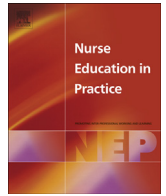




Contents lists available at ScienceDirect

Nurse Education in Practice

journal homepage: www.elsevier.com/nejpr

Original research

The lived experience of registered nurses educated in accelerated second degree bachelor of science in nursing programs: A hermeneutic phenomenological research study

Lisa Hennessy, PhD, RN, NEA-BC

2285 Quitman Dr., Chaparral, NM 88081, United States

ARTICLE INFO

Article history:

Received 19 March 2017

Received in revised form

3 August 2017

Accepted 14 September 2017

ABSTRACT

Accelerated Second Degree Bachelor of Science in Nursing (ASDBSN) programs have proliferated in response to the ongoing and anticipated nursing shortages of the first decades of this century. While a number of studies have reported on the students enrolled in these programs, limited information exists regarding how nurses educated in these programs experience their nursing careers beyond the first two years of practice. This study was undertaken to explore the lived experience of registered nurses educated in an ASDBSN program. Using a hermeneutical phenomenological approach, twelve ASDBSN prepared nurses with greater than 2 years in nursing practice were interviewed with five different ASDBSN programs and seven different communities in the southwest United States represented. The interviews were face to face and occurred in a setting of the participants' choice. A total of 4 themes were identified through the data analysis and a model of ASDBSN nursing practice was developed using the analogy of a river system. The themes included: Headwaters, Tributaries and Turbulence, The Rolling River, and The Delta. The results demonstrated that ASDBSN educated nurses are well socialized in the nursing profession and experience a high degree of job satisfaction and intent to stay in the profession.

© 2017 Elsevier Ltd. All rights reserved.

1. Introduction

Accelerated second degree Bachelor of Science in Nursing (ASDBSN) programs have proliferated in the United States since the nursing workforce shortages of the early 2000's (Allen et al., 2010). Much of what has been reported in the literature regarding ASDBSN programs and students has focused on program development, student characteristics, student experiences, comparisons of ASDBSN students to traditional baccalaureate nursing students, and the new graduate nurse experience of ASDBSN graduates (Cangelosi and Whitt, 2005; Suplee and Glasgow, 2008; Sweeney Rico et al., 2010; Walker et al., 2008). Common to most of these reports is the need for further research involving graduates of ASDBSN programs as they progress in their careers.

A number of reports in the literature describe the students in these programs as emotionally and professionally mature, dedicated, competent, goal oriented, and career progression focused. Despite skepticism regarding their long term commitment to nursing as well as their capacity to engage in successful nursing

practice, these reports illustrate that programs of this nature can and do succeed in recruiting a pool of viable candidates for nursing education, (Brewer et al., 2009; Cangelosi, 2007a, 2007b; Cangelosi and Whitt, 2005; Everett et al., 2013; Fernandez et al., 2012; Mckenna et al., 2015; Raines and Sipes, 2007; Raines, 2009, 2013; Ziehm et al., 2011).

A few studies on ASDBSN graduates' experiences in their initial years in practice are found in the literature (Cangelosi, 2007a; Raines, 2009; Sweeney Rico et al., 2010). The common findings were that the ASDBSN graduates perceived themselves as prepared for practice as beginning registered nurses after having completed an ASDBSN program. Further, the studies found that the participants/subjects were happy in their professional choices. In their opinions, they had settled into the RN role more easily than their traditionally educated counterparts who did not have prior degrees, despite experiencing the same fears and concerns commonly identified in new graduate nurses. They felt that their previous professional experiences had contributed to their successful transition to nursing practice. Only two publications which addressed their nursing experience after the first 2 years of their careers were noted (Raines, 2013; Schwartz et al., 2015).

E-mail address: Hennessy_l@msn.com.<http://dx.doi.org/10.1016/j.nepr.2017.09.010>

1471-5953/© 2017 Elsevier Ltd. All rights reserved.

This article reports on a hermeneutic interpretive phenomenological study of the lived experience of ASDBSN prepared nurses with 2–7 years of experience in the profession and a minimum of 2 years in their pre-nursing careers. This time frame was chosen based on Benner's (1984) theory of nursing, *From Novice to Expert: Excellence and Power in Nursing Practice* as this is the time frame which equates to achievement of the competent to proficient domains of the theory. According to Benner's theory, the competent and proficient nurse is no longer bound by the worries, stresses, and rigidity that accompany the earlier stages of professional development. They are able to act both consciously and unconsciously in the delivery of patient care and they draw and their experiences to view clinical and professional situations. This experiential depth is assumed to include the participant's pre-nursing careers.

The guiding ontological framework for this study was phenomenology. Phenomenology offers nursing research a venue in which experiential context supplies the background for understanding the lived experience. More specifically, Heideggerian phenomenology provides a means to study the human experience of being, and to understand the personal meaning derived from that experience. Based on this philosophical stance, Patricia Benner (1994) developed her phenomenological research approach and labeled it the Interpretive Phenomenological Method. In this model, the words hermeneutical and interpretive are used interchangeably.

Interpretive phenomenology recognizes that the phenomena associated with knowledge, experiences, concerns, and perceptions are embedded in the social interactive fabric of human society and that they can be uncovered and brought to consciousness through the process of narrative description and personal story-telling. Thus, this methodological approach supports the stance that theoretical and logical understanding of these phenomena is insufficient in explaining them. Rather, they must be placed and explored within the situational context of the lived experience. Further, when the lived experiences of multiple voices are combined, a description of those voices, taken as a whole, can be articulated through the development of a paradigm case which includes stated assumptions that describe the combined experience of the group.

Given that the purpose of this study was to gain understanding about the lived experience of ASDBSN prepared nurses, this approach provided the most appropriate philosophical and methodological foundation for this project. The dominant themes discovered in the study, based on the experiences articulated by the nurses who participated in the study, are presented.

2. Methodology

The research question that guided this study was: What is the lived experience of ASDBSN prepared nurses engaged in professional nursing practice? An interpretive or hermeneutic phenomenological approach was utilized as the conceptual design for this study. According to Speziale and Carpenter (2007), Benner (1994), and Cohen et al. (2000), this methodology is appropriate when the desired outcome of a research study is to explore the relationships and meanings that exist within the context of a lived experience. This research was conducted by a single researcher who, at the time of the research, was the Director of an ASDBSN program. Having taught in the program for several years she was able to clearly articulate her biases, chief among them a belief that programs of this type represented a viable alternate entry for those persons seeking a second career in nursing.

The population for this study was ASDBSN prepared nurses. After obtaining permission to proceed from the university

Institutional Review Board which reviewed the study proposal for ethical and human rights compliance, a purposive sample was sought to participate in the study. Inclusion criteria were graduation from an ASDBSN program at least 2–7 years prior to participating in the study, at least 2 years of full time employment in the capacity of a registered nurse, and work experience in a professional capacity related to their first degree for a period of at least two years before entering the ASDBSN program. Exclusion criteria were a history of immediate enrollment in an ASDBSN program following graduation from a non-nursing degree program, and graduation from the ASDBSN program with which the researcher was associated.

Two sampling approaches were deployed to locate potential participants for the study. The first was distribution of a participation solicitation flyer to schools of nursing with ASDBSN programs in the southwest region of the United States and to the gatekeepers (Seidman, 2006), which in this case were the nursing administrators in clinical agencies in the same region who might employ graduates of ASDBSN programs. The second sampling strategy was that of snowballing or networking (Polit and Beck, 2008) wherein participants who have already agreed to participate in a study to personally contact other persons who were members of the same population. The strategy of contacted faculty gatekeepers from regional ASDBSN programs proved to be the most successful, with 20 potential participants being identified.

Each potential participant was initially contacted by telephone or email, the study was explained, and they were assessed for the inclusion and exclusion criteria. They were advised that the researcher would travel to their location, that the data collection interviews would occur in locations of their choosing, and that the interviews would be digitally recorded for later transcription and analysis. Face to face interviews were then scheduled.

During the face to face interviews, and after obtaining informed consent, each interview commenced with the question "Thank you for agreeing to participate in this study. We are here to talk about your experience as a registered nurse. Please tell me how you came to nursing." As the interviews proceeded, a question was posed to the effect of: "You've been a nurse for X years now. Would you please describe your experience as a nurse who graduated from an ASDBSN program?" Pursuant to the participants' stories of being a nurse, several other questions were asked, depending on how the participants' described their experiences as nurses. These questions were similar to: "Tell me a story about a recent memorable event from your practice.", "Describe a typical day for you as a nurse.", and "Tell me a story about what happens when a day is not typical." In order to explore how the participants' previous careers may or may not have influenced their nursing career, the following question was posed: "Tell me a story about how your life outside of nursing influences your current nursing practice." Interviews were closed with the question "Is there anything you would like to add in relation to your experiences as an ASD-BSN prepared nurse?"

Consistent with the hermeneutic phenomenological methodology, other than the opening question the questions were not numbered or asked at predetermined points in the interview. Instead, they were woven into the conversation in a manner which encouraged the participants to reflect upon their experiences of being ASDBSN prepared nurses. The interviews lasted 90–120 min each.

Following each interview the researcher recorded notes of her personal observations and any non-verbal cues or behaviors by the participants, as well as any preliminary understandings, in a reflexive journal. The recordings were transcribed by the researcher and then iteratively read with the aim of identifying common words, thoughts, and ideas. This data collection continued until the researcher determined that saturation of the data had occurred

Download English Version:

<https://daneshyari.com/en/article/6846422>

Download Persian Version:

<https://daneshyari.com/article/6846422>

[Daneshyari.com](https://daneshyari.com)