An Interpretive Phenomenological Analysis of Prelicensure Nursing Students’ Perceptions of Their Learning Environment

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Graduates of nursing programs are expected to possess knowledge and skills to care for complex human beings (Mellor & Gregoric, 2016; Robb, 2016).

Nursing students are required to learn a great deal of knowledge in a short length of time (Benner, Sutphen, Leonard, & Day, 2010).

Nurse educators report numerous challenges to preparing nursing students for their careers (AANC, 2015; Benner et al., 2010).
The Learning Environment

- Learning experiences are important in nursing education (Bastable, 2008).

- Optimal learning environment should be adequately prepared for nursing students to provide positive learning experiences (Kitchie, 2008).

- Learning environment within nursing programs extends beyond the traditional, on-campus classroom setting (Gubrud, 2016).
Conceptual Framework

Invitational Theory:

- The people, places, processes, policies, and programs of a learning environment can influence student learning (Purkey & Novak, 1996).

- Applied to higher education (Seigel, 1992).

- Invitational theory can be effectively applied in the nursing discipline (Finger & Pape, 2002; Pape, 2007; Ripley, 1986; Worthey, 2014).
Conceptual Framework

Excellence in Nursing Education Model:

- Created by the National League for Nursing (2006).
- Eight essential elements:
  1. Student-centered, interactive, and innovative programs and curricula
  2. Recognition of expertise
  3. Clear program standards and hallmarks that raise expectations
  4. Well-prepared faculty
  5. Qualified students
  6. Well-prepared educational administrators
  7. Evidence-based programs and teaching/evaluation methods
  8. Quality and adequate resources (National League for Nursing, 2006)
Purpose of the Study

- Gain a greater understanding of the learning experiences of senior-level, prelicensure nursing students as they learn in a nursing program.
Methodology

- Research Design: Interpretive Phenomenology
- Setting:
  - Nine face-to-face, on-campus interview sessions
  - Three face-to-face interview sessions via electronic means
- Sample:
  - A purposive sample of 12 senior-level, prelicensure nursing students
  - Two BSN programs in the southeastern United States
- Inclusion Criteria
Demographic Information

- Twelve participants enrolled in two BSN programs
- One male and 11 female
- Average age 26 years old
- Ten single, 1 married, and 1 engaged
- Seven received a previous degree and/or certificate
- Eight currently employed in healthcare
Data Analysis

- Coding by Saldaña:
  - Preliminary jottings
  - First cycle coding:
    - Descriptive
    - In vivo
    - Process
  - Second cycle coding:
    - Focused
- Thematic analysis by van Manen (1990)
- Themes and subthemes identified
Themes and Subthemes

Preparing and Learning
- Preparing
- Learning About and From Faculty
- Learning to Learn

Inviting Versus Disinviting
- People
- Places
- Processes and Programs

"Roll with the Punches"
- "Focus What you are Focusing on"
- Taking the Good With the Bad
- "Wasting Time"

The Evaluative Process: "Clicking Through"

Learning Experiences
Implications and Recommendations for Nursing Education

- Preparation for learning experiences
- Understand how students learn
- Minimize distractions in the learning environment
- Faculty behaviors and relationships with students
Implications and Recommendations for Nursing Practice

- Clinical experiences are important in nursing education
- Intentionally inviting learning environment in the clinical setting
- Open communication between the nursing program and clinical setting
Recommendations for Future Research

- Technology in nursing education
- Expectations and behaviors of faculty
- Student perceptions of evaluation
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Invitation for Questions from the Audience


References


