



A Learner-Centered Approach to Foster Intellectual Capital

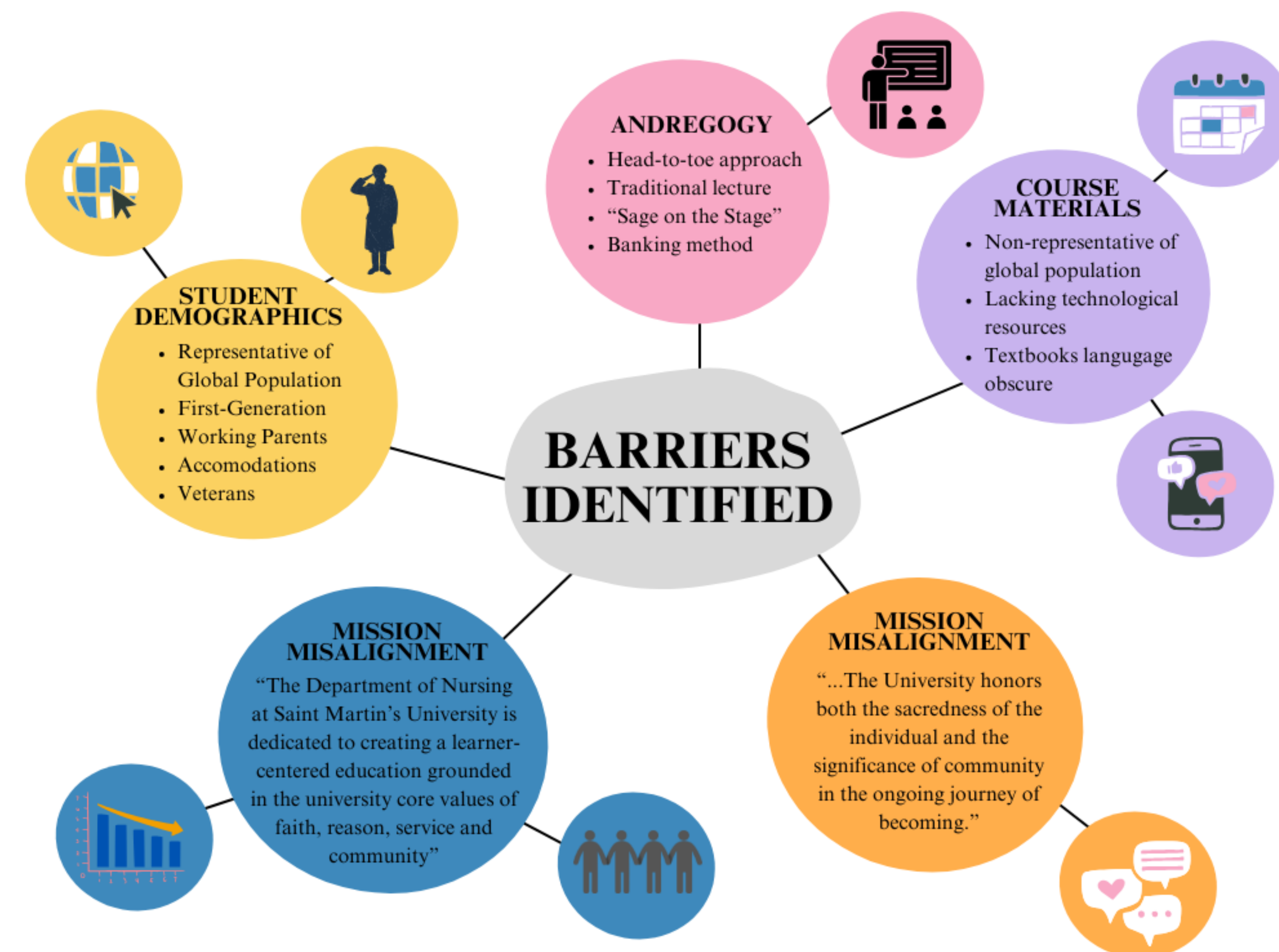
Shandeigh N. Berry, PhD, RN, CNE Saint Martin's University

Purpose

To remove barriers to excellence and success in the Undergraduate Nursing Program

Objectives:

1. Identify barriers to student success in Pathophysiology & Pharmacology course
2. Apply engaging andragogy to foster learner success
3. Revise course to promote learner-centered approach



Background

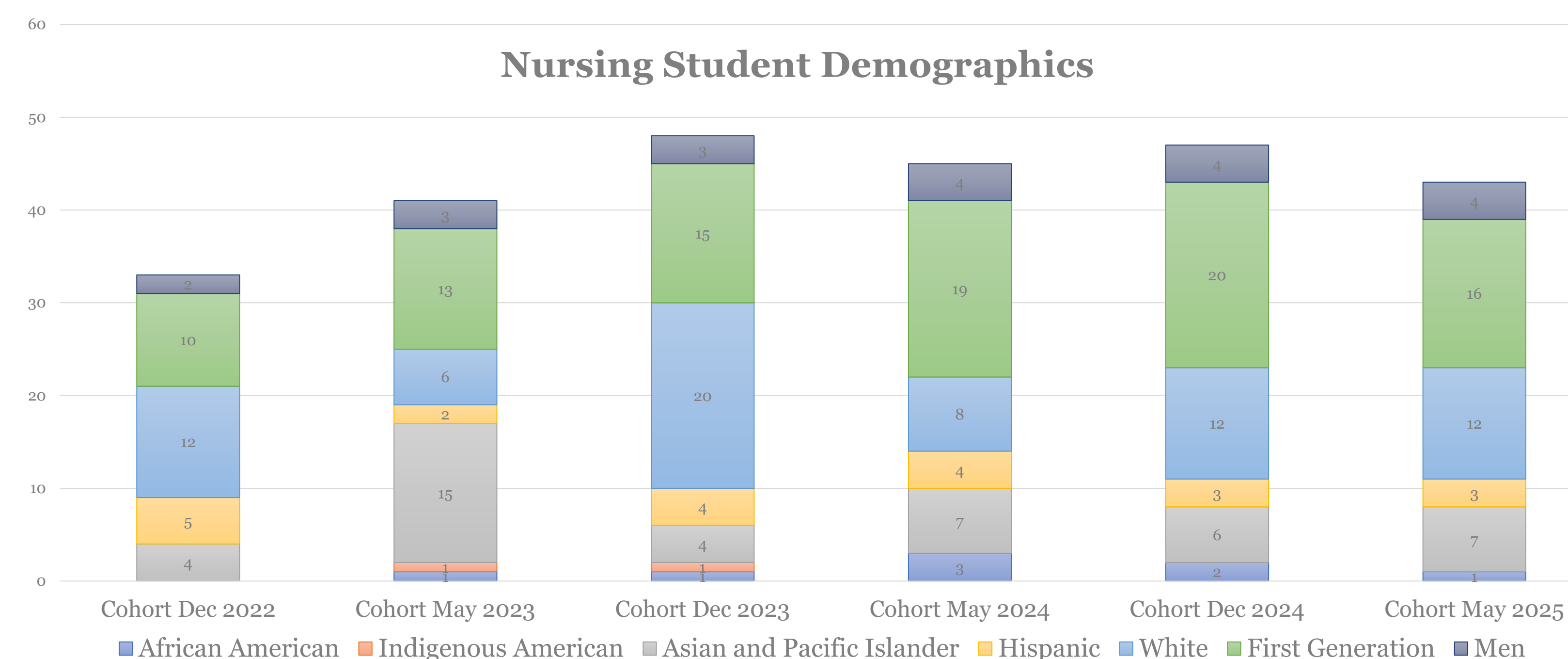
Students representative of a global population present unique learner needs

Changing Demographic

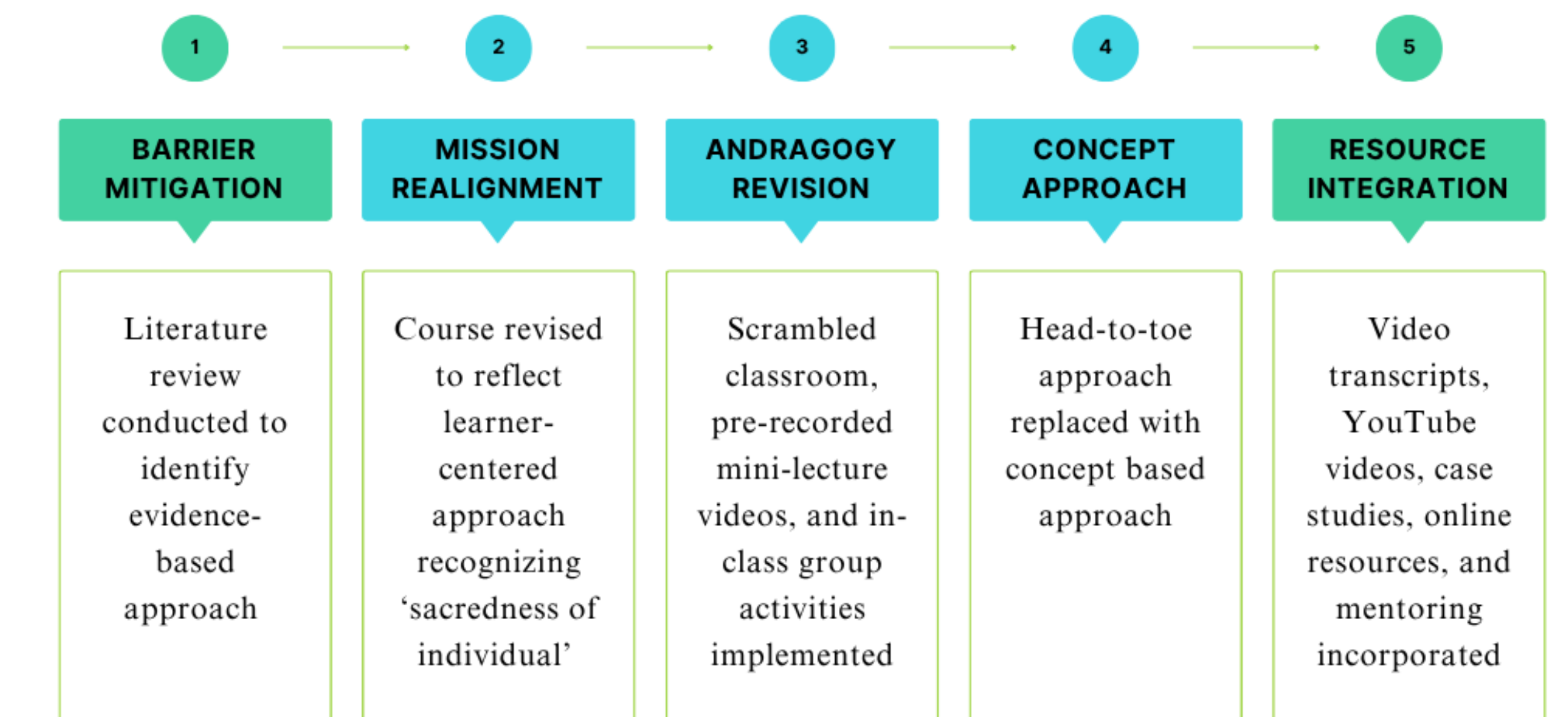
- Non-traditional students
 - Working parents
 - Older adult learners
 - Second career
 - Military
- Generation Z
- First-Generation
- Global representation

Associated Barriers

- **First Generation**
 - Underutilization of resources
 - Perceived lack of support
- **Global representation**
 - English as additional language
 - Prior educational system structure
- **Non-Traditional**
 - Work obligations
 - Childcare responsibilities

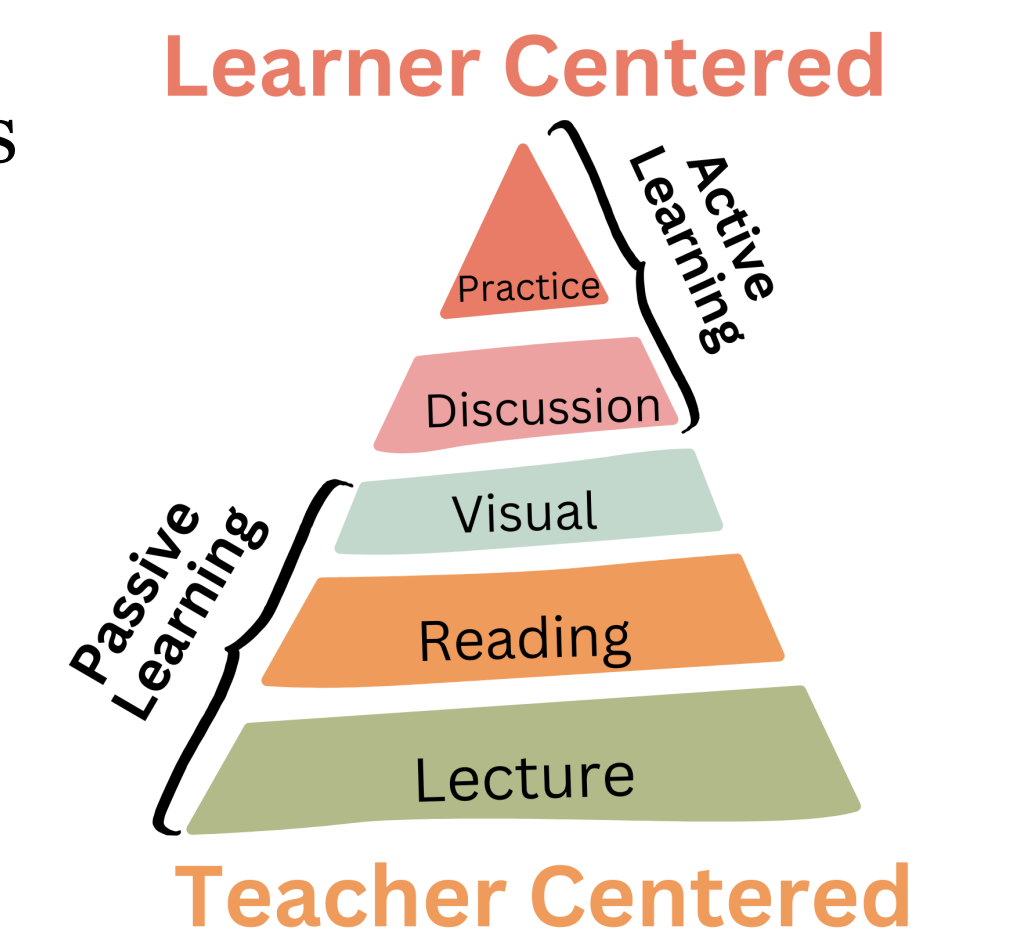


Course Revision Process



Conceptual Framework

- Unlearn harmful ideology
- Recognize structural barriers
- Engage in reflective practice
- Identify counternarratives
- Enhance student success
- Learner centered
- Foster belonging
- Active learning



References



Acknowledgements

Access, Connection, & Empowerment Leadership Institute
Mentor: Dr. Amita Avadhani



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Shandeigh Berry, PhD, RN, CNE

Biography

Dr. Shandeigh “Nikki” Berry, PhD, RN, CNE, is an honored and award-winning graduate from Washington State University. She has been teaching at Saint Martin’s University since the Fall of 2020 and brings over a decade of experience in operating room, trauma, critical care, and palliative nursing. Dr. Berry teaches Pathophysiology & Pharmacology, Nursing Management of Chronic Conditions, and Management of Acute Complex Conditions in the undergraduate nursing program. She has been published in multiple peer reviewed journals. Her most recent work on an innovative equity-centered trauma-informed approach to nursing education is being published in the Journal of Nursing Education. Dr. Berry has won multiple awards for curriculum development and is a 2025 fellow of the American Association of Colleges of Nursing Access, Empowerment, and Connection Leadership Institute.

Contact Information



Shandeigh Berry, PhD, RN, CNE
Assistant Professor
Saint Martin's University
berry4707@yahoo.com