

# **An Interpretive Phenomenological Analysis of Prelicensure Nursing Students' Perceptions of Their Learning Environment**

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# Background

- ▶ **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**



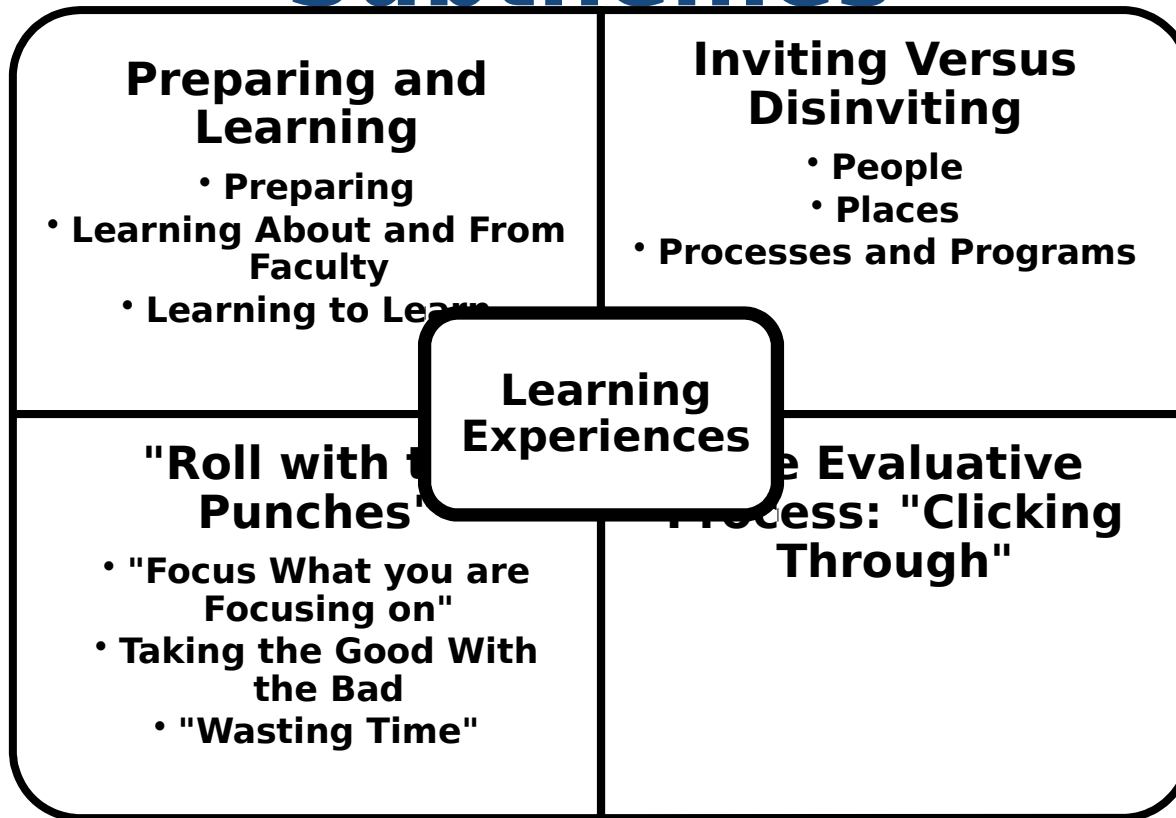
# Demographic Information

- ▶ **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



# **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**



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