



Educating and Preparing the Diverse Nurse of Tomorrow

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Emerging technologies and diversity in the classroom will have a profound impact on how the nursing education curriculum is delivered, how nursing students are taught, and how tomorrow's nurses will practice in an ever-changing, technology-driven health care delivery system (AACN, 2014). Proficiency in teaching and preparing nurses of tomorrow to become a part of the diverse culture of health has become a necessity. Consequently, educational transformation in nursing education is no longer a choice, but a mandate.

The Robert Wood Johnson Culture of Health Action Framework suggests that there are many ways to build a culture of health and various entry points for organizations to get involved. The authors of the abstract have selected to become involved through the nursing education portal. Graduate Nursing students of Morgan State University, Baltimore, Maryland have selected to focus their cumulative capstone project on "Educating and Preparing the Diverse Nurse of Tomorrow." The project is guided by the Leininger's Cultural Care Model.

The purpose of the capstone project was to develop a toolkit that would assist nursing educators with evidenced based strategies to meet the teaching and learning styles needs of diverse undergraduate nursing students.

The methodology included the following: 1) Completion of the NIH Researcher's certification. 2) Requesting and receiving permission to survey a sample of 17 diverse nursing juniors at a college located along the northeast corridor. 3) Comparative analysis of data with the identification of themes. 4) Construction of a tool kit to be shared among nurse educators.

Findings: The sample size consisted of 17 students: 18% male and 88% female. Cultural diversity composition included: 1% Native American/African American, 1% Latino, 18% Caucasian, 18% Asian, 18% African, and 35% African American. Students were asked to select all preferred learning styles which reflected: 41% preferred audio or listening, 59% were visual learners, 58% were verbal learners, and 88% preferred kinesthetic/tactile learning strategies. Four dominant themes emerged among the survey findings inclusive of: 1) available, caring and patient Instructors/Director; 2) skills Lab/simulation exercises are very beneficial; 3) additional supplemental resources made a difference, and 4) organization and structure are mandates for the diverse student sample. Additionally, 88% of the students felt that their classmates demonstrated sensitivity to racial and ethnic issues and 82% of the faculty and staff demonstrated sensitivity to racial and ethnic concerns. Learning was facilitated through simulation (82%), group discussion (76%), case studies (76%), and journaling (29%).

Conclusion and Recommendations:

The findings of this study concur with research by Bocher, (2016) as well as the NLN (2014). Because the most prevalent and preferred learning style for this sample was kinesthetic/tactile, the authors proceeded to construct a toolkit with various kinesthetic/tactile learning strategies and resources, i.e., simulation, activities involving standing or moving while reciting information, and gaming and concept mapping. The authors encourage nurse educators to utilize varied student-centered learning strategies and to provide organization and structure to facilitate the learning and education of diverse nursing students of today and tomorrow.