

Title:

They Came Here for Us: Challenges for Vietnamese American Nursing Students

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Session Title:

International Student Nursing Education

Slot:

C 11: Sunday, 29 October 2017: 10:45 AM-11:30 AM

Scheduled Time:

11:05 AM

Keywords:

Challenges, Nursing Students and Vietnamese American

References:

Breckenridge, D.M., Wolf, Z.R., & Roszkowski, M. J. (2012). Risk assessment profile and strategies for success instrument: Determining prelicensure nursing students' risk for academic success. *Journal of Nursing Education, 51*, 160-166.

Jeffreys, M. R. (2012). *Nursing student retention: Understanding the process and making a difference* (2nd ed.). New York, NY: Springer.

Malecha, A., Tart, K., & Junious, D. L. (2012). Foreign-born nursing students in the United States: A literature review. *Journal of Professional Nursing, 28*, 297-305.

Abstract Summary:

This activity share information learned from a study of the challenges faced by Vietnamese American nursing students. Emphasis will be on competing priorities faced by female students as they navigate their roles as nursing students and contributing members of their families.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
Participants will examine the ways in which competing priorities and values can create challenges for Vietnamese American nursing students.	Data from a recent study exploring challenges faced by Vietnamese American nursing students will be presented
Participants will develop strategies to temper distress experienced by students when experience conflicts between family obligations and educational goals.	Using data presented, audience will consider options to reduce distress experienced by students in their institutions.

Abstract Text:

Non-traditional nursing students, including Vietnamese Americans often face challenges that differ from those of their white counterparts. These challenges have significant impact on academic success and contribute to underrepresentation of minorities in nursing. This study explored the lived experience of

twelve Vietnamese American undergraduate nursing students and recent graduates from baccalaureate nursing programs through the use of phenomenologically based interviews.

Participants gave insight into the challenges faced when their roles in their families conflicted with expectations of students aspiring to become professional nurses. Finding balance between preserving family loyalty and traditional values and achieving success in preparing for a profession that values autonomy was found often a struggle. Study participants identified challenges similar to those identified in the literature by other ethnic minority nursing students and foreign born nurses. A sense of isolation associated with limited opportunities for socialization contributed to participants' challenges. Pressures from families for success and fear of disappointing parents were often present. Responsibility for making financial contributions to the family in various ways was a frequent cause of distress and contributed to conflicts between home and academic life. The cost of education and contributing to the family, both in the U.S. and in Vietnam made work a necessity, thus making successful degree completion more difficult. Additionally, participants often contributed to family welfare by helped parents and grandparents with limited education to navigate the complex English speaking communities they lived in. Traditional gender roles were often in opposition to the new roles participants sought to take on. It was often noted that the role of women in Vietnamese culture, particularly younger daughters requires caring for family members. The obligation to manage both student and family caregiver roles was a source of tension and anxiety.

Despite significant stress experienced during participants' education, they perceived nursing as a rewarding career that could offer many benefits including financial stability and social status for themselves and their families. Nurse educators can create and promote a supportive learning environment to assist students in achieving success.