

GRADUATE NURSING EDUCATION: REFORMING PERSPECTIVES THROUGH THE LENS OF TRANSFORMATIVE LEARNING

AUM



AUBURN UNIVERSITY

Francine Parker, EdD., RN, CNE
Arlene Morris, EdD., RN, CNE
Debbie Faulk, PhD., RN, CNE
Auburn University
Auburn University Montgomery

OUTCOMES


The participant will be able to:

- 1. Articulate factors that impact knowledge and attitudinal changes in graduate nursing students.**
- 2. Apply research findings and strategies that may enhance graduate student progression through Mezirow's stages of perspective transformation.**


MEZIROW'S PHASES OF TRANSFORMATION

1. **A disorienting dilemma**
2. **Self-examination with feelings of guilt or shame, sometimes turning to religion for support**
3. **A critical assessment of assumptions**
4. **Recognition that one's discontent and the process of transformation are shared and others have negotiated a similar change**
5. **Exploration of options for new roles, relationships, and actions**
6. **Planning a course of action**
7. **Acquiring knowledge and skills for implementing one's plans**
8. **Provisionally trying out new roles**
9. **Renegotiating relationships and negotiating new relationships**
10. **Building competence and self-confidence in new roles and relationships**
11. **A reintegration into one's life on the basis of conditions dictated by one's new perspective**

STUDY DESIGN AND METHODS


- IRB approval obtained
 - Descriptive, qualitative design
 - Snowball sampling
 - Telephone or face-to-face semi-structured tape recorded interviews
 - Demographic survey
- 

DATA ANALYSIS

- Summative content analysis
 - Internal consistency through separate then comparison analysis
 - Theme identification
 - Inferential statistics (demographic composition of sample)
- 

RESULTS

Themes of **general changes** as a result of MSN education:

- Professional growth
 - Increased self-confidence
 - Advocacy for quality person-centered care
 - Awakening to the broader role of the nurse in healthcare systems
 - Development of unique expertise that resulted in greater respect from others
- 


RESULTS, CONT.

Themes of **practice changes** as a result of MSN education:

- Increased skill in:
 - Problem solving
 - Critical thinking
 - EBP skills
- Commitment to a holistic approach
- Cultural awareness
- Advocacy for quality care
- More reflective practice
- Greater skill in using technology
- Linking organizational policies to practice parameters

RESULTS, CONT...

Themes related to **attitude changes** as a result of MSN Education:

- Recognition and valuing role as change agent
 - Awareness and development of political acumen
 - Confidence in using technology in practice
 - Increased importance of critiquing research for applicability
- 

RESULTS, CONT...

Description of Experiences within the Phases of Perspective Transformation:

Phase 1

- Role conflict
- Fear of failure
- Profound awareness of importance of cultural impact on quality care

Phase 2

- Guilt regarding time, perception of self-centeredness
- Use of spiritual supports

Phase 3

- Prior assumptions regarding roles were questioned



RESULTS, CONT...

Phase 4

- Identified shared difficulties and internal motivators for learning

Phase 5

- Changed relationships and actions with healthcare team and patients

Phase 6

- Planning shifted from coping during the program to client care or career options

Phase 7

- Graduate education was intellectually stimulating



RESULTS CONT...

Phase 8

- Dissonance occurred from increased responsibility

Phase 9

- Renegotiation of relationship with colleagues

Phase 10

- Increased confidence and competency

Phase 11

- Attitude change seen as transformation; education was key to the personal and professional changes



CONCLUSION

Awareness of progression through Mezirow's Phases of Perspective Transformation in nursing education can allow educators at BSN and MSN levels to support learner progression.



DISCUSSION

Comments/Questions?

Thank you for your participation!



CONTACT INFORMATION

Dr. Francine Parker – parkefm@auburn.edu

Dr. Arlene Morris – amorris@aum.edu

Dr. Debbie Faulk – dfaulk@aum.edu



AUBURN UNIVERSITY

AUM