



A Social Determinants of Learning Framework for Nursing

2021 NLN Education Summit

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Neither the planner(s) or presenter(s) have any real or perceived vested interest that relate to this presentation.



THE PURSUIT OF EDUCATIONAL JUSTICE

Educational justice will be achieved when **all students have an opportunity** to develop their **values and abilities** to bring good to their individual communities and to society as a whole.



CHAMBERLAIN UNIVERSITY: **EQUITABLE EDUCATION FOR ALL**

OUR MISSION

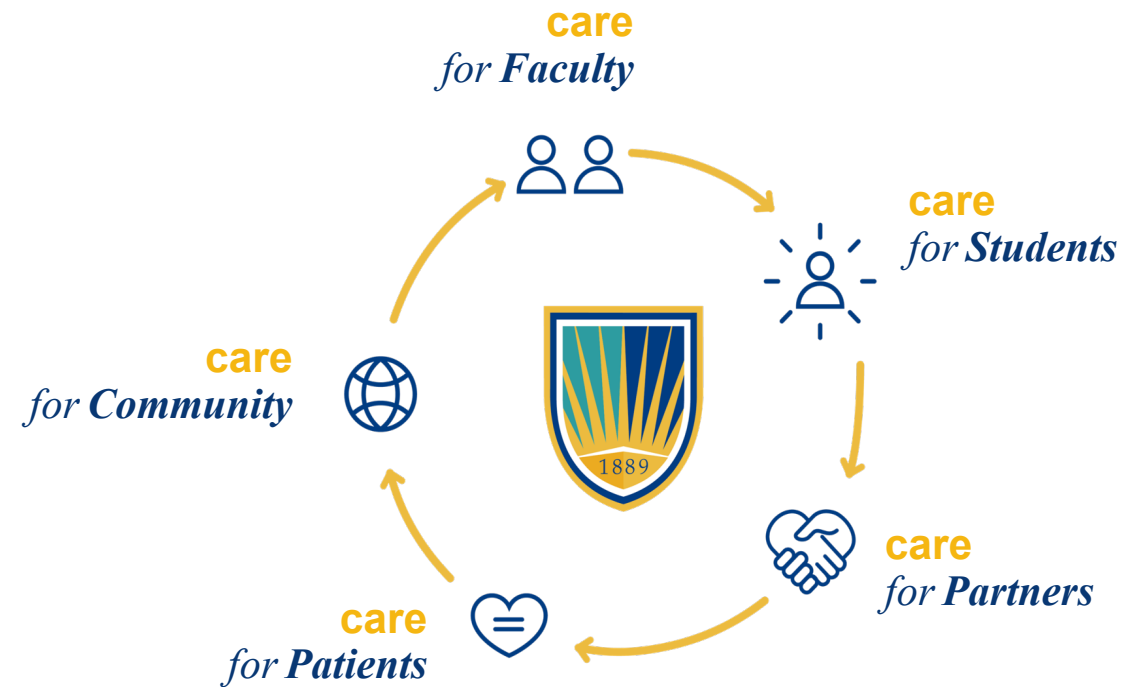
To educate, empower and embolden diverse healthcare professionals who advance the health of people, families, communities and nations.

CULTURE OF CARE

We believe if we take extraordinary care of our students, we will graduate extraordinary healthcare professionals who will have a significant and positive impact on healthcare around the world.

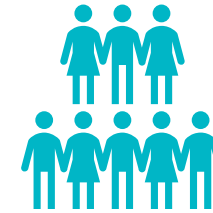
SOCIAL COMMITMENTS

Ensuring access to quality college education in the U.S. for all students, regardless of ethnicity, race, culture, financial status or other factors.



MAKING EQUITABLE EDUCATION ACTIONABLE

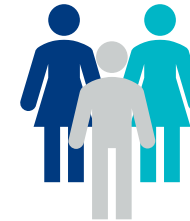
- ▶ **MODEL:** The *Chamberlain Care® Student Success Model* is a data-driven approach to help students succeed in the program, graduate, and pass the NCLEX®, National Council Licensure Examination. This holistic model incorporates academic, environmental and sociocultural factors to generate individualized interventions to ensure student success.
- ▶ **CARE CONNECTIONS:** Interventions being developed and tested to mitigate social determinants that may pose barriers to student learning. The impact of the first Care Connections program focused on mindfulness techniques, which are shared in this presentation.
- ▶ **OUTCOMES:** The study's pre-licensure BSN graduates experienced nearly a 13% increase in NCLEX pass rates from CY16 to CY20. Session-to-session persistence remains stable across these years (avg. 94.8%), demonstrating success in retaining students through significant change.



>11,000
students



22 Campuses
Across the U.S.



63% Diverse
Students from
racially/ethnically
diverse backgrounds

Students as of Summer of 2020 according to AACN annual survey



SOCIAL DETERMINANTS OF LEARNING™: A FRAMEWORK

The Social Determinants of Health serve as a foundation for a Social Determinants of Learning™ framework.

- ▶ Structural racism contributes to health inequity and is a structural and social determinant of health.
- ▶ Education is a key social determinant linked to health across the lifespan in several ways:
 - Higher education attainment leads to better health decisions and positive impact on psychosocial factors
 - Education impacts other social determinants of health, including employment and economics
- ▶ Supports diversity, equity, and inclusion in nursing education

The Social Determinants of Learning™ are socially imposed forces which are causative factors that influence learning and life.

- ▶ Structural racism contributes to educational inequity and is a structural and social determinant of learning.
- ▶ An actionable framework to address learning disparities across six domains and expand learning opportunities in higher education designed to identify:
 - Potential barriers that must be removed for students to move forward and progress in learning
 - Positive social attributes necessary in the teaching-learning endeavor to support under-resourced students to become effective learners
- ▶ Supports diversity, equity and inclusion in nursing education



TURNING SOCIAL DETERMINANT BARRIERS INTO POSITIVE SOCIAL ATTRIBUTES

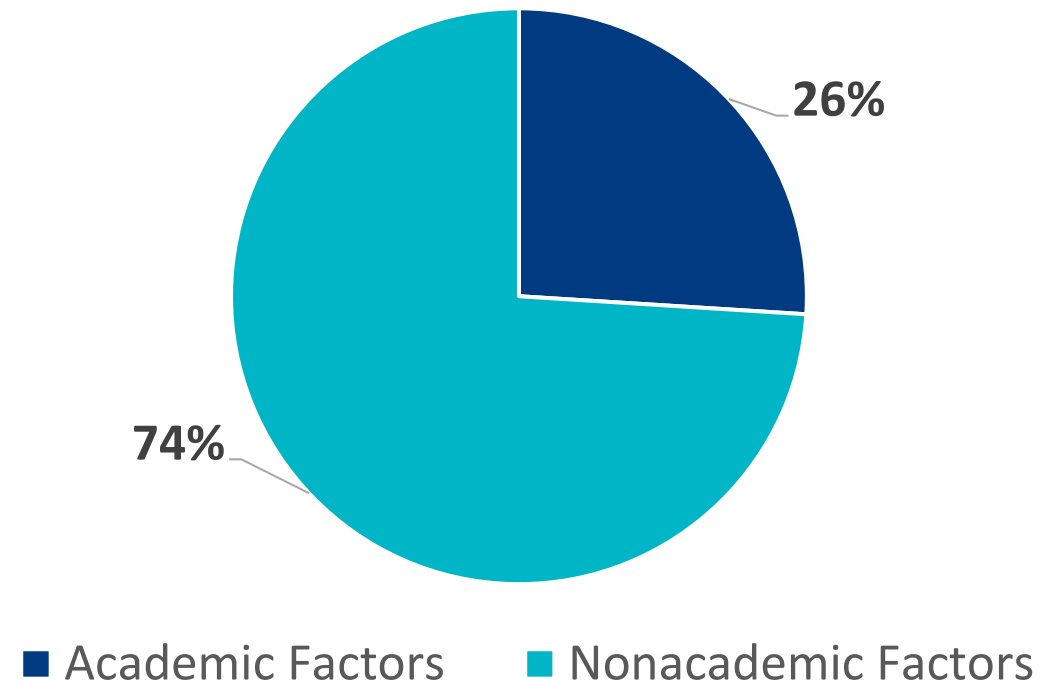
- ▶ Social Determinants of Learning™ may be addressed at the individual level and structural level.
- ▶ Diversity targets differences in student characteristics including race, ethnicity, age, gender, socioeconomic status, culture, language, religious beliefs and socioeconomics
- ▶ Equity relates to access, opportunity, fair treatment and advancement for all while eliminating barriers to full participation
- ▶ Inclusion ensures an invitation to all to participate in opportunities and share resources
- ▶ Structural aspects of the university environment in which students interact are potential sources of either inequality or equality.



DRIVERS OF PRE-LICENSURE BSN STUDENT SUCCESS

- ▶ Previous studies consistently report a small percent of the variance driving NCLEX-RN results are explained by academic factors (Johnston, 1990; Simon et al., 2013).
- ▶ Studies by Chamberlain University researchers found similar results with nearly three quarters of the variance in NCLEX-RN results explained by nonacademic factors.

Drivers of Chamberlain Pre-licensure BSN NCLEX Success



EXAMPLES OF NONACADEMIC FACTORS IDENTIFIED IN THE LITERATURE IMPACTING STUDENT SUCCESS

Physical Health



- Health issues/disabilities
- Quality of life related to physical health
- Health beliefs
- Health care access

Psychosocial Health



- Perceived stress
- Resilience
- Ability to set goals
- Degree of self-confidence
- Student engagement

Economic Stability



- The need to work while in school
- Job loss/instability
- Living in economically depressed geographic areas
- Number of hours worked while in school

Physical Environment/ Community



- Community incivility
- Workplace violence
- Homelessness
- Neighborhood safety
- Generational poverty

Social Environment/ Community



- Social supports/social networks
- Family emotional support
- Discrimination perceptions
- Culturally and linguistically diverse backgrounds

Self-Motivation



- Motivation to learn
- Critical thinking skills
- Focus of attention
- Lifestyle choices



MINDFULNESS AND THE RESILIENT NURSE

- ▶ Eight-week online program integrated into Pre-licensure BSN students' first nursing course
- ▶ Focus is to heighten students' awareness of the importance of being present in the moment, increase self-awareness and self-care to support their success, and inspire their becoming effective professional nurses
- ▶ Potential to impact and support students' psychosocial health within the Social Determinants of Learning™ framework
- ▶ Four Chamberlain campuses in intervention group with other campuses serving as control group
- ▶ Total of 740 students participated (282 intervention group/458 control group)



MINDFULNESS AND THE RESILIENT NURSE

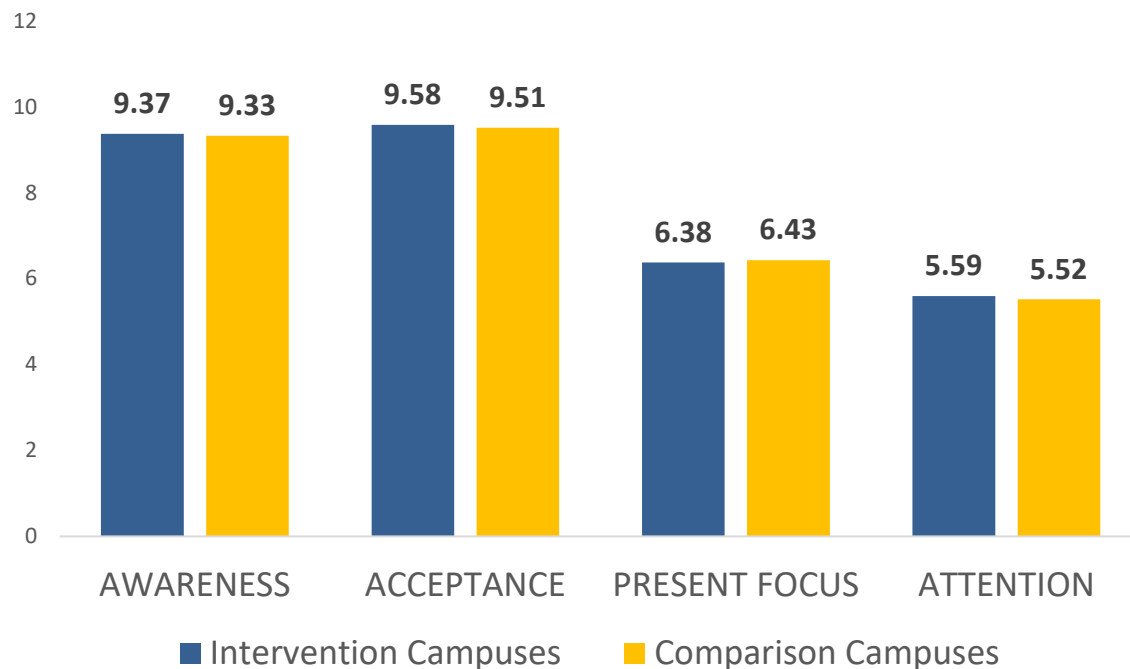
- ▶ Cognitive and Affective Mindfulness Scale (CAMS-R) (Feldman et al., 2007)
 - Multidimensional view of mindfulness as a broad construct
 - Ten items; four-point scales from “1” (rarely/not at all) to “4” (almost always)
- ▶ Four factors linked to SDOL™ domains:
 - Awareness (Psychosocial Health domain)
 - Acceptance (Social Environment domain)
 - Present-focused (Psychosocial Health domain)
 - Attention (Self-Motivation domain)
- ▶ Cronbach’s alphas – 0.61 to 0.81
- ▶ Construct validity established



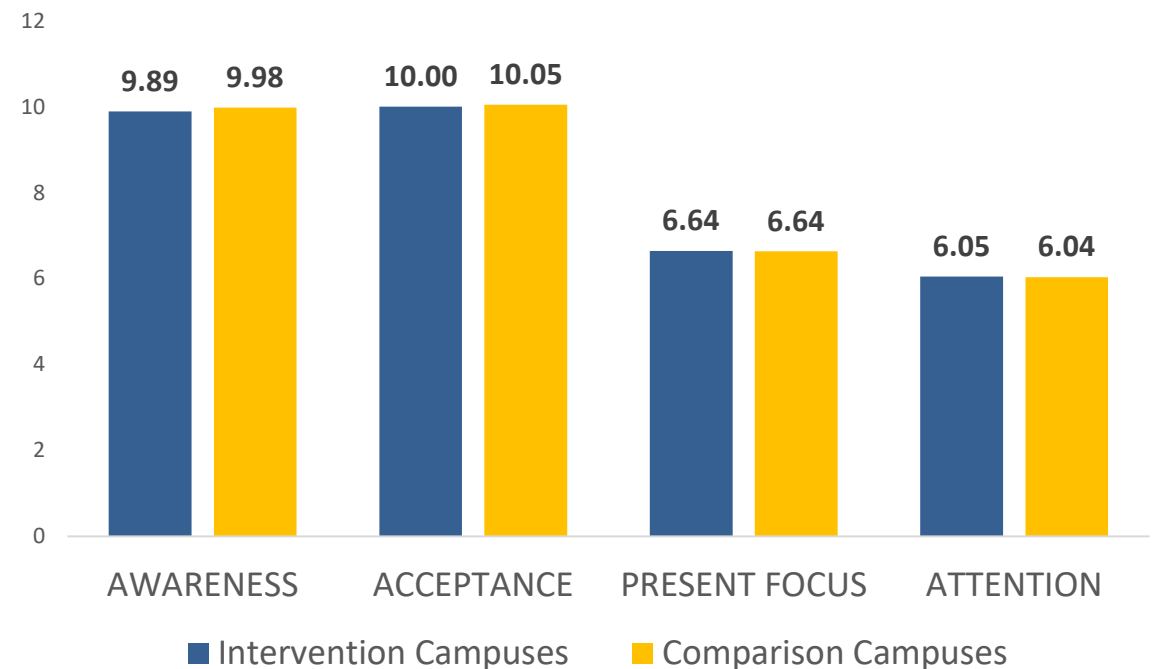
MINDFULNESS AND THE RESILIENT NURSE

- ▶ There were no statistically significant differences in CAMS-R pre-test scores and post-test scores comparing the intervention group (MRNP participation required) and the comparison group (MRNP participation voluntary) ($p > 0.05$).

Comparing Pre-Course Scores by Mindfulness Domains



Comparing Post-Course Scores by Mindfulness Domains



$p > 0.05, ns$ (n=740)



MINDFULNESS AND THE RESILIENT NURSE

- ▶ Students' expectations of their experiences pre- and post-MRNP program demonstrated notable differences with post-program scores significantly greater than pre-program scores.



F=4.810, p=0.028 to F=49.215, p<0.001 (n=740)



MINDFULNESS AND THE RESILIENT NURSE

- ▶ More than 60% of participating students reported that MRNP helped reduce their stress level. More than 40% reported improved focus and that MRNP helped them feel more relaxed or calm during their day.

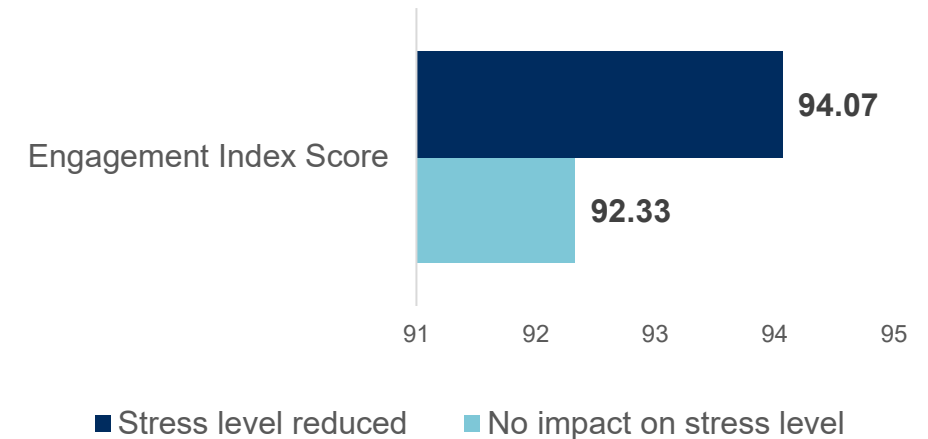
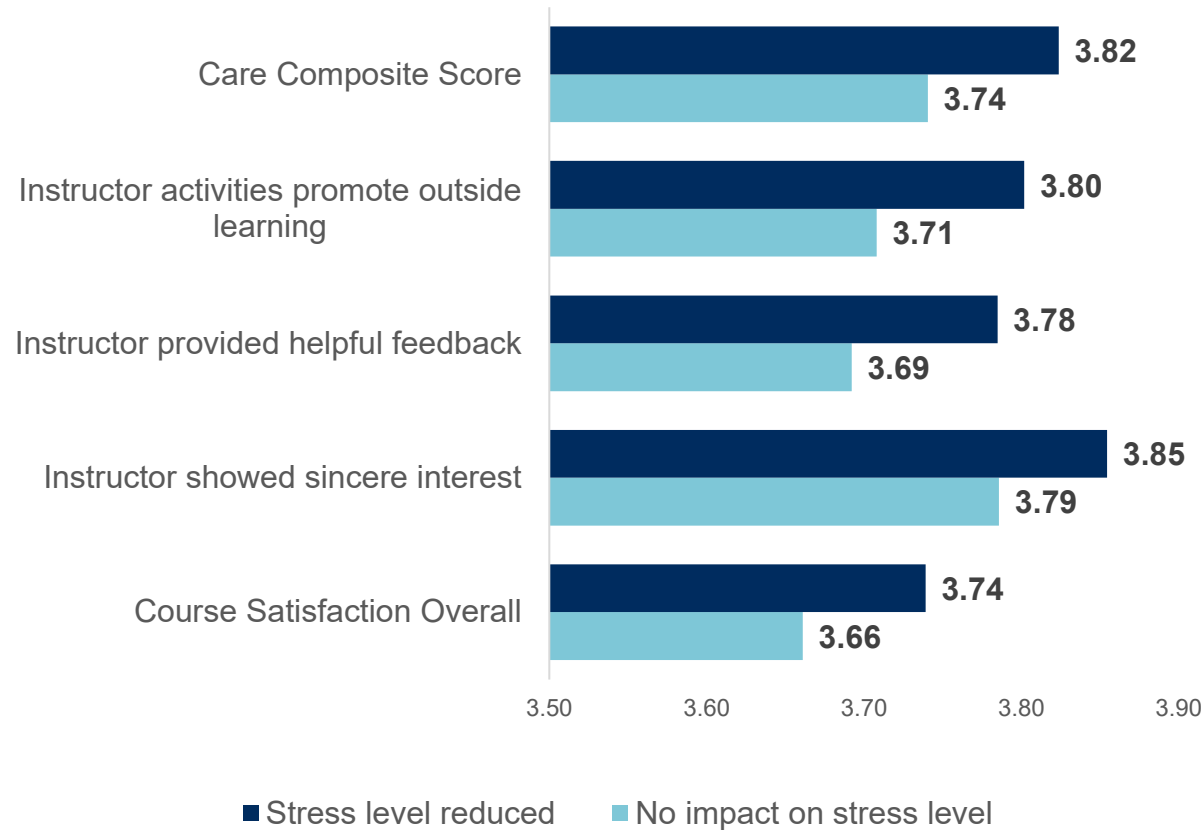
What experiences do you feel you got out of the mindfulness program?

Experience	Percent Responding
Reduced my stress level	60.5%
Improved my focus	47.2%
Focused better on my studies	45.9%
Felt more relaxed/calm during the day	42.6%
I cope better with anxiety	39.5%
I feel better about myself	37.7%
I feel more patient	34.1%



MINDFULNESS AND THE RESILIENT NURSE

- ▶ Students who reported **reduced levels of stress** as a result of participating in the MRNP reported significantly greater end-of-course evaluation scores in their first nursing course on key metrics compared to students who did not perceive an impact on their stress levels as a result of participating in the MRNP.

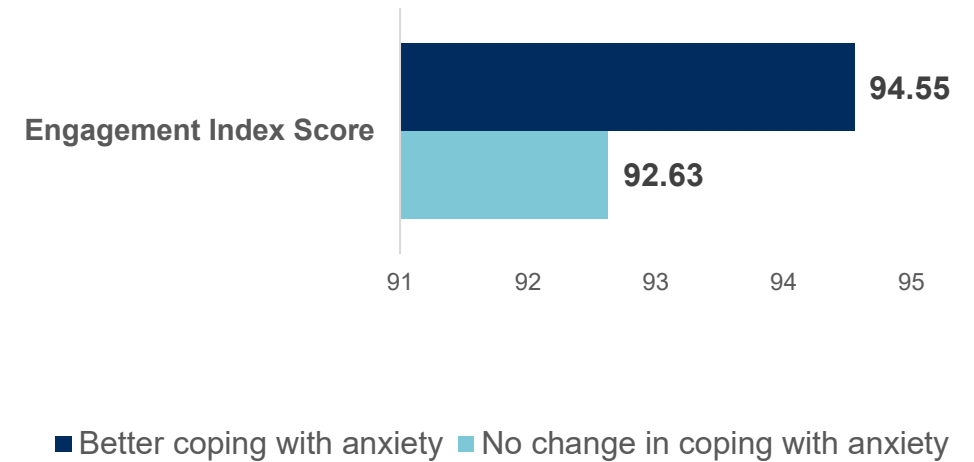
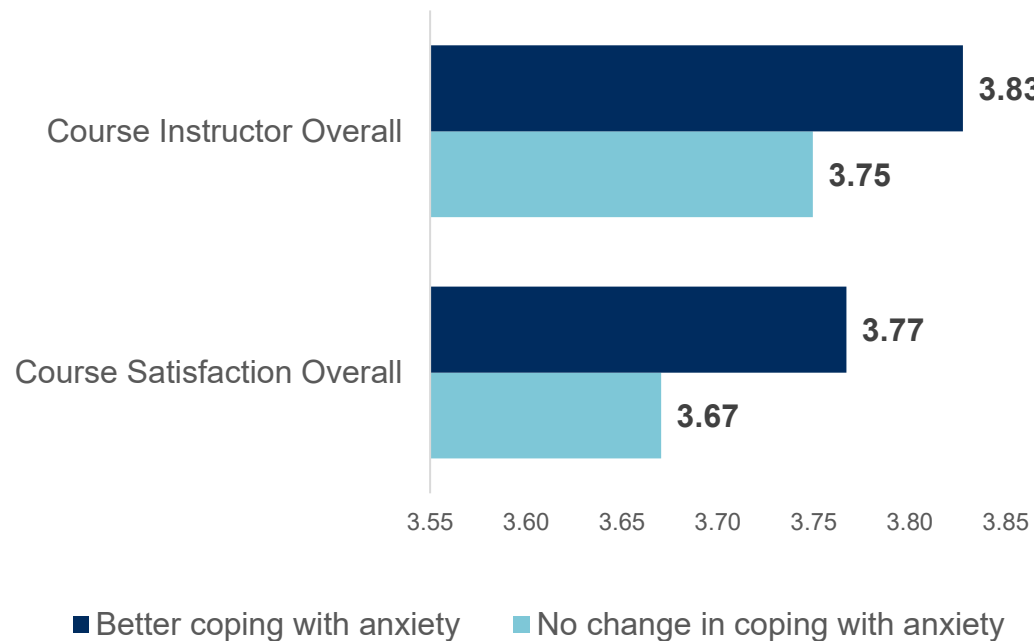


F=4.082, p=0.044 to F=6.366, p=0.012 (n=740)



MINDFULNESS AND THE RESILIENT NURSE

- ▶ Students who reported **greater abilities to cope with anxiety** as a result of participating in the MRNP reported significantly greater end-of-course evaluation results in their first nursing course compared to students who reported no change in their ability to cope with anxiety as a result of participating in the program.

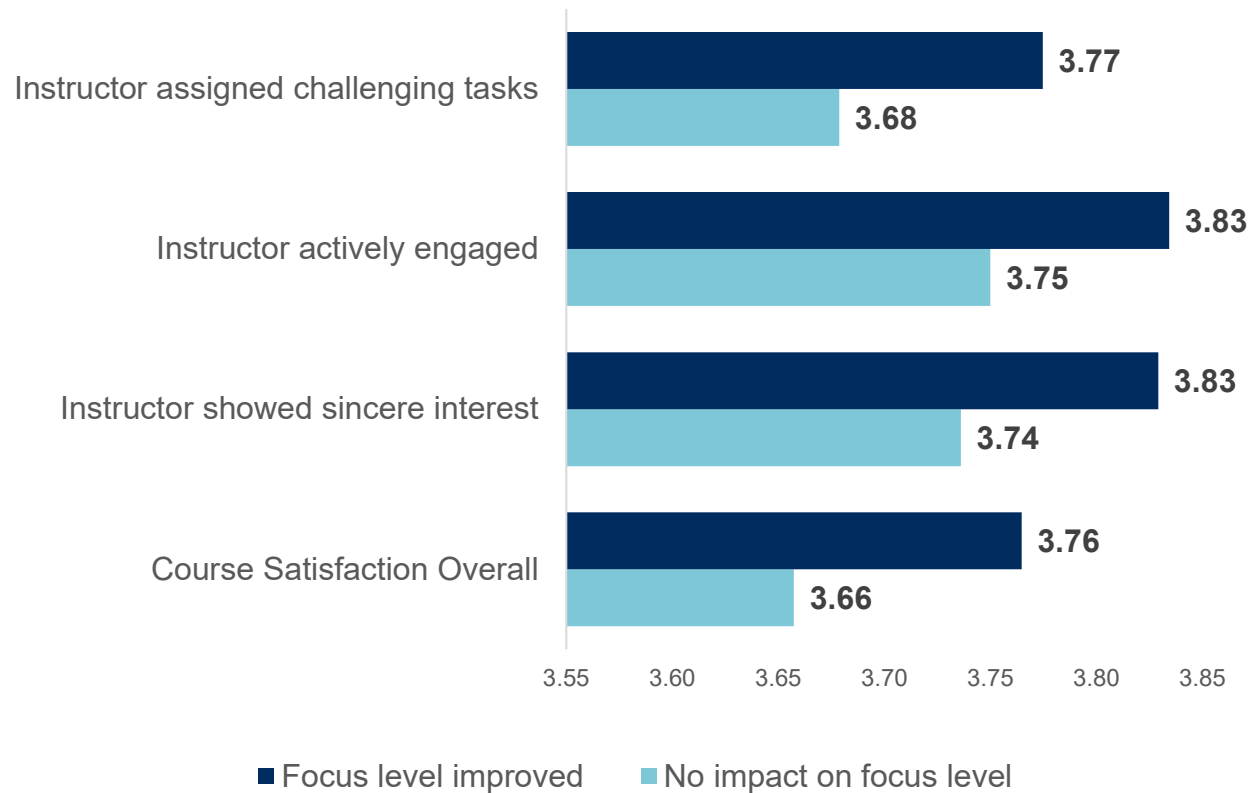


F=4.792, p=0.029 to F=6.279, p=0.012 (n=740)



MINDFULNESS AND THE RESILIENT NURSE

- ▶ Students who reported **greater ability to focus** as a result of participating in the MRNP reported significantly greater end-of-course evaluation scores in their first nursing course on key metrics compared to students who reported no change in their ability to focus as a result of participating in the program.

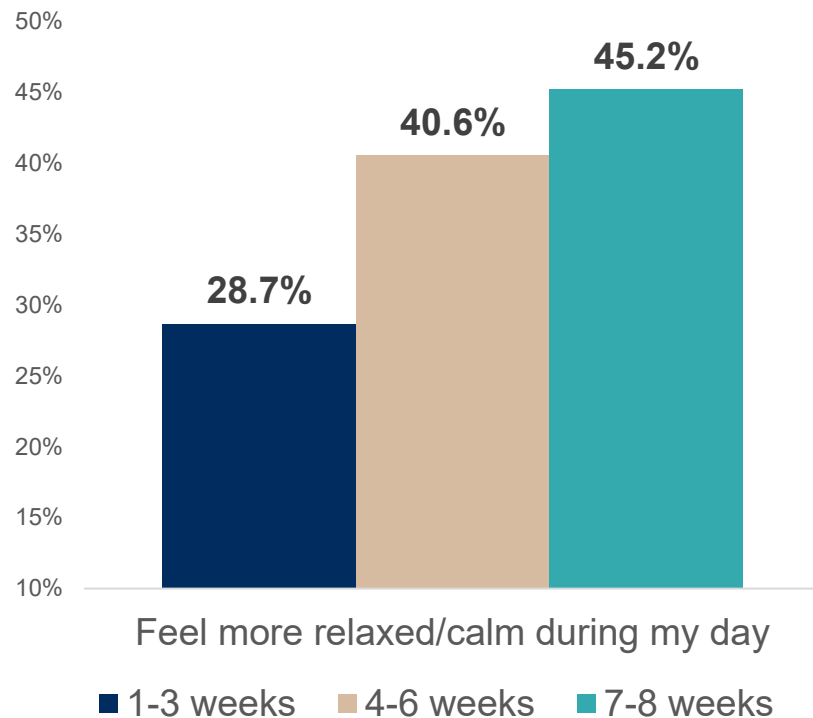


F=5.530, p=0.019 to F=7.104, p=0.008 (n=740)

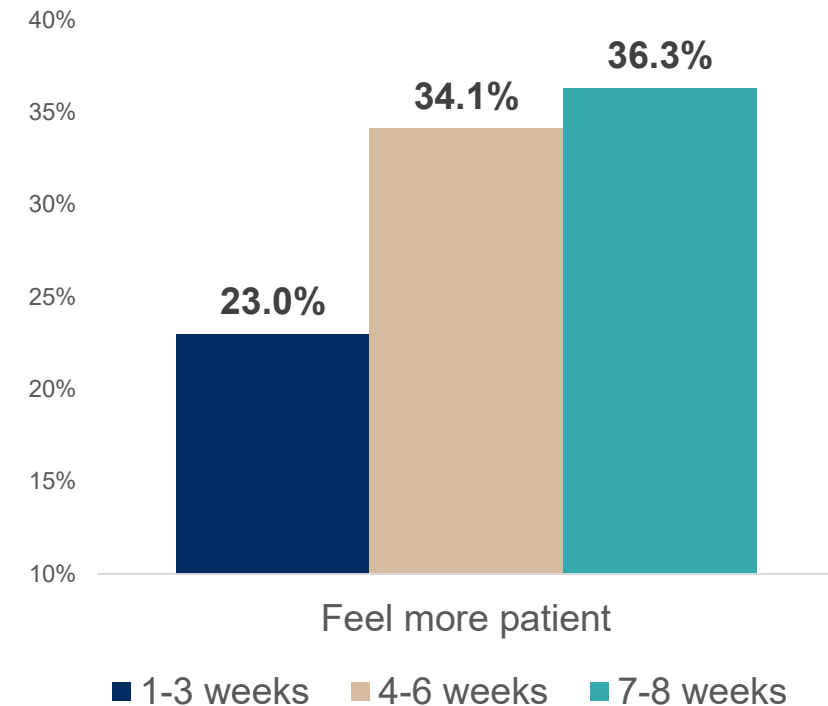


MINDFULNESS AND THE RESILIENT NURSE

- ▶ There is a “dosage” effect of participating in MRNP, as students participating in 7-8 weeks of the MRNP program reported feeling significantly **more relaxed/calm** and **more patient** during their day compared to students participating in fewer weeks of the program.



Chi square=8.579, p=0.014



Chi square=5.883, p=0.024



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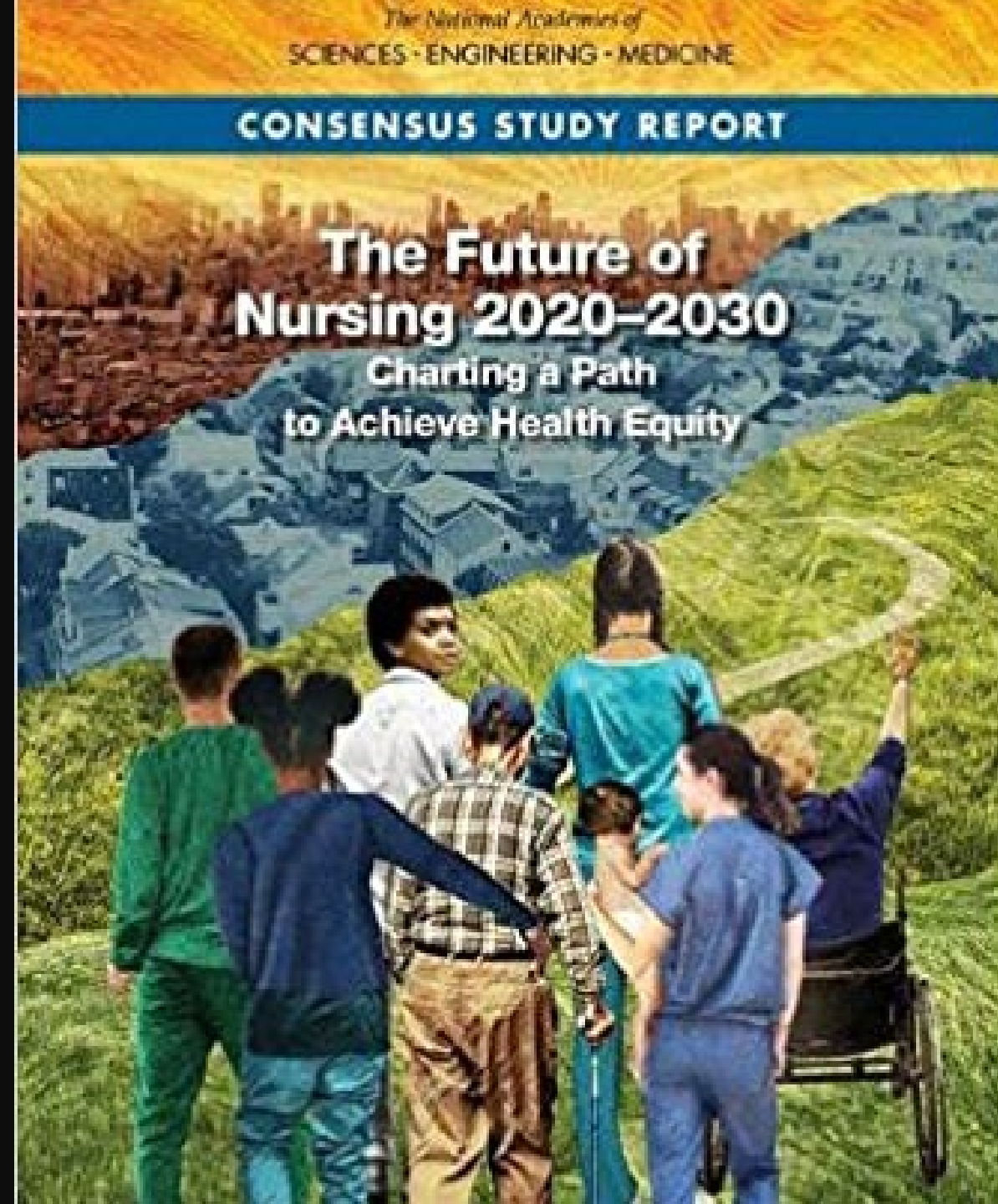


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Recommendation 7. Strengthening Nursing Education

- To promote equity and diversity grounded in social justice; identify and eliminate policies, procedures, curricular content and clinical experiences that perpetuate structural racism, cultural racism and discrimination among faculty, staff and students.
 - Increase academic progression of geographically and socioeconomically disadvantaged students through academic partnerships.
-



PHYSICAL AND SOCIAL ENVIRONMENT/COMMUNITY AS A DETERMINANT OF LEARNING: STRUCTURAL RACISM AND EDUCATIONAL INEQUITY

- ▶ Accepting Personal Impact of Racism
 - Implicit bias training
- ▶ Identifying Structural Racism in Higher Education – potential sources of structural inequalities within the university environment/culture
 - Faculty
 - Curriculum
 - Policies
 - Campus activities
 - Fellow students



Vision for a Social Determinants of Learning™ Framework

- ▶ Holistic admission
- ▶ Welcoming, “can do” environment
- ▶ A culture of care
- ▶ Relationships with students
- ▶ A community of belonging, understanding and trust
- ▶ Keeping an eye on the goal: Graduating practice-ready professionals



Realizing the vision: What's next at Chamberlain University

- ▶ A personalized learning journey through college and into the graduate's career
 - Meeting students where they are
 - Providing social support where needed
 - ▶ Removing food insecurity
 - Developing faculty to address social as well as academic support
 - ▶ Faculty as student motivators
 - Designing a personalized learning pathway
 - ▶ Learning/relearning loops for NextGen NCLEX
 - Creating policies that promote persistence
 - ▶ Progression and retention policies
 - Coaching students through end of program and into first year of employment



CONCLUDING REMARKS

- Quality education is an imperative in creating a strong and just society.
- Equitable education in the U.S. does not exist.
- What role can higher education play in addressing this societal issue?
- The ideal that all students can learn is a long-held, unrealized ideal.
 - 100 years ago, John Dewey urged an educational model to achieve social cohesion by understanding individual student differences and expanding students' horizons through education.
- Calling out the causative social factors that impact learning is just the beginning.
- Embracing the responsibility to address root cause factors is the next step.
- **Desired outcome of an SDOL™ framework: Educational justice in the U.S.**
- **Ultimate outcome**
 - Self-determined, accountable, confident and courageous students who engage faculty and fellow students in order to build intellectual and social capital as a means to a poverty-free future.



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Discussion/Q & A

