have been historically underserved in education, particularly students of color.

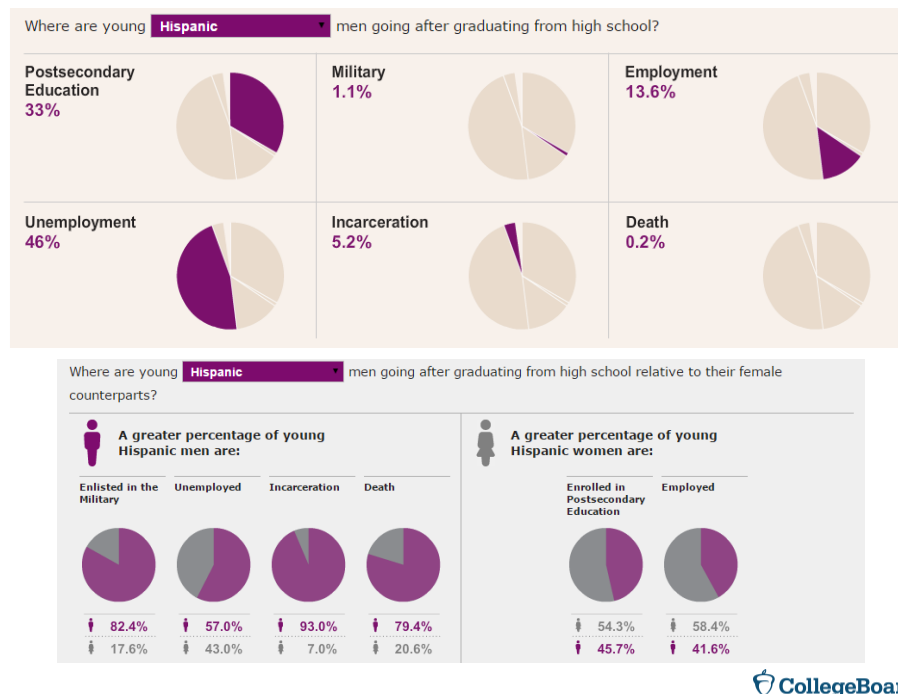
CCEAL houses the **Minority Male Community College Collaborative** (M2C3).

CCEAL was developed to advance three objectives:

- **Research** - to conduct and disseminate empirical research on the experiences of historically underserved students in community colleges;
- **Training** - to provide training that improves practices and research relevant to students of color in community colleges; and
- **Assessment** - to use assessment and evaluation to facilitate capacity-building within community colleges.



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The Benefits of Diversity



1. Enhances creativity, innovation, and problem-solving capacities
2. Better meet the needs of clients served
3. Improves employees' sense of belonging
4. Improves organizational effectiveness



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The Benefits of Diversity

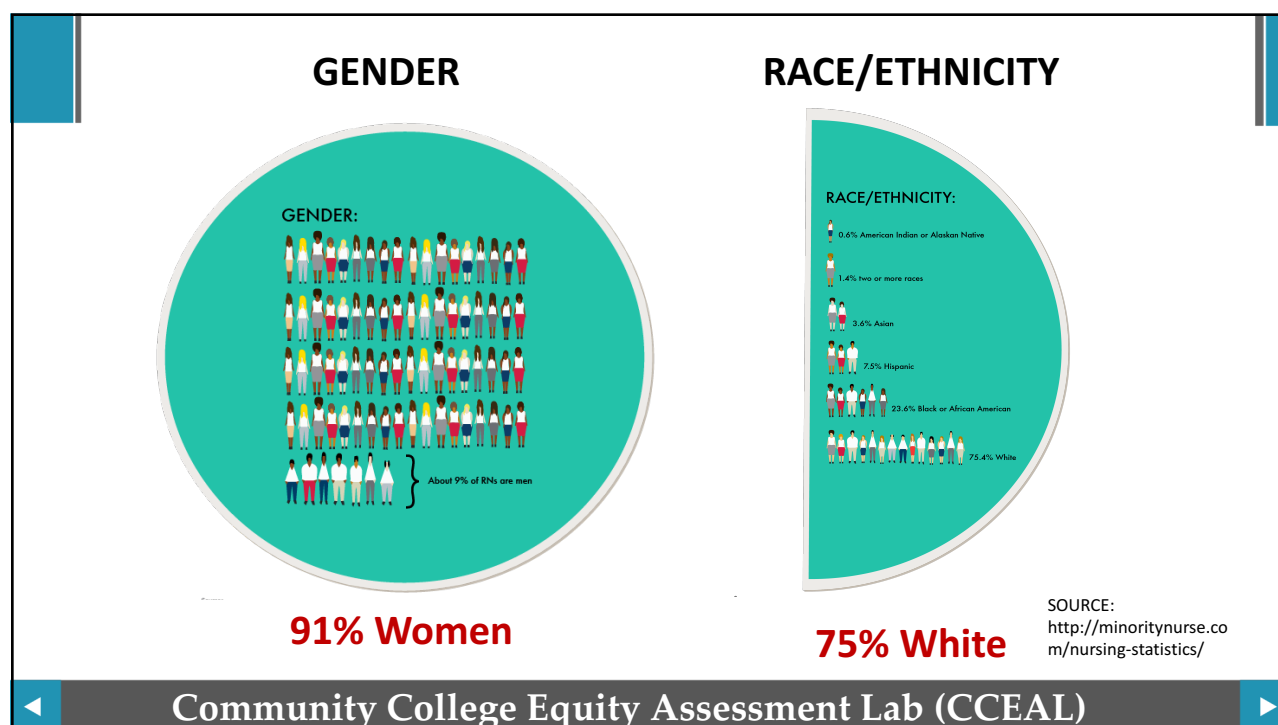


1. Enhances creativity, innovation, and problem-solving capacities
2. Better meet the needs of clients served
3. Improves employees' sense of belonging
4. Improves organizational effectiveness
5. Ethical imperative for equity and social justice



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Why More Men in Nursing?

- The published literature describes the gender gap in nursing is a “significant challenge.”
- As diversity increases so to do health disparities with men and people of color faring worse on most indicators of good health than women and Whites.
- Bias, prejudice, and stereotyping among clinicians contribute to health disparities

Vo & Park (2008)

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FTE Enrollment in CCC Nursing Programs, 2016-2017

	Women	Men
% of All Nursing Students	80.9%	18.6%
African-American	3.8%	0.9%
Native American	0.5%	0.1%
Asian	8.9%	2.8%
Filipino	5.5%	2.3%
Hispanic/Latino	31.2%	6.2%
Multiethnic	2.7%	0.7%
Pacific Islander	0.4%	0.1%
White	26.6%	5.6%

California Community College Chancellors Office



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Male FTE Enrollment in CCC Nursing Programs, 2016-17

% of All Male Nursing Students	
African-American	4.6%
Native American	0.4%
Asian	14.8%
Filipino	12.2%
Hispanic/Latino	33%
Multiethnic	3.6%
Pacific Islander	0.6%
White	29.8%

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Male Nursing Course Success Rates, Fall 2016

All Male Nursing Students	91.8%
African-American	86.1%
Native American	92.9%
Asian	92%
Filipino	-
Hispanic/Latino	90.8%
Multiethnic	91.4%
Pacific Islander	87.5%
White	94.1%

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What are some salient barriers experienced by men in nursing?



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Barriers for Men in Nursing



- Public perception of nursing as a traditionally feminine career



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Barriers for Men in Nursing CCEAL

THE COMMUNITY COLLEGE EQUITY ASSESSMENT LAB

- Public perception of nursing as a traditionally feminine career



Roth & Colman (2008)



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- Invisibility of male nurses in mainstream media and discourse

Roth & Colman (2008)



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Barriers for Men in Nursing CCEAL



- Invisibility of male nurses in mainstream media and discourse



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Barriers for Men in Nursing CCEAL



- Public perception of nursing as a traditionally feminine career
- Invisibility of male nurses in mainstream media and discourse
- Lack of male nursing professors and clinical instructors
- Hegemonic masculinity and male gender role conflict

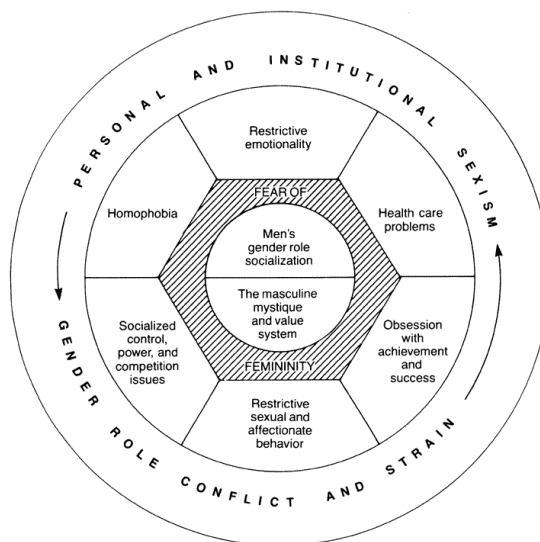
Roth & Colman (2008)



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Male Gender Role Conflict



O'Neal et al., (1981)

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Masculinities in Community Colleges



- Apprehension to help-seeking
- Perceptions of school as a “feminine” domain
- Breadwinner orientation
- Hyper-competitiveness

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Apprehension to Help-Seeking

“For me I feel like it [help-seeking] is sort of a weakness, I'm kind of proud and I pride myself in being independent for the most part so I don't really like asking people to help me. I want to just tough it out and get to it on my own, but if I need help with academics I will ask someone for that or if I feel like things are getting super crazy and I'm like, I'm stressing out, it's like I want to ask someone, just talk to someone . . . that helps a lot just having people to talk to.”

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Breadwinner Orientation

“[S]ociety kind of designates what a man is, assertive, a go getter, somebody who gets work done who comes back home and brings home [the] bacon.”

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Breadwinner Orientation

“[S]ociety kind of designates what a man is, assertive, a go getter, somebody who gets work done who comes back home and brings home [the] bacon.”

“What kind of man has two kids and quits working so he can go and read poetry at some damn college?”



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School as a Feminine Domain

“In high school I hated school. I thought it was for girls. It just wasn’t my thing. I’d rather be playing ball or working or doing something else. Reading novels and stuff wasn’t appealing to me. It still isn’t but I’m doing what I gotta do for now.”



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Competitive Ethos

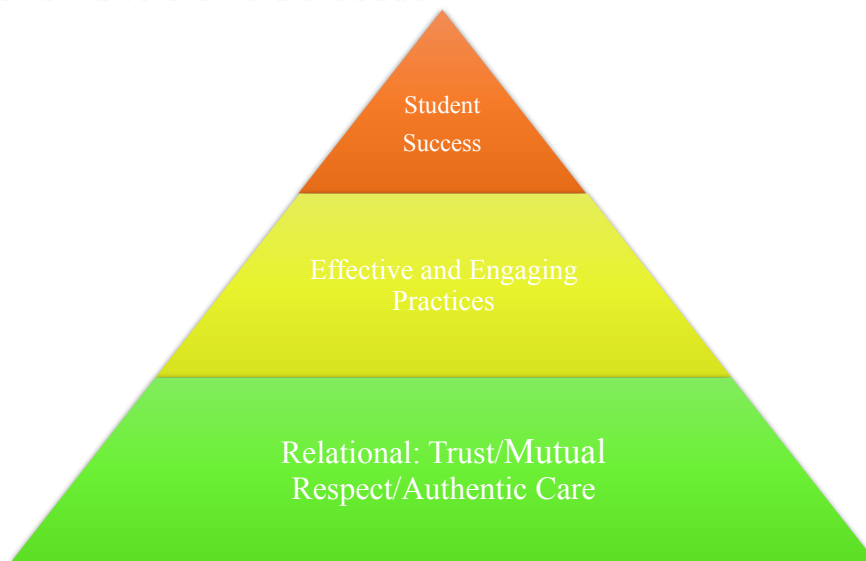
"I'm not in competition with anybody but a lot of people are like in competition with each other and that is bringing us down because it shouldn't be about who is better, we should be sharing our ideas. And everything becomes a competition, especially being a man, everything becomes a competition, it could be the smallest of the smallest thing and it is going to become a competition."



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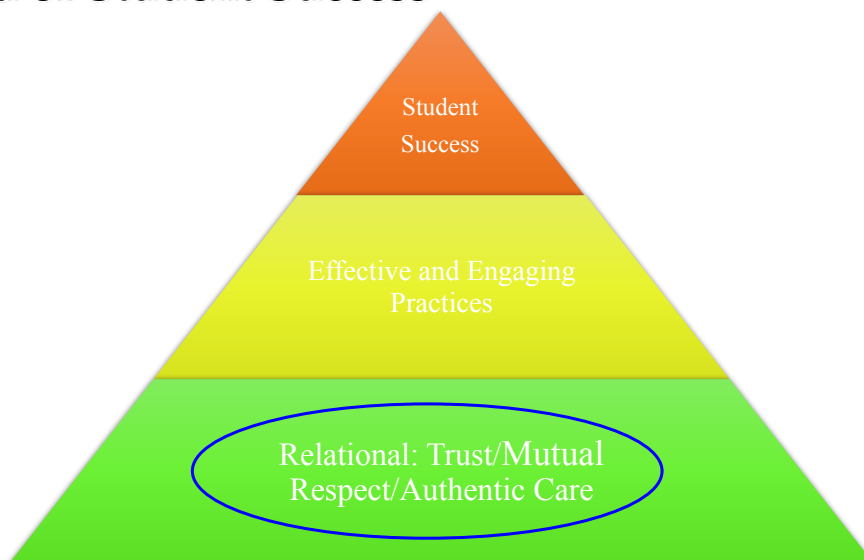
Pyramid of Student Success



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Pyramid of Student Success



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Build Relationships. . . .



- Get to know them on a personal basis
- Convey authentic care
- Be “down to earth”
- Be intrusive
- Positive messaging and validation

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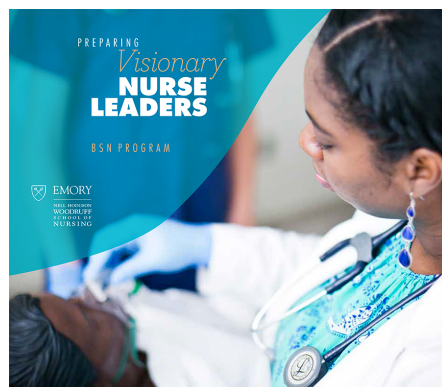
Strategies for Diversifying Nursing

- Increase the number of men on nursing school faculties
- Partner with middle and high schools to introduce boys to the nursing profession during their formative years
- Partner with community colleges where non-traditional age students and men of color are more likely to be enrolled
- Use gender-inclusive language
- Include men in program brochures and advertisements

Roth & Colman (2008)



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CONCORDIA UNIVERSITY
Ann Arbor, Michigan

SCHOOL OF NURSING



INTEGRITY. EXCELLENCE. COMPASSION. SERVICE.



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Strategies for Teaching and Learning in Nursing

- Employ intrusive practices during the early stages of matriculation. Gradually pull back as knowledge and efficacy increases.
- Use positive messaging and validation to counter the impact of negative stereotypes about men in nursing and the misconception that nursing is a feminine domain.
- Leverage men of color's commitments to family and communities to facilitate success.
- Provide opportunities to engage students outside of the classroom/lab



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Strategies for Teaching and Learning in Nursing

- Highlight men (especially men of color) who have made important contributions to the profession.
- Recognize the presence and impact of gender and racial microaggressions on men in nursing.
- Critique privately, praise publicly.
- Recognize the influence of masculinity on help-seeking, classroom engagement, and collaborative learning.



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Q&A



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