

**Title:**

The Experiences of Nurses Returning to School for the Baccalaureate: A Metasynthesis

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**Session Title:**

Academic Progression

**Slot:**

4C: Friday, April 4, 2014: 3:30 PM-4:45 PM

**Scheduled Time:**

3:50 PM

**Keywords:**

Education, Nursing, Baccalaureate, Education, PostRN and Metasynthesis

**References:**

Colaizzi, P.(1978). Psychological research as the phenomenologist views it. In Valle and Kling (eds), Existential Foundations of Psychology. New York: Oxford University Press. Connecticut League for Nursing (2002). Connecticut Articulation Model for Nurse Educational Mobility. Institute of Medicine (2010). The Future of Nursing: Focus on Education. Retrieved from <http://www.iom.edu/~media/Files/Report%20Files/2010/The-Future-of-Nursing/Nursing%20Education%202010%20Brief.pdf>, 9/16/13. National Forum of State Nursing Workforce Centers (2009). Minimum Datasets for Nursing Supply, Demand and Education. Retrieved from <http://www.nursingworkforcecenters.org/Default.aspx> National League for Nursing (2012). NLN Research Priorities in Nursing Education 2012 2015. Retrieved from <http://www.nln.org/researchgrants/researchpriorities.pdf> Niederhauser, V., Macintyre, R., Garner, C., Teel, C., & Murray, T. (2010). Future of nursing. Transformational partnerships in nursing education. Nursing Education Perspectives, 31(6), 353-355. Noblit, G.W. & Hare, R.D. (1988). Meta-ethnography: Synthesizing Qualitative Studies. Newbury Park, CA: Sage. Perfetto, L. (in Press). Facilitating Educational Advancement of RNs to the Baccalaureate: What are they telling us? Nursing Education Perspectives. References for specific studies used in the metasynthesis are available upon request

**Learning Activity:**

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE	TIME ALLOTTED	FACULTY/SP EAKER	TEACHING/LEARNING METHOD	EVALUATION/FEEDBACK
<b>Example</b>  Critique selected definition of the term, "curriculum"	<b>Example</b>  Definitions of "curriculum"  • Course of study	<b>Example</b>  20 minutes	<b>Example</b>  Name, Credentials	<b>Example</b>  Lecture PowerPoint presentation Participant feedback	<b>Example</b>  Group discussion: What does cultural training mean to you?

	<ul style="list-style-type: none"> <li>• Arrangements of instructional materials</li> <li>• The subject matter that is taught</li> <li>• Cultural "training"</li> <li>• Planned engagement of learners</li> </ul>				
Utilize research to describe and expand best practices to support nursing educational advancement	Overview of the Metasynthesis , Facilitating Educational Advancement of RNs to the Baccalaureate : What are they Telling Us?	20 minutes	Linda M. Perfetto MS, RN, CNE, CNOR; PhD student in Nursing, University of Connecticut	Powerpoint illustration of theme schematic Sharing of participant quotes and examples to illustrate themes	Group Q&A and discussion to clarify nature of research method and outcomes; application of the methodology to other research topics

#### Abstract Text:

Aim/Purpose: This metasynthesis assists the interpretation of qualitative research performed to explore the experience of registered nurses who return to school to pursue a baccalaureate degree. Understanding these experiences can assist achievement of the national goal of 80% BSN by 2020. Background As few as 21% of all RNs prepared at the associate or diploma level go on to earn a baccalaureate degree (DHHS, 2010) and experts believe that enhanced academic/clinical partnerships can result in improvement (Niederhauser, et al., 2010; Tanner, 2010).

Methods: The method of Noblit and Hare (1998) was followed to increase understanding of the phenomena.

Results/Findings, Conclusions: Seven overarching themes are presented in the words of the 324 nurses represented by the thirteen qualitative studies in the sample. The experiences of these nurses provide evidence to inform partnerships as they seek to develop effective, efficient and meaningful educational pathways that acknowledge the challenges and needs of these professionals.