The background of the slide is a photograph of the Golden Gate Bridge in San Francisco, viewed from a low angle looking up at the bridge's towers and suspension cables. The bridge is a reddish-orange color, and the water below is a deep blue. The sky is a pale blue with some light clouds. The entire slide is framed by a decorative border with ornate corner pieces.

Teacher-Learner Connection: Nursing Students' Perceptions of Contributory Educational Interactions in Associate Degree Practice Experiences



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Learning Objectives



- Identify contributory educational and invitational learning interactions.
- Describe invitational behaviors within a nursing practice experiences.
- Compare and contrast inviting and non-inviting interactions.
- Integrate contributory educational interactions and invitational learning within nursing practice experiences.

Introduction



Contributory Educational Interactions (CEIs)

- Communication in Educational Setting
- Student Identifies as Relevant to Learning *and*
- Individual Transformation from Student Nurse to Professional RN

Invitational Interactions

- Supportive
- Humanistic
- Positive Communication

Background



“Experiential learning in any setting where health care is delivered or health is influenced .

. .” (AACN, 2012, p. 4)

Teaching “*in the rain*” (Purkey & Novak, 1996, p. 85)

Engaging in and evaluating clinical performance provide students a method of critical reflection concerning their future nursing role (Billings & Halstead, 2009).

Review of Literature

Teacher-Learner Connection



Together, Transformative, & Transpersonal

- *Being in This Thing Together* (Purkey & Novak, 1996)
- *Persuasive Climate of Support* (Miller, Harbor, & Byrne, 1990)
- *Uplifting Human Potential* (Purkey & Novak, 1996)
- “A special kind of human relationship – a connection/union with another person, a high regard for the whole person and their being-in-the-world” (Watson, 2012, p. 81).

Hermeneutics



Interpretive Analysis

- “The power to grasp one’s own possibilities for being in the world in certain ways” (van Manen, 1990, p. 180).
- Understanding everything that can be recognized through the language of being (Gadamer, 1967/1976).
- Continual reflective process of exploration and understanding distinctively separate from scientific logical expression.

Conceptual Framework

Invitational Theory

Human Caring Theory



- Trust
- Respect
- Optimism
- Intentionality

Based on the fundamental principle that states all humans possess unlimited potential (Novak, 1984, 1996; Purkey, 1978, 1988; Purkey & Stanley, 1994; Purkey & Strahan, 1995).

- Transpersonal Caring
- Human-to-Human Connection
- Shared Experience

A human activity . . . [which] passes on to others feelings he or she has lived through, realized, or learned (Watson, 2012, p. 81).

Purpose



The purpose of this interpretive phenomenological study was to enhance understanding of associate of science in nursing (ASN) students' perceptions of the teacher-learner connection and contributory educational interactions within practice experiences.

Methodology



Design: Interpretive Phenomenology

Setting: Face-to-face interviews with recent ASN graduates from an accredited nursing education program located in the southeastern US

Sample: Purposive sample of 11 recent ASN graduates

Data Gathering



- Participants signed informed consent form
- Demographic data collected
- Semi-structured, face-to-face interviews
- Interviews audio-taped
- Transcribed verbatim by transcriptionist

Data Processing



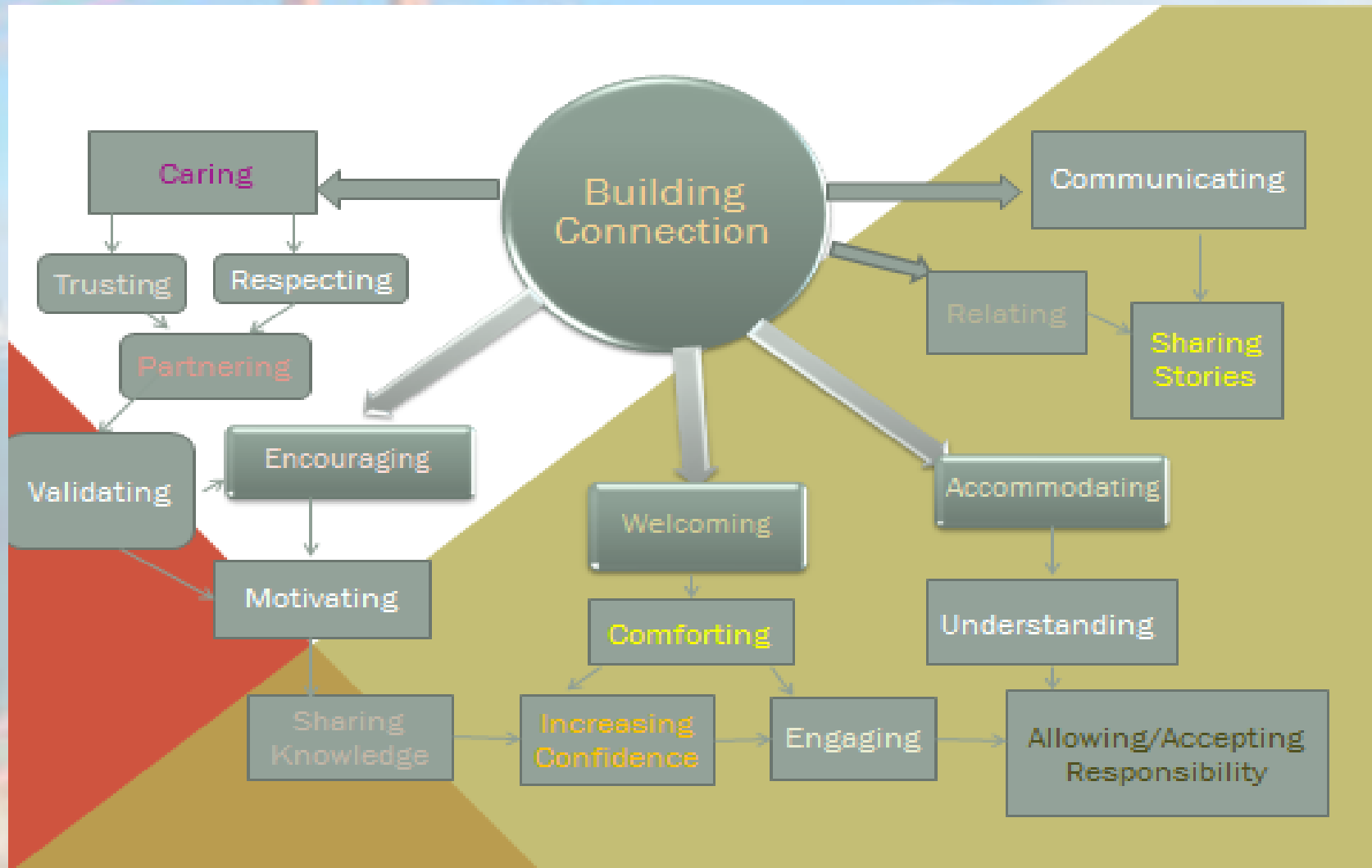
- Transcribed data
- Computer assisted processing (MAXQDA)
- Weekly data back-up
- Data protection, locked storage, security code
- Weekly updates on data processing procedures provided to committee chair

Data Analysis



- Field Notes
- Computer Assisted (MAXQDA)
- Coding Cycles
 - First Cycle- *In Vivo* and *Emotion*
 - Second Cycle- *Focused*
- Thematic Analysis (van Manen, 1990)
 - Working Image

Working Image



Themes & Subthemes



Building Connection

Inviting
Professional Partnering/
Engagement
Trusting

"Suffering through it"

Discouraging
Contradicting
Missed
Learning
Opportunities

Reinforced Learning

Role Modeling
Improving
Confidence/
Validating
Encouraging
Critical Thinking

"Going through the motions"

Powerless
Disengaging
Avoiding



Building Connection

Implications and Recommendations for Nursing Education



Implications

- Improve Learning Outcomes
- Support Student Learning
- Promote Successful Transformation to RN
- Formation of Essential Connections

Recommendations

- Address Relationship Building
- Incorporate Invitational Education Principles
- Need for Inviting and Passionate Faculty, Preceptors, and Nursing Staff
- Recognize Deficiencies

Implications and Recommendations for Nursing Practice



Implications

- Increase Awareness
- Provide Support
- Enlighten Nursing Staff
- Address Inadequacies
- Encourage Professional Partnering

Recommendations

- Strengthening Student Transformation
- Supporting Connections
- Exemplary Role Models
- Implementing Preceptor Programs
- Introduce Transformational Teacher-Learner Connections

Study Significance



The significance of this study brings to light encouraging and discouraging educational interactions within the practice experiences of senior ASN students. Additionally, findings within this study revealed implications related to student learning when faced with inviting and uninviting behaviors during practice experiences.

Researcher Reflections



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