

Project Title: Belonging and Success for Black Nursing Students in Nova Scotia: An Exploratory Mixed-Method Study

Background

Black nursing students have a complex history in nursing education in Nova Scotia and Canada. This complex history results from the race-based denial of admissions into nursing programs, for prospective Black students. Limited available research suggests that there are multiple factors across academics, clinical, and everyday life, which impact belonging and success for Black nursing students. These factors are reinforced by persistent gaps in institutional policies and programs related to the recruitment and retention of Black students in nursing programs.

Research Purpose

To examine the experiences of Black nursing students in Nova Scotia and identify facilitators and barriers related to belonging and success in nursing education.

Research Objectives

1. To examine the clinical, academic, and life experiences of Black nursing students in Nova Scotia.
2. To identify the facilitators and barriers to belonging and success for Black nursing students.
3. To inform the development, implementation, and evaluation of recruitment and retention strategies for Black nursing students in Nova Scotia.
4. To inform nursing curricula and institutional policies to enhance nursing education.

Study Population

Current and former Black nursing students from all nursing programs in Nova Scotia including Dalhousie University, the Nova Scotia Community College, St. Francis Xavier University, Acadia University, and Cape Breton University.

Methodology and Methods

This is a concurrent exploratory mixed-method study that is guided by Black Feminist Theory. Data collection involves interviews and surveys. Data collection involves semi-structured interviews and surveys. Eligibility criteria include participants who 1) identify as Black and 2) are currently enrolled in a nursing program in Nova Scotia or completed a nursing program within five years. Additionally, surveys will collect data across four categories related to experiences as a Black nursing student. The categories include demographic information, academic experience, clinical experience, and life experience. The study will employ Critical Discourse Analysis to analyze qualitative interview data and Descriptive Statistics to analyze quantitative survey data.

Anticipated Results

This study addresses an evidence gap regarding the experiences of Black nursing students in Nova Scotia. Examining these experiences of Black nursing students will support the identification of the facilitators and barriers that impact belonging and success for Black nursing students in Nova Scotia.

Implications for Policy and Practice

The results will inform the development of policies and programs that support belonging and success for Black nursing students in Nova Scotia. Knowledge gained from this study will be used to refine the

Pamoja Nursing Program, which is an evidence-informed initiative that enhances the recruitment and retention of Black nursing students. Additionally, the results may inform nursing curricula by elucidating anti-Black racism in nursing education, which has implications for Black health outcomes, culturally competent care, and increasing representation within the nursing workforce.

Research Team

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