



# International Journal of Nursing and Health Care Science

Research Article

Gonzales D. J Int J Nurs & Health Car Scie 03: 2023-274

## Moving Forward: Best Coach Impacts 1<sup>st</sup> Generation Hispanic Female Nursing Students

Delia Gonzales DNP, RN<sup>#</sup>

<sup>#</sup>School of Nursing, The University of Texas Permian Basin, Texas, USA

<sup>#</sup>**Corresponding author:** Delia Gonzales DNP, RN, Assistant Professor, School of Nursing, The University of Texas Permian Basin, 4901 E University Blvd, Mesa Building 3135, Odessa, Texas 79762, USA

**Submission Date:** 24 July, 2023

**Accepted Date:** 20 September, 2023

**Published Online:** 25 September, 2023

**How to cite this article:** Gonzales D (2023) Moving Forward: Best Coach Impacts 1st Generation Hispanic Female Nursing Students. *Int J Nurs & Health Car Scie* 03(12): 2023-274.

### Abstract

While the Hispanic population is confirmed to be the fastest and largest minority population in the United States. It is predicted that by the year 2050, the Hispanic population will consist of 102.6 million or 24% of the nation's total population [1]. It is important and necessary to sustain bilingual nurses that understand the Hispanic culture in the nursing profession. The [2], reports enrollment of only 5.3% of Hispanic students in nursing school with a decreased percentage graduating in the nursing program. Low enrollment along with increased attrition rates will keep on depressing the state's health outcome. Consequently, as first-generation Hispanic nursing students enroll, this may be the first time in their lifetime, they leave the home setting, leaving their family in anguish and distraught. These first-generation students will have no educational support or family knowledge of the higher-level education. These challenges become a realistic struggle as many students do not understand the process or expectations of a two- or four-year academia milieu. While many institutions are requiring Best Coaches, the outcomes have been slow in seeing a successful growth in retaining Hispanic female nurses in West Texas. The aim of this study is to identify retention, success, and completion, among first-generation Hispanic nursing students while utilizing of the best coach for support and guidance.

**Keywords:** Best Coach; First generation; Hispanic Nursing students

### Introduction

Hispanics value education as important, but unrealistic due to lack of family support and expectation. In the U.S. historically, Hispanics experienced high dropout and low college completion rates. Studies have indicated that Hispanic college students have higher health literacy ambitions than the general Hispanic population, though nine out of ten people believe that a college degree is essential to get ahead in life, according to the Pew Hispanic Center [3].

This study will focus on how interventions utilized by the best coach improves and maintains entry to academic support, retention, and increased statistics for the graduating Hispanics nursing students within the West Texas community. Optimistically increasing the representation in the Nursing Hispanic academia that has been lacking several years. In this West Texas community, our institution serves the Hispanic and minority population in supporting and achieving their lifelong dream of becoming a stature in the community of their preference.

In recruiting more Hispanics students into the nursing profession, the Hispanic nursing faculty must make themselves visible giving the students an ambition of one day becoming a faculty member initially by initiating the process of attending college and becoming a nurse. The Hispanic nursing faculty can play a crucial role by way of advising, mentoring and role modeling. These faculty educators can also provide essential assistance through mentorship programs to generate successful graduates.

The nursing shortage is projected to be as high as one million by the year 2016 as per the American Association of Colleges of Nursing [4]. Generating more nurses with bilingual skills would be beneficial in healthcare as the population continues to increase. As more Hispanic nurses come aboard with proficient language skills, health literacy could be greatly impacted by providing communication and appraisal support.

## Method

To systematically review the first Hispanic generation college students, applying the best coach method for the nursing students. In following this process, the data study will help to assess where the gaps are in helping the students become successful academic learners. The best coach is set in place to aid these first-generation Hispanic nursing students through the difficult time of the process of registration, housing, and adjusting to the college experience.

This best coach is present to assist in finding tutors and provides financial assistance for materials required for their courses. The best coach is available when the student just wants to converse about how the day is going, as well as make the transition into the college realm smoother and less hectic. This intervention will help the first-generation Hispanic student feel comfortable and less culpable from leaving family behind.

In the first year, the best coach reported a moderate number of first-time generation students entering the nursing program with a gradual amount interested in nursing. As the semesters quickly approach there has been an increase and the retention has been favorable. Once the Hispanic nursing students instigate to seek support from the best coach to assist in managing the academic, economic, and social stress of college. Another supportive facet may be to have the senior students mentor and provide support.

## Barriers and Challenges

Barriers and challenges experienced in college by the first-generation Hispanic nursing students are a minimal English as it is their second language, isolation, intimidation to ask questions, anxiety, financial resources, insecurities, and racially minorized identity, entirely these challenges and barriers correlated to a negative outcome in academic performance and degree completion as mentioned by [5,6]. Despite the challenges, first generation students must recall they are not alone and that everyone's background is dissimilar.

Effectively getting through college will greatly increase knowledge and deepen both personal and professional life. It will increase assurance and competence. As mentioned by [7], first gen students comprise one third of the U.S., with only 56% earning a baccalaureate degree within 6 years in of students with 74% of students with a graduate parent from college. The doors will open to the future, paving the way for students to reach whatever goal, and specialty they might be seeking.

## Retention and Graduation

According to Ishitani [8], when the first-generation students gain access to higher education, they have a 71% higher attribution with a decreased graduation amounts than students with college educated parents [7]. The students identified in this study started with the best coach respectively in 2021-2022 school year. Of the 8 students calculated, 0.25% of those recognized as first generation students left the college without a degree or may return later.

Once the first gen Hispanic nursing student acclimate into the college environment, an enormous increase in retention, completion, and graduation rates will be achieved. The first gen student must fulfill their capacity in obtaining academic success and stamina. In obtaining these higher numbers, the first gen Hispanic nursing students will increase entry to higher education, thus providing some ambience to this student population.

## Models of Self: Cultural Norms at both the individual and Nursing Level

The frighten first gen Hispanic student nurse has now become the Hispanic registered nurse fulfilling the dream to anxiously contribute to the health field in the community. Gradually and purposely filling in the nursing gaps for the patients with language barriers. These bilingual nurses will become very beneficial for years to come. These Hispanic nurses will feel empowered to serve to the capacity of their knowledge, advances into critical roles within healthcare and positively serving their community in which they identify. These nurses will reflect why it took so long to achieve their lifelong dream, merely being thankfully and readily available for the calling into this nursing profession.

## Conclusion

This study investigated the differences in academic retention in first generation undergraduate Hispanic student nurses and using a best coach. This research also included the intention of examining the methods and abstract framework used to study the first-generation college students. Specifically, first gen students experienced higher negative emotions and set-backs. An alternative analysis of the first gen nursing students as academic learners whose live experiences, self-growth, advancement of disciplines, and community development are barriers that must be overcome to become the first Hispanic nurse in their family. Awareness is important as it disrupts the normal assimilation about learning and responds to the increasing approach in the field's study of the best coach and first-generation students.

The results of this study will change the organizational barriers and protocols, to bring encouragement, and tranquility to our first gen student nurses through the assistance of the best coach.

## References

1. U.S Census Bureau (2007) Facts for Features- Hispanic Heritage Month 2007.
2. National League for Nursing (2006) Nursing Data Review Academic Year (Baccalaureate, Associate Degree, and Diploma Programs) 2004-2005 (ISBN: 0-9779557-2-9). New York, New York: NLN.
3. Pew Hispanic Center (2004) Changing channels and crisscrossing cultures: A survey of Latinos on the news media.
4. American Association of Colleges of Nursing (2008) Nursing Shortage.
5. Bui KVT (2002) First-generation college students at a four-year university: Background characteristics, reasons for pursuing higher education, and first-year experiences. *College Student Journal* 36: 3-11.
6. Redford J, Hoyer KM (2017) First-generation and continuing-generation college students: A comparison of high school and postsecondary experiences (NCES 2018-009). U.S. Department of Education, National Center for Education Statistics.
7. Forrest Cataldi F, Bennett CT, Chen X (2018) First-generation students: College access, persistence, and postbachelor's outcomes (NCES 2018-421). U.S. Department of Education, National Center for Education Statistics.
8. Ishitani TT (2003) A longitudinal approach to assessing attrition behavior among first-generation students: Time-varying effects of pre-college characteristics. *Research in Higher Education* 44: 433-449.