**Background**

- Nursing is a demanding, dynamic, and ever changing profession
- RN’s need to be both self-directed and resilient to sustain a long, successful career
- Nursing shortage
- Nursing profession searching for alternative ways to increase the number of RN graduates to meet the demand
- Differences between ABSN students & TBSN student

**Definitions**

**Self-Directed Learning:** refers to both the external characteristics of an instructional process and the internal characteristics of the learner, where the individual assumes primary responsibility for a learning experience (Brockett & Hiemstra, 1991).

**Resilience:** the process of coping with adversity, challenges, or changes in a manner that results in the “identification, fortification, and enrichment of resilient qualities” (Richardson, 2002). It “embodies person qualities that enable a person to thrive in the face of adversity” (Connor & Davidson, 2003, p. 76).

**Purpose**

The purpose of this study is to investigate the relationship between self-directedness in learning and resilience among baccalaureate undergraduate nursing students.

**Significance**

- Providing learner-centered approach to teaching undergraduate nursing
- Foster the development of SDL & Resilience in all undergraduate nursing students
- SDL + Resilience = Long-term professional RN career
- SDL and positive psychology constructs — adds to the body of knowledge related to SDL and positive psychology.

**Method**

- Descriptive, Correlational design
- Sample: Undergraduate Nursing students; BSN student in TBSN & ABSN programs within a college of nursing, large, public university in southeastern US
- Factors
  - SDL, resilience, age, gender, and program enrolled in
- Instruments: PRO-SDLS, CD- RISC

**Sample**

- N = 70 (21.6% return)
- M_age = 25.06, SD = 5.97; range = 20 – 48
- Gender: 85.7% Women (n = 60)
- 14.3% Men (n = 10)
- Type of Program
  - TBSN n = 28 (40%)
  - ABSN n = 42 (60%)

**Implications for Practice**

From Undergraduate Nursing student to independent RN professional

- ABSN & TBSN students need a range of different teaching methods and styles to reach their maximum potential
- Educators must incorporate facets of self-directed learning & Resilience throughout the nursing program and foster that growth
- In students who are already highly self-directed, educators need to allow them to be self-directed
- Educators need to foster that development.

**Future Directions for Research**

- Broader population of undergraduate nursing students
- Longitudinal design (growth of SDL and resilience) during undergraduate education and into professional practice
- Implementation of SDL & Resilience programming/education programs with analysis of the impact
- Qualitative methodologies

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**Research Questions**

1. **What is the relationship between self-directed learning and resilience among baccalaureate undergraduate nursing students?**
2. **What is the relationship between resilience and the four factors of self-directed learning: Teaching Learning Transaction Components (TL); initiative and control and Learner Characteristics Components (LC); self-efficacy and motivation among baccalaureate undergraduate nursing students?**
3. **Is there a significant difference between SDL and resilience by type of program, TSBN or ABSN**?
4. **Is there a significant difference between age, and sex by type of program, TBSN or ABSN?**

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**An Investigation of the Relationship between Self-directedness in Learning and Resilience Among Undergraduate Nursing Students**

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