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The impact of mainstream education in nursing program: a systematic review

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Over the last decade, the number of students experiencing accommodation or disability has increased. University programs in health sciences are no exception to this growth of students with disabilities. In order to ensure the success of the largest number of students, many university nursing programs have opted to incorporate mainstream education in the development of training activities. However, it is not clear which teaching strategies are the most commonly used and which ones are effective for that purpose. This systematic review aims to assess the impact of mainstream teaching strategies in nursing programs. The databases Education Source, ERIC, Cinahl, Embase, Medline, and PsycINFO were searched until March 2017 for studies evaluating mainstream teaching strategies for nursing students with disabilities. The selected studies were extracted according to the PRISMA statement. A descriptive analysis of the selected studies was carried out. Fifty-six studies promoting mainstream education for nursing students were identified. The most common teaching strategies were the use of training workshops, role plays, and training tutorials, mentoring strategies and tutoring by teachers or peers. Technologies and numeric environments are rarely used in the development of mainstream strategies in nursing program. Most studies assessed satisfaction of learning, however no conclusion on the effectiveness of the teaching strategies could be drawn due to frequent methodological flaws. More rigorous program evaluation designs should be encouraged to improve mainstream education and encourage implementation of the most effective strategies in nursing and other professional qualification programs.