MINORITY BACCALAUREATE NURSING STUDENTS’ EXPERIENCES OF LEARNING IN A MULTICONTEXTUAL TEACHING/LEARNING ENVIRONMENT

Scott Dolan PhD, RN
Introduction

- Current curricular practices seen in many programs of nursing education do not meet the learning needs of minority baccalaureate nursing students (MBNSs).

- Nursing faculty are being encouraged to adopt teaching strategies that foster MBNS retention and success.

- One possible solution to this problem is the creation of multicontextual teaching/learning environments.
Statement of the Problem

- Lack of diversity in healthcare has a negative impact on access to healthcare for minority populations.
- Healthcare professions mandated to increase diversity within the ranks.
- Nursing education has focused on increased recruitment and not retention.
- Increased recruitment does not equal increased diversity if minority students are not successful.
Purpose of the Study

Explore minority baccalaureate nursing students’ experience of learning in a multicontextual teaching/learning environment.
Methodology

- Generic Qualitative Approach
- Lack of Qualitative Research on Proposed Topic.
- Semi-structured interviews
Methodology

- Participants for the study were minority students enrolled in a BSN program at a large college of nursing in central Ohio.
- The study used a typical case sampling approach.
- The sample size with which the study was begun was an n=8.
Methodology

- Data collection was completed using semi-structured interviews.
- Four questions posed as part of the semi-structured interview process guided the study.
- Interviews were audio-recorded for later transcription.
- Field notes were also taken during the interview process.
Methodology

- The four questions or statements that served to guide the semi-structured interviews were as follows:
  1. Describe how you learn best.
  2. Give an example of a situation when the teaching strategies used in this class affected your learning/performance.
  3. Describe what it was about the teaching strategies used in this course that affected your learning/performance.
  4. What was it about the teaching strategies used in this course that had a positive or negative impact on your success in the course?
Data Analysis
Creswell 6 Step Approach

- Organize/Prepare data
- Read data to gain initial sense of information collected
- Code data
- Develop themes from the coding process
- Describe how the themes developed
- Interpret and call for change

(Creswell, 2013)
Results

• Question 1: “Describe how you learn best.”
  • MBNSs voiced a preference for mutlicontextual teaching/learning environments.

• Question 2: “Give an example of a situation when the teaching strategies used in this class affected your learning/ performance.”
  • MBNSs identified the use of flashcards and group work as examples of teaching strategies that affected learning/ performance.
Question 3: “Describe what it was about the teaching strategies used in this course that affected your learning/performance.

- Information retention and professor interaction were two primary themes that emerged from this question.

Question 4: “What was it about the teaching strategies used in this course that had a positive or negative impact on your success in the course?”

- Study participants identified meaningfulness of information as positively impacting their course performance.
Conclusions

- MBNSs’ experience of learning in a multicontextual teaching/learning environment were positive.
- The implications of the findings indicate the need for nurse educators to shift to establishing multicontextual teaching/learning environments as one means of addressing MBNS retention and success.
Recommendations

- Few studies have been published addressing the MBNS experience of learning in a multicontextual teaching/learning environment.

- Replication studies at varied institutions with larger sample groups would be advisable.
Questions
Reference