

Title of Abstract: Black undergraduate students' experiences of belonging in nursing education in Canada

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## **Background**

A sense of belonging is critical to students' success in higher education, with prior research documenting the importance of belonging for racialized groups and in particular Black students (Strayhorn, 2019). Yet, existing literature is largely based in the USA, with limited studies exploring the experiences specific to Black nursing students, taking into consideration their intersecting identities (Read, Archer, & Leathwood, 2003).

## **Purpose**

The purpose of this research is to explore how Black undergraduate students experience belonging in nursing education in Canada. Specifically, through a critical narrative approach, I will (a) describe the factors that contribute to or hinder a sense of belonging for Black nursing students, b) explore how Black students perceive nursing departments and university settings as influencing their sense of belonging, c) examine how converging/intersecting identities inform the realities of Black nursing students.

## **Methodology**

This proposed research is situated within a critical philosophical paradigm, guided by the theoretical frameworks of critical race theory (CRT) and intersectionality (Crenshaw, 1989; Collins & Bilge, 2020) and critical narrative inquiry methodology (Clandinin and Connelly, 2008; Rudman & Aldrich, 2017).

## **Methods**

The research will be conducted as a multi-institutional study at two historically White universities (HWU) in Ontario. Participants will include students who identify as Black and who are currently enrolled in an undergraduate nursing program at the universities. Data will be collected using semi-structured narrative interviews and photo-elicitation interviews. Narrative analysis of the data will happen concurrently with the interviews, and all data will be transcribed verbatim.

## **Impact of Study**

This study will contribute to the nursing literature and will be used as a mechanism to inform schools of nursing, academic institutions, policy makers and researchers of the importance of understanding the meanings Black students' attribute to their experiences of belonging and implement strategies and supports geared towards students' success.