Informing Andragogy: Voices of Graduates from Accelerated, Second-Degree Programs in Nursing Concerning Faculty Teaching Practices

Mary E. Hanson-Zalot, EdD, MSN, RN, AOCN, CNE
La Salle University

Abstract

This study examined accelerated, second-degree prelicensure baccalaureate graduates’ perceptions of andragogical practices employed by faculty that prepared students best to begin practice as entry level professional nurses. An emic perspective from graduates emerged representing six key themes characterizing their educational experience. Findings may inform teaching practices of faculty working with these veteran learners.

Background

Accelerated, Second-Degree Prelicensure Nursing Programs gained a foothold in colleges and universities across the United States in the 1970s and continue to increase in number. Despite program growth, there is little evidence in the literature exploring these graduates’ perceptions of teaching practices used by faculty that have prepared them best to attain program outcomes and engage in professional nursing practice. This study extends the evidence base for the selection of teaching practices by nurse educators.

Research Questions

In what ways do andragogical practices used by faculty to teach second degree prelicensure students incorporate the students’ prior learning and experience?

What are the perceptions of accelerated, second-degree prelicensure graduates regarding andragogical practices that assisted them best to attain program outcomes once matriculated in their nursing program?

How do andragogical practices used by faculty influence the accelerated second-degree prelicensure graduate’s perception of preparedness to use clinical reasoning as an entry – level professional nurse?

Sampling Method and Procedures

Purposeful sampling with snowball sampling techniques to recruit 24 participants identified as graduates from one of two urban university campuses in the northeast region of the US. Demographic survey administered to describe participants. Face-to-face or telephone interviews conducted.

Data Analysis by Research Question

Themes

Research Question #1:
- Range of Experience and Perception
- The Context of Knowledge

Research Question #2:
- Checking In vs. Checking Out
- It’s Not Just About Strategy: The Influence of Passion and Connection

Research Question #3:
- Practice in Action
- Program Demands as Preparation for Career Demands

Limitations of the Study

Variable participant pool – maximize potential variation at the outset
Memory recall (timing)
Member checking using themes

Implications of Study Findings and Future Work

- Faculty sensitivity to the power of environment and experience for second degree learners
- Design curricula that allow for true transformation
- Continue to establish the evidence base for best teaching practices

Questions?

Works Cited