

Nursing Education Research Conference 2018 (NERC18)

Building a Foundation of Transformation

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Transformative learning encourages critical reflection and experience in discourse that requires adult learners to either objectively or subjectively reframe perspectives and assumptions. This type of learning is fostered in higher education through various activities such as learning contracts, role play, group projects, and high-impact practices. Transformative learning assists students to become unbiased to different world views that will influence their professional practice. In order to prepare a workforce ready to face such differing world views, nurse educators must cultivate transformative learning that will assist students to become aware of their own and others' assumptions. Thus, nurse educators are the cornerstone to building a foundation of transformation. Utilizing Mezirow's Transformative Learning Theory as a framework, the purpose of this project was to determine if transformational learning was achieved in a local alternative clinical experience for pre-licensure students.

After institutional review board approval, a retrospective design was used to analyze students' journals after participation in a public transportation bus ride learning activity in a Community and Public Health Nursing clinical course. The assignment required students to utilize the public transportation system, buses, to access various health related locations for simulated appointments and interdisciplinary needs. Students were grouped in clusters of three to five students per location. All students were required to begin at the bus terminal, ride to a home base (housing complex), and complete the necessary routes and transfers to appointments and auxiliary locations. Guidelines and specific instructions were provided as students mapped their ride using the public transportation route map at the terminal. Students contacted their clinical instructor upon completion of the learning activity, completed surveys, and journaled.

Students' journals were uploaded electronically, de-identified, assigned a number, and randomized. There were 20 randomized journals selected for qualitative analysis. Data was analyzed using Nvivo 11. Major and minor patterns (nodes) emerged through analysis with references collected and distributed under the appropriate node. An iterative review process revealed three differentiated nodes and subnodes; public transportation system, appointments, and lessons learned.

The public transportation clinical learning activity was an effective transformative learning exercise that promoted understanding among nursing students related to challenges with access to healthcare for individuals dependent on the public transportation system. Students' assumptions and awareness were questioned during the assignment as results revealed that the transit system has unique idiosyncrasies, unequal routes, disparities, communities within each bus route, individual lack of control, and overall inconvenience of the system. Students also reported an increase in knowledge and understanding of the social issues observed. Limitations of this project were the retrospective design, implementation of the activity with one cohort, and guidelines that may have biased the students prior to the experience. Nevertheless, analysis of students' journals demonstrated transformational learning. Future recommendations include quantitative data in addition to qualitative data, adding concepts such as food security and access to the project, and utilization of the theoretical framework in other clinical activities. This project demonstrates that transformational learning can occur in one day learning activity and can provide the foundation for student transformation.

Title:

Building a Foundation of Transformation

Keywords:

Clinical experiences, Nursing education and Transformational Learning Theory

References:

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Abstract Summary:

Transformative learning encourages critical reflection and experience in discourse that requires adult learners to reframe perspectives and assumptions. Nurse educators are the cornerstone to building a foundation of transformation. The purpose of this project was to determine if transformational learning was achieved in a local alternative clinical experience.

Content Outline:**I. Introduction****A. Transformational Learning Theory****1. Background****2. Significance****B. Purpose****II. Methods****A. Design and sample****B. Intervention**

III. Results

A. Quantitative results

B. Qualitative results

IV. Discussion

A. Linking theory to results

B. Lessons learned

V. Conclusions

A. Limitations

B. Future recommendations

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