

# Perceptions of Accelerated Bachelor of Science in Nursing Program Graduates Regarding Andragogical Practices Employed by Faculty

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## Abstract

This study was designed to examine accelerated, second-degree prelicensure baccalaureate graduates' perceptions of the andragogical practices employed by faculty that prepared students best to begin practice as entry level professional nurses. Through listening to the voices of graduates an emic perspective of the perceptions of the second-degree graduates emerged. Six key themes were identified related to the educational experience.

## Background

Accelerated, post graduate Bachelor of Science in 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?

## Significance of Study

Practice – Education Gap (Benner, 2010)  
Clinical Decision Making Study (Hickey, 2009)  
Drivers of Change

- Patient Protection and Affordable Care Act (2010)
- Future of Nursing Report (IOM, 2011)
- Projected Demand for Nurses (AACN, 2014)
- Creating Learning Environments That Matter

### Cangelosi (2007)

- Faculty need to accelerate their teaching to match the pace of the learner
- Faculty need to relinquish those practices/values steeped in tradition
- Quality clinical experiences need to increase
- Nurse educators need to help students find their voice in nursing

### Walker (2007)

- Second degree learners had stronger preferences than traditional students in 3 areas:
  - Self-directed learning and motivation
  - Classroom structure and trusting that faculty would provide them with “need to know” information
  - Obtaining a grade



## Research Method

Moustakas (1994) Model of Transcendental or Psychological Phenomenology

- Procedural Steps
  - Identification of the Phenomenon for Study
  - Bracketing the Researchers' Experiences
  - Data Collection
  - Generation of both Textural Descriptions of Experiences (**what** was experienced) and Structural Descriptions of Experiences (**how** students experienced the phenomenon)
  - Conveyance of the Essence of the Experience

## Validation and Reliability Strategies

### Validation Measures

- Incorporation of reflexivity (researcher positionality)
- Thick, rich descriptions of the phenomenon
- Member checking of typed transcripts
- Peer review and debriefing exercises

### Reliability Measures

- Use of two digital voice recorders to capture participant responses
- Documentation of field notes and audit trail
- Completion of the consolidated criteria for reporting qualitative research (COREQ) checklist (Tong, Sainsbury, & Craig, 2007)

## Sampling Method and Procedures

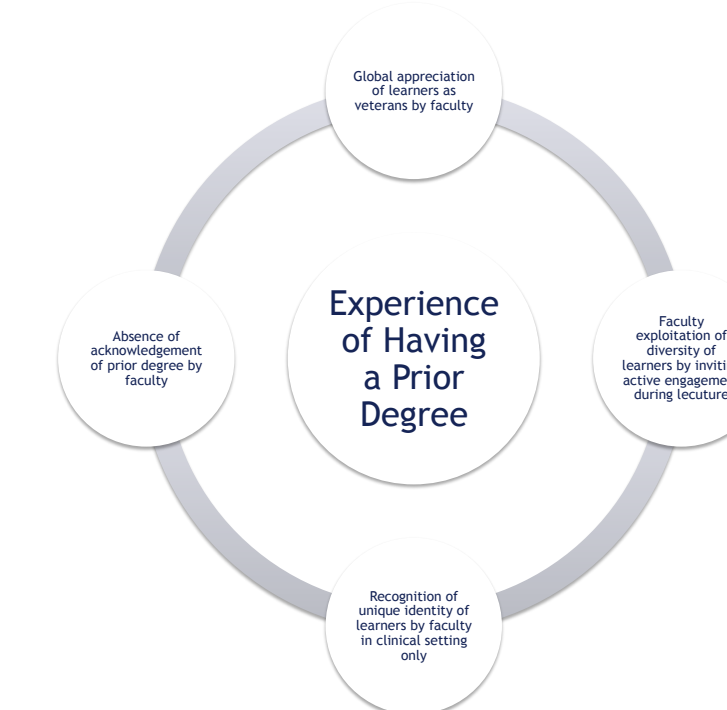
Purposeful sampling with snowball sampling techniques employed to recruit 24 participants identified as graduates from one of two urban university campuses in the Northeast region of the US

Demographic survey administered to describe participants  
Face-to-face or telephone interviews conducted

## Demographic Characteristics of Participants

Variables	n	%
Total Interviews	25	100
Number of Participants Included in Study	24	96
Gender		
Male	12	50
Female	12	50
Ethnicity		
White	20	83.3
Hispanic or Latino	1	4.2
Black or African American	1	4.2
Asian/Pacific Islander	2	8.3
Age Range		
22-25	7	29.2
26-29	6	25
30-34	7	29.2
35-39	3	12.5
40-44	0	0
45-49	0	0
50-54	1	4.4
Setting if Employed as RN		
Acute Care Hospital	18	85.7
Clinic	1	4.8
School or College Health Nurse	1	4.8
Long Term Acute Care	1	4.8
First Bachelor's Degree Concentration		
Science	11	45.8
Non-Science		
Liberal Arts	5	20.8
Education	2	8.5
Business	3	12.5
Other		
MD	1	4.2
Psychology	1	4.2
Philosophy & English Literature	1	4.2
Years Between Earning First Degree And Beginning BSN Degree		
0-2	11	45.8
3-5	6	25
6-8	3	12.5
Over 9	4	16.7

## Sample Concept Map from Analysis of Research Question #1 - Experience of Having a Prior Degree



## 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

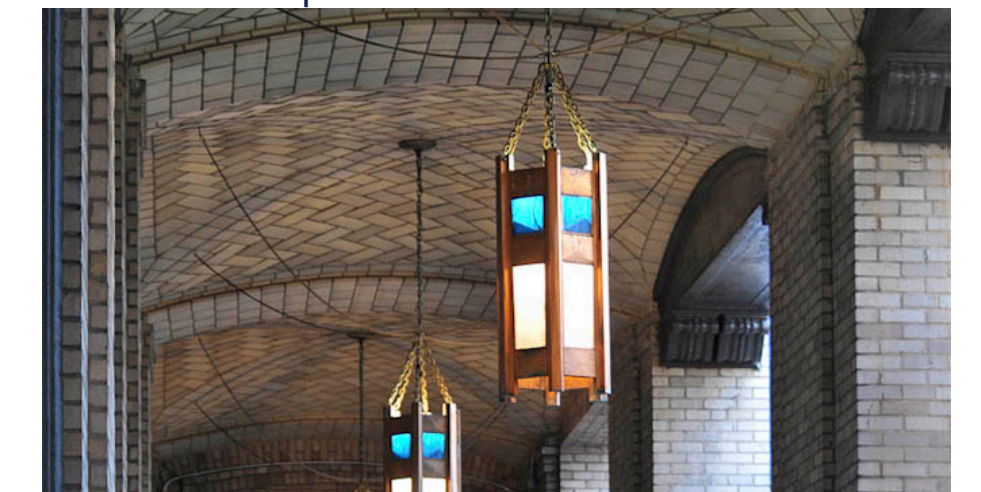
- Variable participant pool – maximize potential variation at the outset
- Memory recall (timing)
- Member checking using themes

## 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
- Consider the type of faculty development needed to design non-traditional modes of teaching and establish atypical metrics of assessment of student learning
- Continue to establish the evidence base for best teaching practices

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