Socialization into the Nursing Role: The Lived Experience of BScN Basic - Accelerated Stream Nursing Students

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Introduction

- **Accelerated nursing programs**
  - Targeted to students who enter with a baccalaureate or higher degree in a field other than nursing.
  - Increased in popularity

- **Literature is limited.**
  - Includes students’ experiences with socialization into the nursing role.

- **Socialization**
  - Process through which professional norms, values and skills are acquired.
  - Occurs through student interaction with faculty members, classes and seminars, and by the experience of practicing nursing
  - Process is poorly understood.
Research Question

- What is the essential essence that describes socialization into the nursing role for nursing students enrolled in an accelerated undergraduate nursing program?
Objectives:

1. To describe the experience of socialization into the nursing role for students enrolled in an accelerated nursing program;

2. To reduce these experiences into a narrative account and reveal the essential structure of these experiences;

3. To understand these experiences in light of supports within the clinical and classroom environments that may be required to promote confidence as socialization into a professional role of nursing occurs.
Research Design

- Qualitative design
- Descriptive phenomenology
  - Involves the direct exploration, analysis, and description of a particular phenomenon
  - Explore the experience of the BScN basic accelerated stream undergraduate nursing students’ socialization into the nursing role.
  - Stimulate our perception of a lived experience while emphasizing the richness, breadth and depth of those experiences.
Sampling

- Participants:
  - Undergraduate nursing students at McMaster University School of Nursing
  - Enrolled in the BScN Basic - Accelerated Stream
  - Completed their first year of the program
  - Successfully completed their third year clinical courses.
  - 8 to 10 participants
Data Collection

- Concurrent data collection and analysis
- Primary method: in-depth individual interviews
  - Series of open ended questions
  - Participants encouraged to speak until they have exhausted their thoughts on the topic of discussion
  - Tape recorded and transcribed verbatim.
  - Length of the interviews will vary from 45 to 60 minutes.
- Re-interviewing
  - As necessary to fully expand participants’ descriptions of the phenomenon.
Data Analysis/Interpretation

- Participants’ description of their experience collected.
- Each transcript read to acquire a “Sense of Each Transcript”.
- “Significant Statements” from each transcript extracted.
- Meaning of each significant statement spelled out (“Formulation of Meanings”).
Data Analysis/Interpretation

- Meanings organized into clusters of themes.
- Results integrated into an exhaustive description of the phenomenon, presented as a narrative account.
- Member checking
  - The narrative account shared with participants
  - Ensures that the description of the phenomenon reflects their experience.
- Exhaustive experience will be reduced to an essential structure.
Approval

- UNEC – July 16, 2008
- Hamilton Health Sciences/McMaster Health Sciences Research Ethics Board – August 11, 2008