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The Educational Journey of Haitian Born Nursing Students in a US Nursing Program

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Purpose:

The study of adult learners' educational experience from the learners' perspectives has been tentatively characterized in a general way and has also been explored concerning individual ethnic groups. However, the manner by which the experience of Haitian-born nursing students conforms to—or indeed, diverges from—the constructivism educational theoretical frameworks remain to be seen. The purpose of this study was to explore the educational experiences of 10 Haitian-born nursing students in one U.S. nursing program to discover the meaning they ascribed to those experiences.

Methods:

The digitally taped data retrieved from the ten Haitian-born participants were transcribed verbatim then analyzed using the inductive analysis approach for emergence of themes.

Results:

Seven thematic categories were discovered after the initial process of inductive data analysis: memorizing to learn, knowledge is deposited, nursing is overwhelming, encouragement, responsibility, technology support, and language barrier. The seven themes led to the development of three essential themes: challenging, support, and perseverance, which informed the research question. This study provided a holistic picture of the Haitian-born nursing participants' educational experiences in a U.S. nursing program.

The findings were analyzed and explained using the constructivism theoretical framework (Schulze, Nehler, Ottosson & Thollander, 2016). The two theorists employed from the constructivism format who helped in clarifying the psycho-social and educational experiences reported by these ten Haitian-born students were Piaget (1960) & Vygotsky (1934). Piaget, who believed that knowledge was not only acquired but “constructed,” provided an insight into the process constructed by these students to navigate the transitional learning of their educational journey. While, Soviet psychologist Vygotsky (1934), best known for the theory of human cultural and biosocial development provided this researcher with an understanding into the challenges and support both personal and institutional experienced by these students while navigating their learning in the nursing program. Some of the challenges reported by these students presented in the form of separation from family, isolation, financial, language barrier, immigration status and old learning strategies. The participants demonstrated the readiness to address each discovered deficiency and challenges with newly constructed relevant strategies to support transformational learning. Some of the constructed resources reported by the students presented in the form of religion, support from family, classmates and instructors, new learning strategies and the determination to support self and family.

Conclusion:

The implications for nursing education include enhancing educators' understanding of students' culturally specific learning needs and strategies used to navigate this learning. These findings may provide support for a collaborative learning environment that is supportive of all learners. Support of these learners may improve retention and graduation rates. The increased retention and graduation rates of the nontraditional nursing students are vital in the goals of attaining a diverse nursing workforce that can deliver ethnically, culturally, and linguistically appropriate care to our multicultural society. Jeffreys (2015) elaborated that supporting foreign-born learners can improve retention and graduation rates. The increased retention and graduation rates of the nontraditional Haitian born nursing students are vital in attaining a diverse nursing workforce that can deliver ethnically, culturally, and linguistically appropriate healthcare to our multicultural society.

Title:

The Educational Journey of Haitian Born Nursing Students in a US Nursing Program

Keywords:

Haitians, Learning outcomes and Learning styles

Abstract Summary:

Ten Haitian-Born students, educated in the Haitian educational system, participated in a Basic Qualitative study. This study employed the one-on-one interviewing process to retrieve data about student's educational experiences in a United State Baccalaureate nursing program. The goal was to explore challenges and transitional processes employed toward successful learning outcomes.

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Author Summary: The next presenter is Magalie Alcindor. She is an Assistant Professor in Nursing at York College in Queens New York. From a child she was interested in teaching but was persuaded to become a nurse by her father, she attained the Practitioner degree in nursing. She went on to get her Doctorate Degree in Nursing Education. She is well versed in teaching. Her focus is foreign-born student's adaptational learning in the United States.