The Faculty Voice:
Teaching in Accelerated Second Baccalaureate Degree (ASBSN) Nursing Programs

College of Nursing and Health Sciences
University of Wisconsin – Eau Claire
Eau Claire, WI; USA
The Research Team

• ASBSN experience at UW – Eau Claire

• Collaboration teaching, research, writing & presentations
Background

• Growing number of ASBSN programs require an examination of teaching approaches

• Component of a larger study
Purpose

Faculty describe their teaching strategies & advise new ASBSN faculty

- Comparisons with approaches used with traditional nursing students
- Preferred strategies & ability to use them
- Ways strategies have changed
- Strategies that promote professional formation & integrate first degree
- Advice for new ASBSN faculty
Literature Review
Literature Review

A. Scope of early research

• Single setting studies

• Student & program characteristics

• Orientation for faculty new to nursing education
B. Student-centered focus influences teaching

• Support students & appreciate them as adult learners
  (Rico, et al., 2010)

• Show caring & sensitivity (Cangelosi, 2007)

• Students help faculty revise teaching (Robert, Pomarico, & Nolan, 2011)

• Collaborate with students
  (Hegge & Hallman, 2008; Brandt, Boellaard, & Zorn, 2012)

Yet … cannot treat ASBSN students as special students
  (Cangelosi, 2007; Hegge & Hallman, 2008; Lockwood, Walker, & Tilley, 2009)
C. Specific teaching strategies for ASBSN students

• Design meaningful assignments
  (Cangelosi, 2007; DeSimone, 2006; Hegge & Hallman, 2008; Hamner & Bentley, 2007; Lockwood, et al., 2009)

• Use technology to expand teaching
  (Boellaard, Brandt, Johnson, & Zorn, 2014; Hegge & Hallman, 2008; Piscotty, Grobbel, & Tzeng, 2011; Teeley, 2007; Wilt & King, 2012)

• Integrate nursing with the humanities
  (Frei, Alvarez, & Alexander, 2010; Pellico, Friedlander, & Fennie, 2009)
D. Extensive literature about orienting faculty new to nursing education

- Faculty orientation model (Suplee & Gardner, 2009)
- Faculty orientation programs (Baker, 2010; Barksdale, et al., 2011)
- Faculty socialization (Becker, 2013; Hessler & Ritchie, 2006)

Yet … no literature was found about orienting faculty new to ASBSN education
This study extends the growing ASBSN nursing education literature

• Depth & breadth
  Describes factors related to teaching approaches or strategies, achieving learning outcomes, and orienting new ASBSN faculty

• Sample
  Large faculty sample, multiple ASBSN programs, sizeable geographic region
Accelerated Second Baccalaureate Degree BSN Faculty Experiences Survey (AFES)

- Designed for this study
- 22 demographic/descriptive items
- 10 open-ended items in four domains
  1. Experience of Teaching (3 items)
  2. Teaching Approach (4 items)
  3. Facilitating Students’ Professional Development (2 items)
  4. Advice for New ASBSN Faculty (1 item)
- Initial content validity established
- UW – Eau Claire IRB study approval obtained
- AFES piloted
Sample

• Random selection of 25 schools of nursing with ASBSN programs

• 11 Midwestern states in the US

• All nursing faculty, academic staff, and administrators listed on the web (N = 986) emailed invitation and survey via Qualtrics® in Spring 2011
Analysis

- Demographic items analyzed using descriptive statistics

- Data from the 7 open-ended items in Domains 2, 3, and 4 presented today

- 129 completed surveys met inclusion criteria

- Numbers of respondents to each item varied
• Data transferred from Qualtrics® to an Excel® spreadsheet, cleaned & imported into NVivo 9®

• Data explored and coded using tools and functions in NVivo 9®

• Aiming for consensus, all three researchers collaborated to
  • Review coded data
  • Identify themes

• Themes were established if 10% or more of the respondents to an item provided comments that were coded as the same Node
## Demographics

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Frequency (Percent)</th>
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<tbody>
<tr>
<td><strong>Age</strong></td>
<td></td>
</tr>
<tr>
<td>Less than 50 years old</td>
<td>31 (24%)</td>
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<tr>
<td>50-59 years old</td>
<td>65 (50%)</td>
</tr>
<tr>
<td>60 years and older</td>
<td>33 (26%)</td>
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<tr>
<td><strong>Gender</strong></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>7 (5%)</td>
</tr>
<tr>
<td>Female</td>
<td>120 (93%)</td>
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<table>
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<tr>
<th>Characteristic</th>
<th>Frequency (Percent)</th>
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<tr>
<td><strong>Race</strong></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>1 (1%)</td>
</tr>
<tr>
<td>Black</td>
<td>1 (1%)</td>
</tr>
<tr>
<td>Caucasian</td>
<td>123 (95%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1 (1%)</td>
</tr>
<tr>
<td>Native American</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Other</td>
<td>2 (2%)</td>
</tr>
<tr>
<td>Characteristic</td>
<td>Frequency (Percent)</td>
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<td>----------------------------------------</td>
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<tr>
<td><strong>Length of Time as Nursing Faculty</strong></td>
<td></td>
</tr>
<tr>
<td>10 years or less</td>
<td>60 (46%)</td>
</tr>
<tr>
<td>11-20 years</td>
<td>27 (21%)</td>
</tr>
<tr>
<td>21 years or more</td>
<td>42 (32%)</td>
</tr>
<tr>
<td><strong>Length of Time teaching in ASBSN Program</strong></td>
<td></td>
</tr>
<tr>
<td>10 years or less</td>
<td>118 (92%)</td>
</tr>
<tr>
<td>11-20 years</td>
<td>10 (8%)</td>
</tr>
<tr>
<td>20 years or more</td>
<td>0 (0%)</td>
</tr>
</tbody>
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Similarities and Differences in Teaching Experiences in ASBSN and Traditional BSN Programs

Respondents n = 80
Themes (Respondents)

Program Similarity
- Content and Courses (12)

Program Difference
- Pace (10)

Student Similarity
- Knowledge of Nursing (9)

Student Differences
- Maturity (18)
- Life Experiences (12)
- Learning Behaviors (12)
- Commitment (13)
- Motivation (20)
- Outside Activities (12)
Program Similarity
Content and Courses (12)

Student Similarity
Knowledge of Nursing (9)
Preferred Teaching Approaches with ASBSN Students

Respondents n = 104
Themes (Respondents)

• Appreciate the Adult Learner with Previous Experiences (10)

• Collaborate with a Prepared and Actively-Engaged Student (22)

• Integrate Lecture, Discussion, Case Studies, Experiential Learning, and Small Group Activities (61)

• Embrace Technology to Enhance Teaching and Learning (14)
Extent Faculty Are Able to Practice Preferred Approaches

Respondents who used quantifiable term n = 69
• Always
  • \( n = 38 \) (55%)

• Most of the Time
  • \( n = 24 \) (35%)

• Minimally
  • \( n = 7 \) (10%)
Change in Teaching Approaches Throughout ASBSN Education Experience

Respondents n = 93
Themes (Respondents)

- No Change (16)
- Incorporated More Technology (12)
- Increased Student Engagement (21)
Teaching Approaches that Promote Socialization and Professional Formation of ASBSN Students

Respondents n = 86
Themes (Respondents)

• Role Model Professional Nursing (11)

• Connect Students with Structured Professional Activities (12)

• Facilitate Interactive Student Discussions (12)

• Integrate Group Work (25)

• Support a Relationship-Based Group Identity (25)
Teaching Approaches that Integrate Students’ First Degree

Respondents n = 86
Themes (Respondents)

• I Don’t or I Don’t Because (14)

• I Do and Let Me Tell You How (39)
Additional Observations About ASBSN Teaching Experience

Respondents n = 36
Theme (Respondents)

• I Like It, I Love It, I Enjoy the Challenge Of It (11)

“Teaching ABSN is some of the most gratifying work I’ve ever done.”

“…be prepared to live it 24-7-365…You either love it or hate it. I happen to love it.”
Advice for New ASBSN Faculty

Respondents n = 93
Themes (Respondents)

• Be Available, Flexible, Open-minded, and Patient (23)

• Uphold Early-established Expectations and Rigorous Academic Standards (21)

• Plan for Program Intensity that Stresses Students and Faculty (12)

• Be Prepared for Challenging Questions: Know Your Material and Be Organized (19)

• Integrate Students’ Diversity into Teaching and Learning (31)

• Adapt Content and Teaching Strategies to Align With Student and Program Characteristics (24)
• Consistency with first component of this study
  • motivation and engagement in learning
  • challenges of a fast paced program

• Perception that ASBSN is inequitable to traditional
  • Content and Courses
  • Program equality implications

• Implications of Knowledge of Nursing similarity

• Integration of first degree
• Level of preparedness may encourage use of teaching approaches that require more student participation

• Preferred teaching approach usage is heartening and may be helpful in recruiting new faculty

• Reported change in teaching approach similar to what is seen in higher education. However, to what might the “no change” responses be attributed?
  • Tool
  • Experience
  • Evaluation methods

• Importance of socialization and professional formation

• Importance of students’ socializing and forming a group identity
• Advice for new faculty

• Empowerment and notion of thriving rather than surviving

• Similarity of themes between last two items on AFES

• Majority (52%) of respondents supported one or both
  • Integrate Students’ Diversity into Teaching and Learning
  • Adapt Content and Teaching Strategies to Align with Student and Program Characteristics
New Faculty Orientation Model
Suplee & Gardner (2009)

- Plan for Program Intensity that Stresses Students and Faculty
- Be Available, Flexible, Open-minded, and Patient
- Integrate Students’ Diversity into Teaching and Learning
- Uphold Early-established Expectations and Rigorous Academic Standards
- Be Prepared for Challenging Questions: Know your Material and Be Organized
- Adapt Content and Teaching Strategies to Align with Student & Program Characteristics
Limitations

• AFES designed for this study and only initial content validity was established.

• Item wording on AFES
  • Socialization, approach, strategies

• Inability to calculate survey response rate of people who met the inclusion criteria
Further Research

• Determine the effectiveness of specific teaching strategies used with ASBSN students?

• What is the relationship between teaching effectiveness and competent ASBSN graduates who become leaders in nursing?

• To what extent are teaching effectiveness assessment methods valid and helpful to new and veteran faculty?

• To what extent do ASBSN education issues as they pertain to faculty recruitment and retention?
Conclusion

• Consistency between themes across items

• Appreciate the Adult Learner with Previous Experiences and Life Experiences

• Plan for Program Intensity that Stresses Students and Faculty and “Too Much Work, Too Little Time for Students and Faculty” (Brandt, Boellaard, Zorn, 2013)
Acknowledgements

• Delta Phi Chapter, Sigma Theta Tau, International
• UW-Eau Claire, Office of Research and Sponsored Programs
• UW-Eau Claire Colleagues
  • Julia Lehman Caldwell
  • Cindy Albert
  • Karen Maddox
  • Teresa Loftsgaarden
  • Deidra Rykal
References


References