

Excellence in Nursing Education: National Study informs Innovation in Teaching and Learning

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Topic: Academic Nursing: Excellence & Innovation

Category: Research Project

Abstract

Background/Introduction

The NCSBN led a national study on the impact of the COVID-19 pandemic in nursing education. The research had 4 phases and the focus of this presentation will be the qualitative analysis of the study (phase 4) and will provide a summary of the overall results and how these results can inform the landscape of teaching nursing for the future.

Purpose

The overall purpose of the NCSBN study was “to assess the impact of institutional, academic, and demographic characteristics on prelicensure nursing students’ academic, initial postgraduation, and early career outcomes during the COVID-19 pandemic.” The qualitative research question was: “What was the experience of faculty, students, and administrators in nursing education during the COVID-19 pandemic?”

Methods or Processes/Procedures

The qualitative portion incorporated a hermeneutic phenomenological approach. A five set approach was used to analyze the results.

Results

The presentation will include the themes (1) humanness of nursing education, (2) fostering salience through turmoil, and (3) new horizons for healthcare. Participants challenged assumptions about nursing education during the pandemic and discovered new ways to teach. When participants were faced with challenges of the pandemic, a calculative / ordered approach was often used as a way to embrace a systematic approach. This checklist-like approach was a way to get things done rather than encouraging thinking or making connections leading to a new understanding about what was important in nursing education.

Limitations

Generalizability may be limited as the purposive sample was not randomized to the general population. During the interviews, some participants communicated less and others were very verbal which may have limited all voices being heard.

Conclusions/Implications for Practice

Through trying to create organization and checklist type approaches, it was recognized how this may impede progression of student learning and thinking through situations. The value of hybrid modes of learning and the usefulness of debriefing was recognized when effectively delivered.

Biography

I began my journey in nursing education in 2005 and realized the importance of educating future nurses for current practice, which includes initiatives to expand top of licensure practice in primary care settings. I am committed to advancing the science of evidence-based teaching and learning in nursing education and recently completed a national study related to COVID-19 and pre-licensure education. My service and scholarship includes work with underserved populations, curricular development, and student engagement. I have presented work related to these endeavors nationally and internationally. I was recently awarded a HRSA grant for expansion of LPN to BSN track.

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