

33rd Euro Nursing & Medicare Summit

October 08-10, 2018 | Edinburgh, Scotland

Non-tradition nursing students enrolled in a baccalaureate nursing program: A phenomenological study

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Nurses impact almost every patient receiving healthcare, yet there is a global nursing shortage which stifles the capability of providing safe and effective healthcare. Successful recruitment and retention of traditional and non-traditional pre-licensure nursing students is vital to address this global deficit. The purpose of this qualitative, phenomenological inquiry is to explore the lived experience of non-traditional student nurses who have successfully graduated from a generic baccalaureate nursing program. This qualitative inquiry is guided by Moustakas' transcendental phenomenology, using a descriptive and heuristic approach. In-depth interviews using open-ended questions guide data collection. Data analysis followed Moustakas' methodology. From the analysis of the data, challenging, autonomy with its sub-theme altruism, supporting and transforming with the sub-theme of motivation, emerged as the themes from the lived experience of non-traditional nursing students who had successfully graduated from a baccalaureate nursing program. The findings were linked to the concepts of the self-determination theory. Nursing faculty, healthcare administrators and policy-makers should recognize and actively pursue educational supports that will facilitate the learning needs of a non-traditional nursing student.

Biography

Patricia Clayton-LeVasseur has completed her PhD at Barry University and has over 20 years of nursing experience. Currently, she is an Assistant Professor at Adventist University of Health Sciences and Director of Education for First Choice Telehealth. She has published several articles in peer-reviewed journals and is the Board Member of the Sigma Theta Tau International.

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