

Building a Foundation of Transformation

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INTRODUCTION

Transformative learning encourages critical reflection and experience in discourse that requires one to reframe perspectives.

Transformative learning assists students to:

- become unbiased to different world views.
- influence professional practice.
- aware of their own and others' assumptions.

Nursing practice exposes students to diverse cultures, beliefs, religions, customs, and sociopolitical views.

Nurse educators are the cornerstone to building a foundation of transformation.

To date, transformative learning and nursing education research has been focused on simulation, long-term immersive experiences, and study abroad.

Framework: Mezirow's Theory of Transformative Learning

Theory of Transformative Learning:

- developed in 1997 by Mezirow.
- is constructivist-based theory of adult learning.
- promotes autonomous thinking.
- has four processes of learning.
- has three major phases that drive transformation.

Four processes of learning:

1. refining or elaborating our meaning schemes
2. learning new meaning schemes
3. transforming meaning schemes
4. transforming meaning perspectives

Three major phases:

1. disorienting dilemma
2. critical reflection
3. changed meaning perspective

METHOD

Institutional Review Board approval

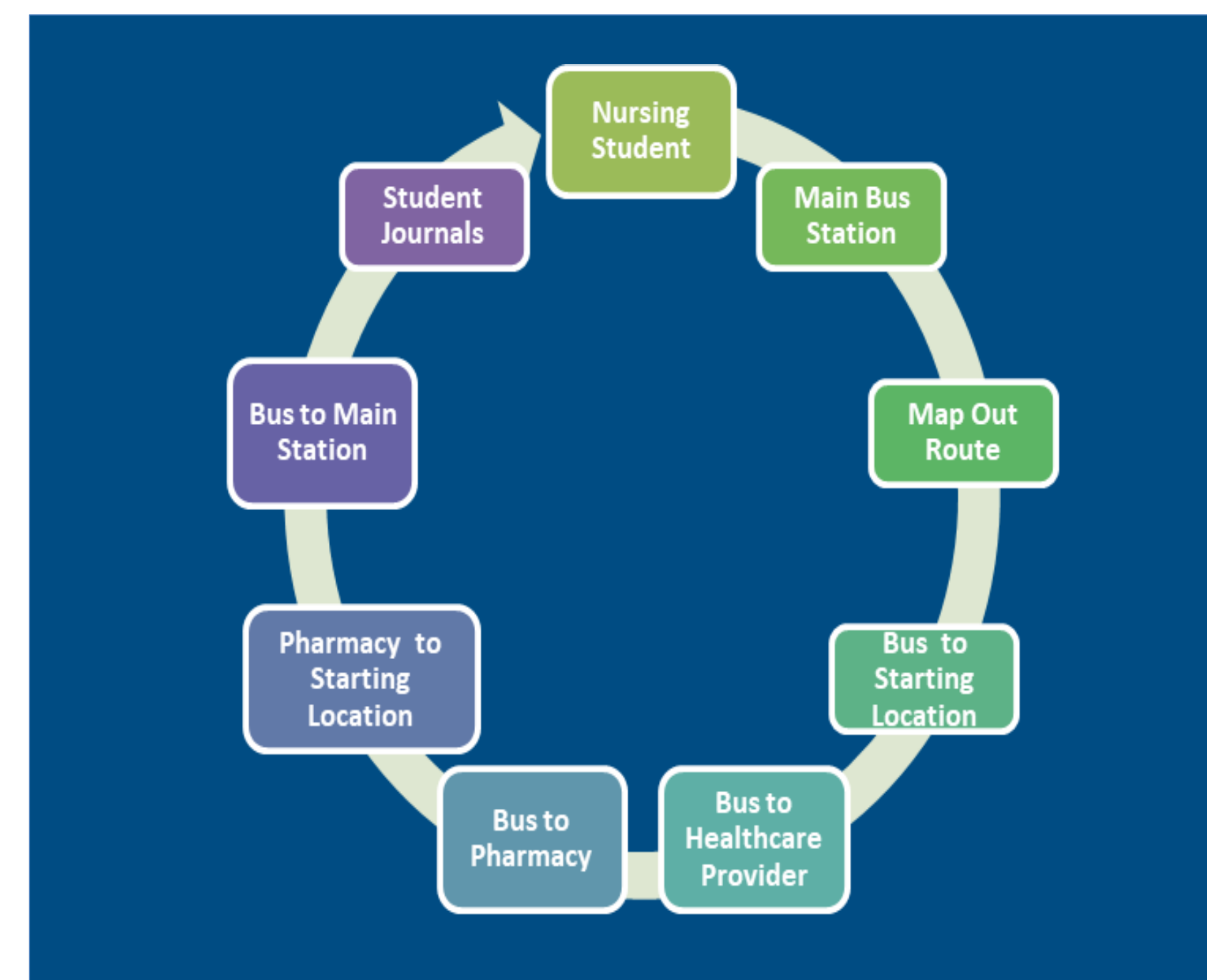
Retrospective design

Analysis of reflective journals written by pre-licensure baccalaureate nursing students after participation in a required clinical assignment in Community and Public Health Nursing

Clinical assignment:

- Students grouped (3-5 per cluster)
- Map route at main bus station
- Assigned to ride bus from starting locations
- Complete various appointments (healthcare provider office, pharmacy, etc.)
- Observations during experience
- Reflective journaling

FIGURE 1. Pathway of Intervention



RESULTS

Journals uploaded electronically, de-identified, assigned a number, and reviewed (N = 51).

20 journals randomly selected for analysis.

Nvivo 11 used for data analysis.

Major themes emerged:

- Local bus transportation service
- Appointment arrival
- What was learned

RESULTS CONTINUED

Local bus transportation service quote:

"The area surrounding the bus station and the apartment complex seemed run down and overcrowded. They appear to be lower class neighborhoods or government housing. People were outside in their pajamas, looking like they just rolled out of bed. This made me uncomfortable only because I am not familiar with how to interact with them. One person was talking to herself at the bus stop but looking at me. So, I wasn't really positive who they were talking to or if I should answer."

Appointment arrival quotes:

"I don't see how a single mother or even a family would manage 3 young children on public transportation. If you were elderly and using a cane you would have to cross a busy street."

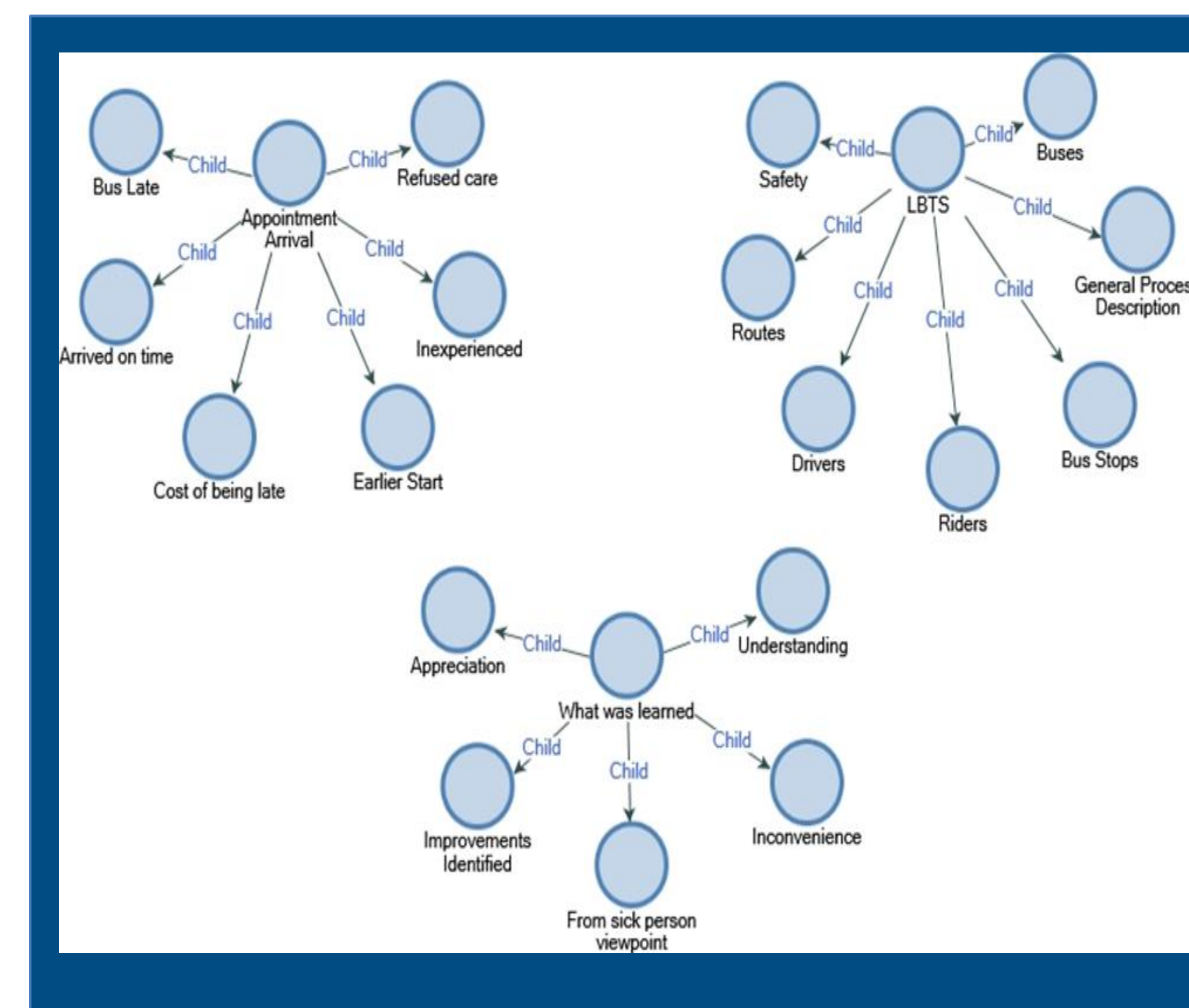
"We arrived ...45 minutes past our scheduled time. If this was a real appointment we would have been sent home and told to reschedule later."

"We met another man, who was homeless, and he said that a lot of doctors have refused to give him appointments because he is always late."

What was learned quote:

"People that have been doing this for a long time know their routes and usually know what time to get to their bus stops. I was late to my appointment more than an hour. I bet I was not the only one that day. It is difficult to make plans in your life because sometimes buses are running late, or it is raining, and you miss your bus. I am extremely grateful that Pensacola provides public transportation for people who do not have any other way. From this experience I learned that as nurses we should know a lot of things about our patients before we judge them. If we see them coming in late to an appointment, we should not right away assume that they are irresponsible. I am glad I got to experience this clinical."

FIGURE 2. Differentiated Themes and Subthemes



DISCUSSION

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 and unequal routes.

These findings are similar to other studies that demonstrate students becoming more empathetic, caring, and understanding of social issues.

Advantages of the public transportation clinical learning activity include:

- Cost and time efficiency
- Feasibility of replication
- Innovative learning activity

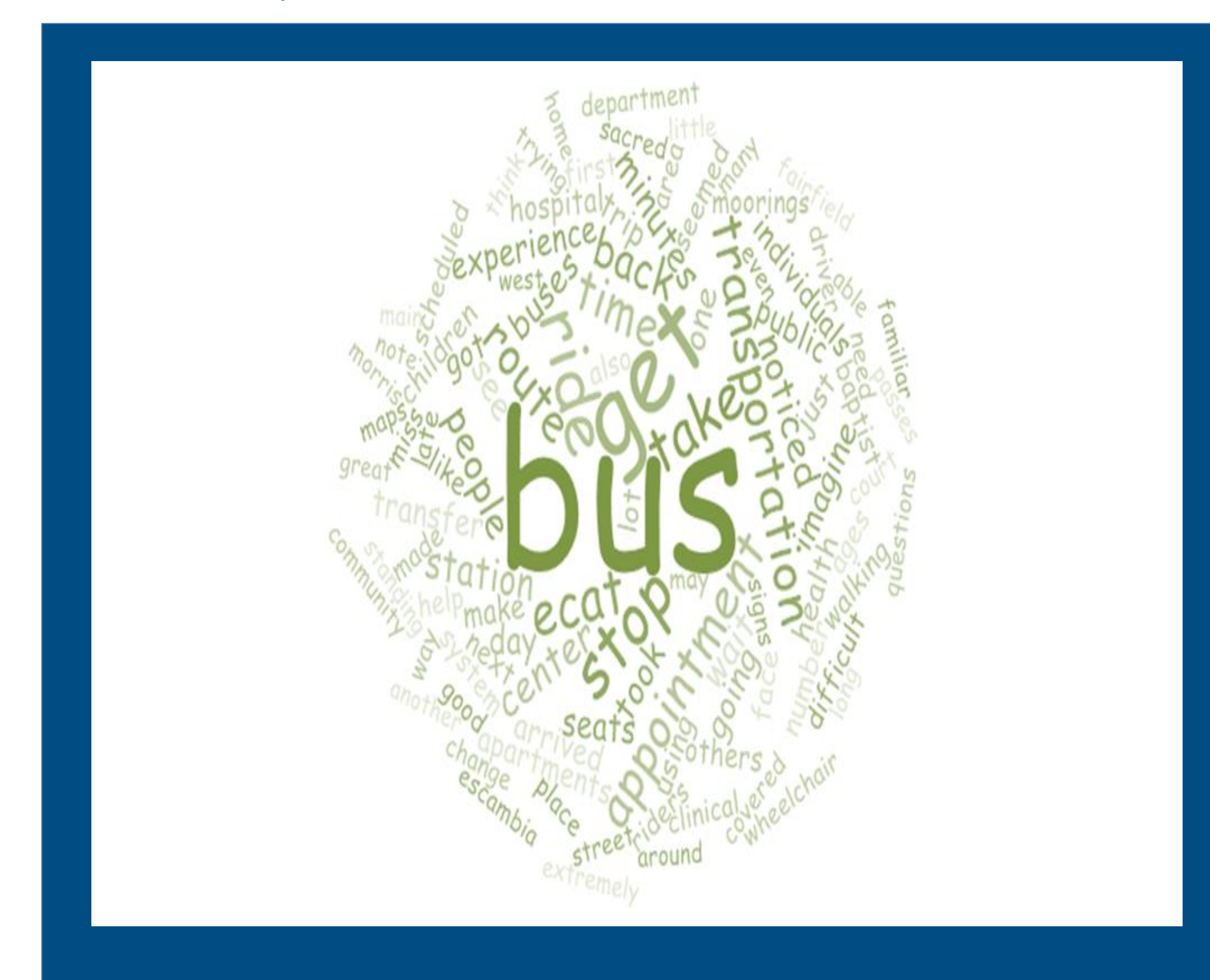
Project Limitations:

- Retrospective design
- Assumptions and biases with reflection questions
- Limited project scope

CONCLUSION

In order to prepare students for the diverse workforce, nursing faculty are key to helping students achieve transformation during learning. The public transportation clinical learning activity provides an innovative alternative exercise that could induce transformational learning.

FIGURE 3. Journal Query Word Cloud



AIM

To determine if transformational learning was achieved in a local alternative clinical experience for pre-licensure nursing students.