

Nurse Educators' Lived Experiences of Student-Centered Teaching in Practice Settings

A Proposed Interpretive Phenomenology

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Background

- ❖ Traditionally, nursing education relied heavily upon teacher-centered curricula with teaching approaches that emphasized rote learning and recitation of a standardized dataset (Arundel & Cioffi, 2005; Candela et al., 2006)
- ❖ The increasing changes and complexities within the health care system in the 21st century have called for a shift to student-centered teaching (SCT) in nursing (Benner et al., 2010; Candela et al., 2006; IOM, 2010; NLN, 2008)
- ❖ SCT refers to a combination of various teaching approaches focused on students' learning and active involvement with the aim to promote their metacognitive skills (Blumberg, 2008)
- ❖ Research widely supports SCT in undergraduate nursing programs in the classroom and laboratory settings but there is limited evidence in the practice settings (Avdal, 2012; Colley, 2012; Tiwari et al., 2006; Tseng et al., 2011; Zavertrnik et al., 2010)
- ❖ The capacity to implement SCT in practice settings rests with the clinical nurse educators (CNEs) (Higgs & McAllister, 2005)



Purpose of the Study

To explore clinical nurse educators' lived experiences of SCT in practice settings

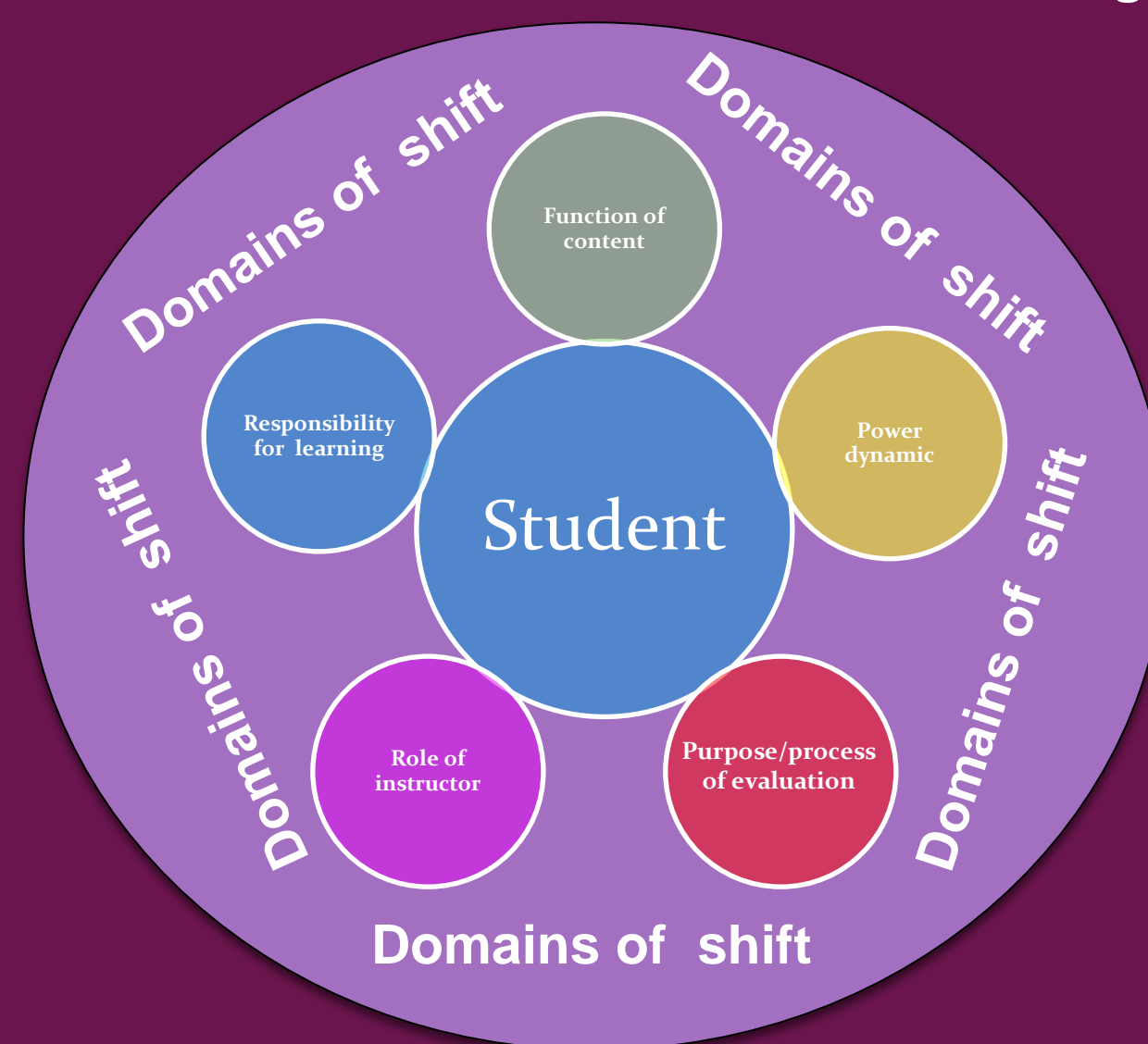
Research Question

What are NCEs' lived experiences of SCT in practice settings?



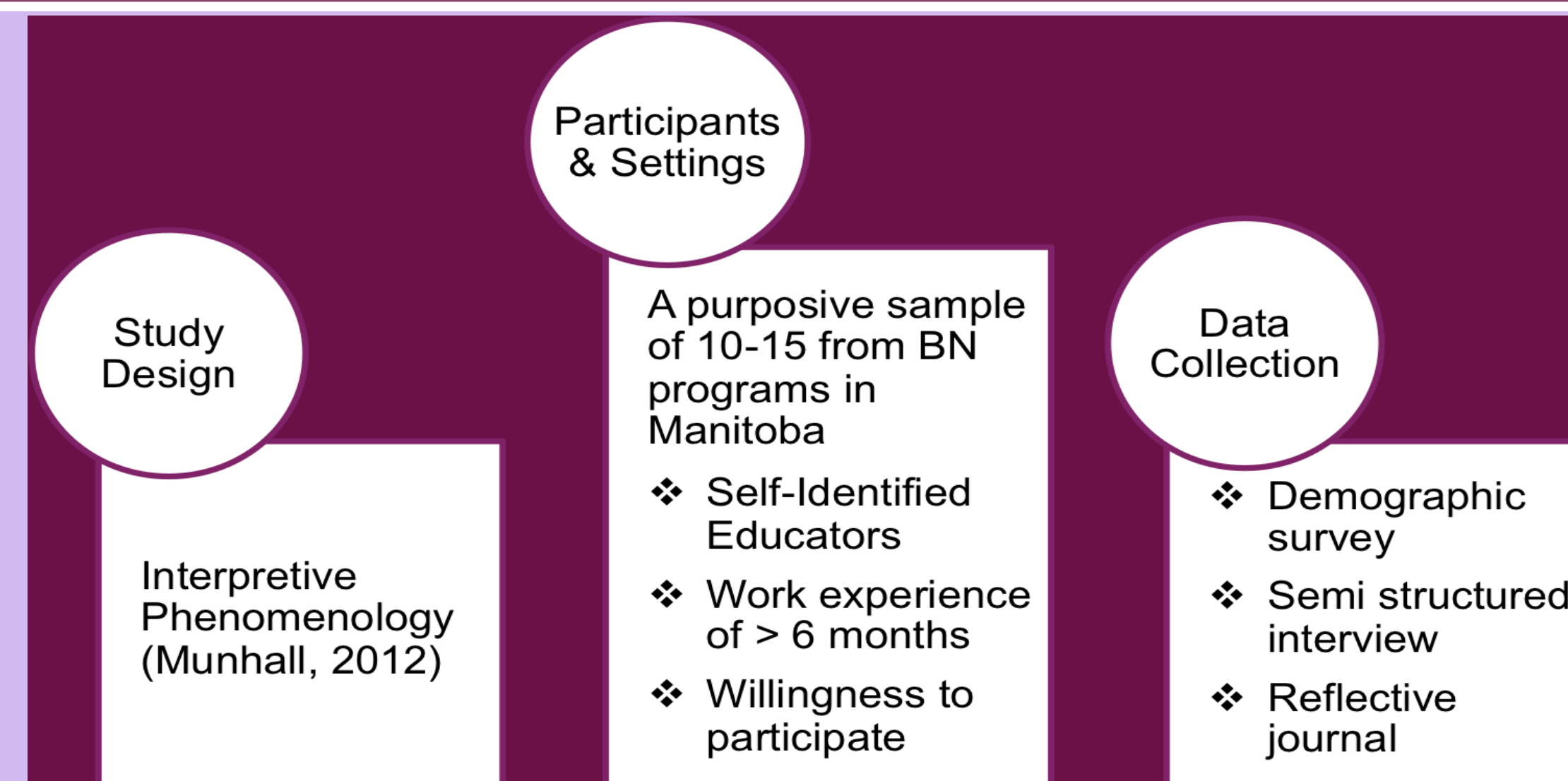
Guiding Framework

Five domains of student-centered teaching



(Weimer, 2013)

Methodology



Data Collection Procedure

- ❖ Face to face semi-structured interview (audio- recorded)
- ❖ Reflective journals (Munhall, 2012)

Data Analysis Plan

- ❖ Demographic data will be summarized and reported in descriptive statistics
- ❖ Transcribed interviews will be analyzed utilizing Hermeneutic Process (van Manen, 2014).

Implications for the Study

- ❖ The demand to incorporate SCT in nursing education has implications for the CNEs therefore, it is important to understand what it is like for them to use SCT in practice settings
- ❖ This study fits with the mission statements of Manitoba's schools of nursing to create innovative, learning environments that foster personal and professional development



Conclusion

- ❖ Findings of the study will contribute to the body of knowledge to inform clinical nursing curricula and pedagogy
- ❖ The proposed study has the potential to unravel individual and organizational factors that impact the implementation of student centered teaching in practice settings

Acknowledgement

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