



**MOVING TO A GRADUATE NURSING PROFESSION:
EXAMINING NURSING STUDENTS' ENGAGEMENT IN
COLLEGE AFTER A DECADE OF ALL GRADUATE
EDUCATION IN IRELAND**

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PRESENTATION



- Context and background of study



- Methods



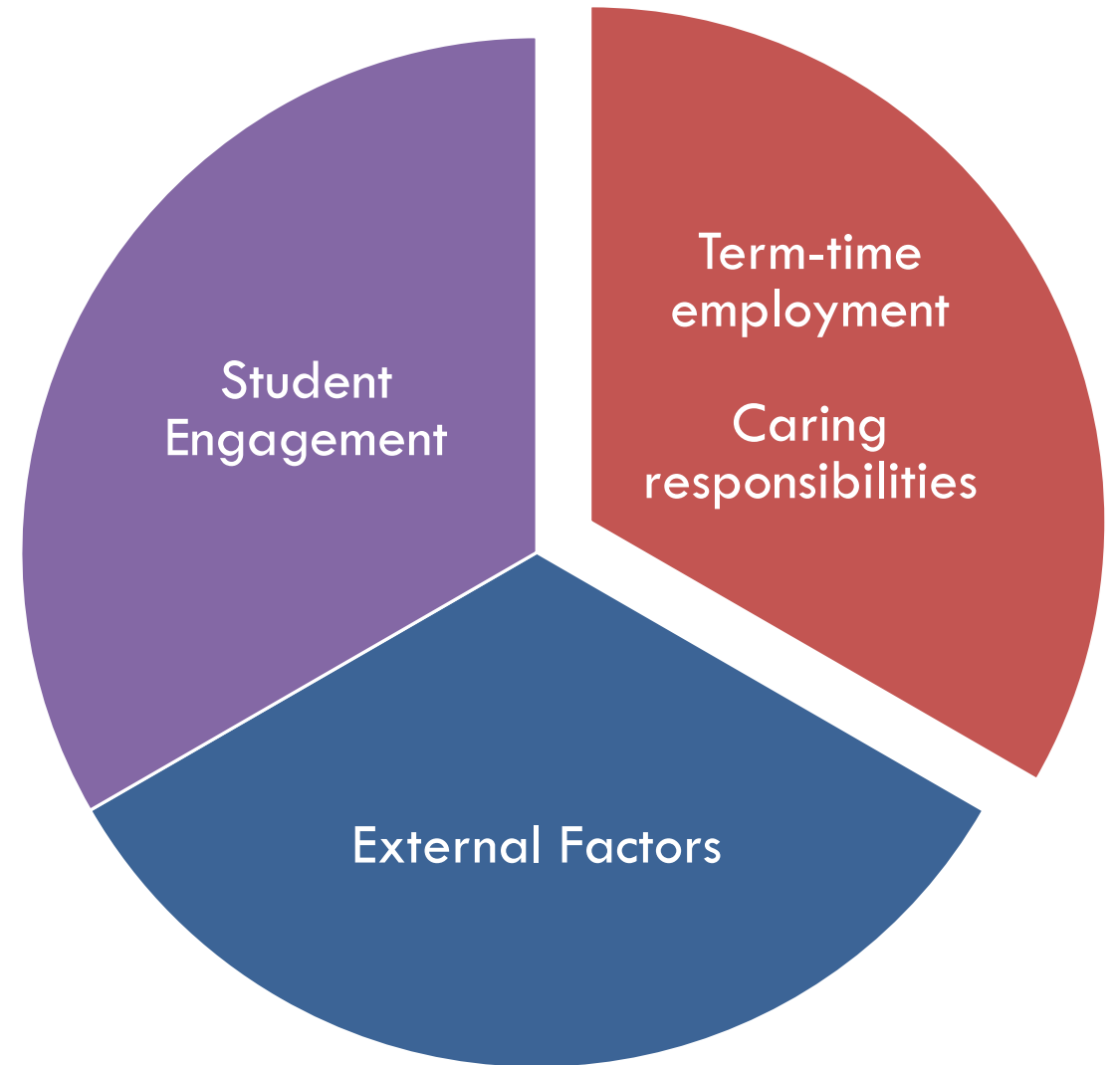
- Results
- Implications and conclusion

CONTEXT

National Study measuring:

- Nursing students' engagement with activities that are associated with learning and development in higher education.

- Impact of term-time employment and caring responsibilities on student engagement.



BACKGROUND – STUDENT ENGAGEMENT

- Focuses on students and their interactions with college (Kuh *et al.*, 2006; Krause and Coates, 2008).

- The extent to which students engage in activities, both academic and social, that are associated with learning and development.

- Student engagement recognised as being critical to student success.
- Timely to explore nursing students' engagement with higher education:
 - 15 years post-transition to an all graduate profession.

UNDERGRADUATE NURSE EDUCATION IN IRELAND

Major Transformation

- Traditional Apprenticeship Model
- Full Integration into higher education in 2002

Current Position

- Four pre-registration programmes:
 - Three programmes - four year duration:
 - General, psychiatric and intellectual disability nursing
 - One programme - four and a half years duration:
 - Integrated children's and general nursing

Programme Structures

- Programmes comply with EU regulations
- Students spend:
 - Half of the programme in college
 - Remaining time in practice placements

OVERVIEW OF METHODS

Study Design

Cross-sectional survey design

National Survey of Student Engagement (NSSE) self-report questionnaire

Population

1st and final year undergraduate nursing students

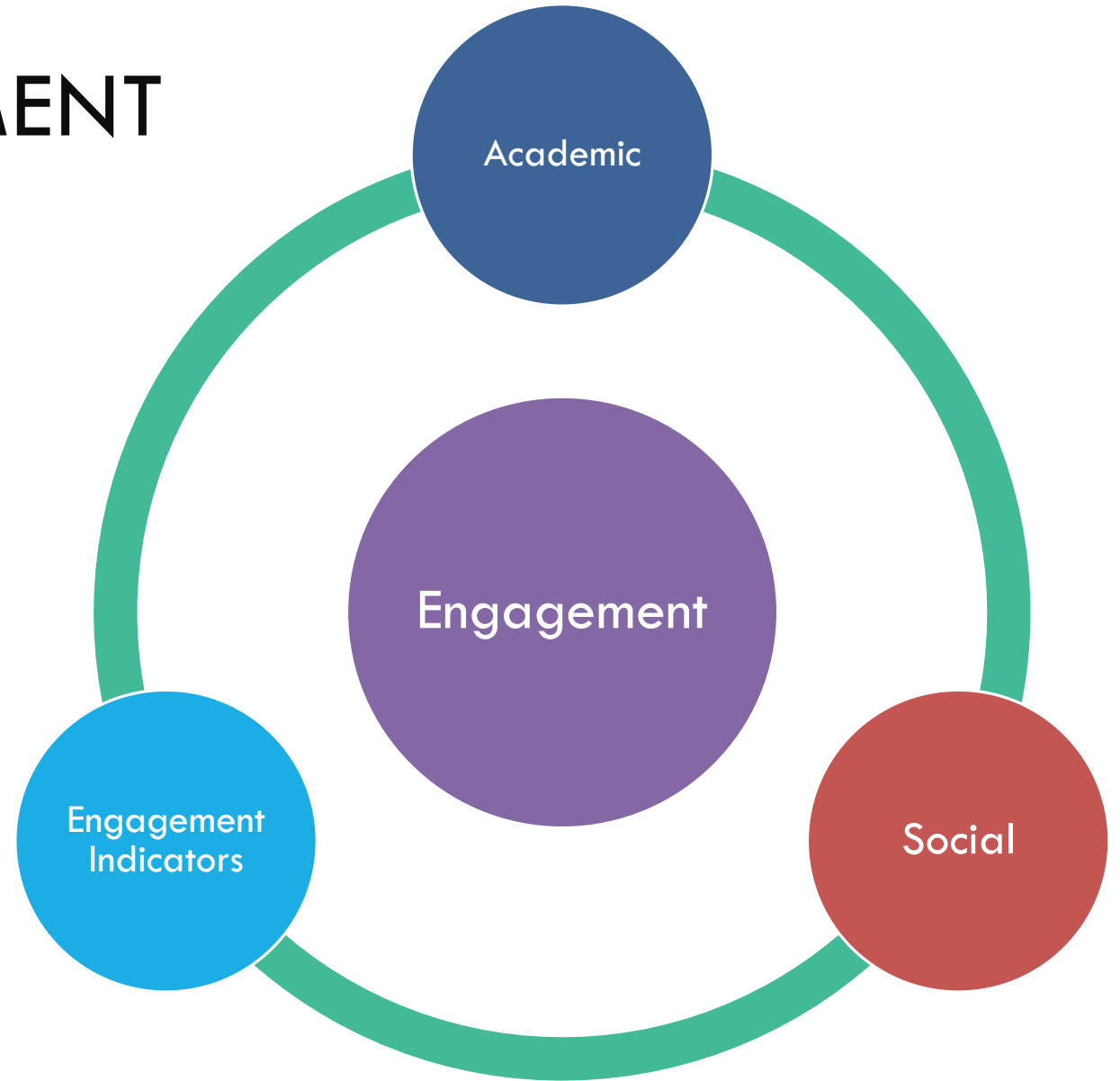
Sample

Sample Size
(n= 634)

2 Universities
2 Institutes of Technology (IoTs)

Response Rate: 78%

STUDENT ENGAGEMENT



STUDENT ENGAGEMENT

Academic and
Social Engagement

- Total time on campus including class time
- Time studying
- Time in co-curricular activities

Measured average hours spent in activity in a typical 7 day week.



Engagement in
educationally
purposeful activities
(Engagement
Indicators)

- Reflective & Integrative Learning
- Collaborative Learning
- Learning Strategies
- Quantitative Reasoning
- Discussion with Diverse Others
- Student-Faculty Interaction
- Higher Order Learning
- Effective Teaching Strategies
- Quality of Interactions
- Supportive Environment

Scored on 0-60 scale
0= Never/very little
20= Sometimes/some
40= Often/quite a
bit
60=Very often/very
much

RESULTS- DEMOGRAPHICS

- N=634 students
- First Year: 51.3 % (n=325); Final Year: 48.7% (n=309)

- All divisions of NMBI candidate register
- 85% (n=549) female; 11.5% (n=71) male

- Enrolment status: 60% (n=381) based on Final Examination Secondary School
- 20% (n=134) of students enrolled as mature aged entrants.
- Remainder through a variety of specialist schemes.

TERM-TIME EMPLOYMENT

- 68% (n= 423) of students engaged in term-time employment

- Students worked on average 15 hours per week

- A fifth of students (n = 89) worked more than 20 hours per week

ENGAGEMENT: WORKING AND NON-WORKING STUDENTS

Academic and Social Engagement

- No significant difference between amount of time spent on campus by working and non-working students
- Non-working students spent more time studying than working students
- Working students spent more time in co-curricular activities than non-working students

Engagement in educationally purposeful activities (Engagement Indicators)

- Majority of Engagement Indicators (9)
 - No significant difference between engagement indicator scores for working and non-working students
- Engagement Indicator: Student-Faculty Interaction
 - Working students had higher levels of student-faculty interaction than non-working students

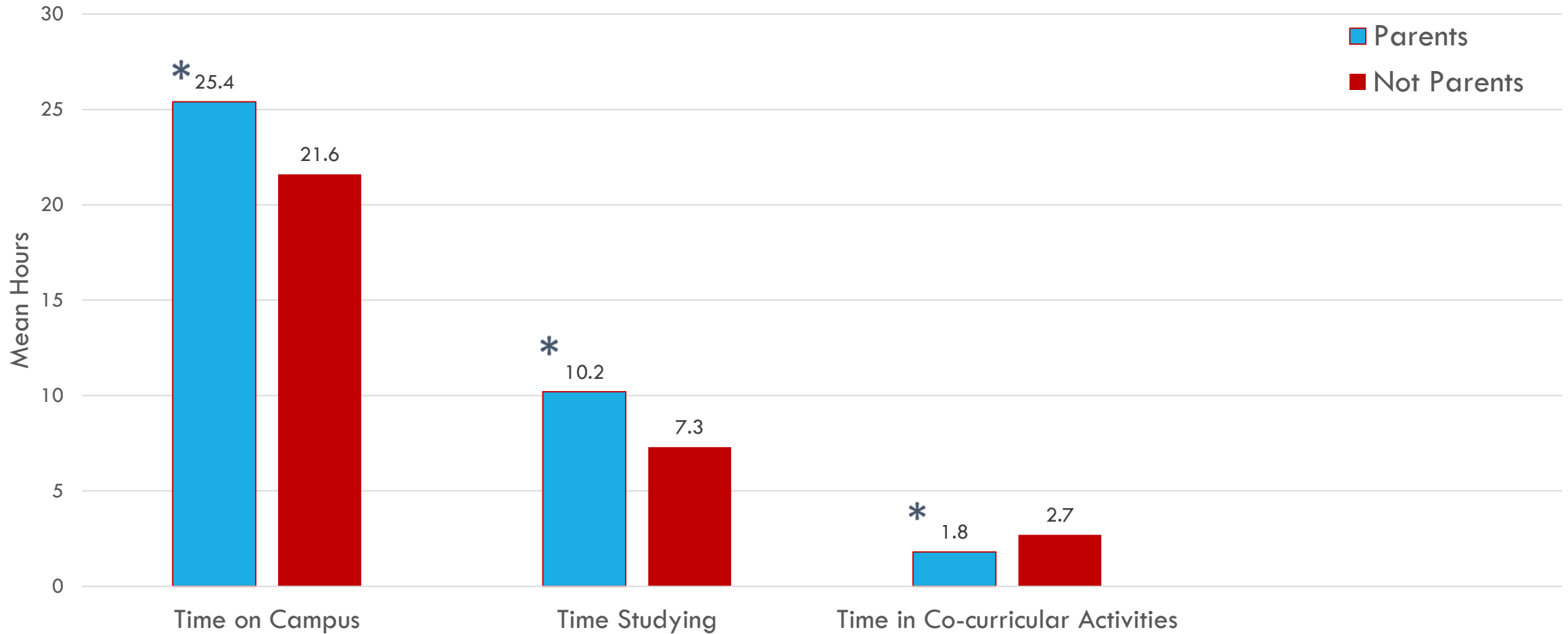
CARING RESPONSIBILITIES

- 40% (n=248) reported caring for dependents

- 12% (n=77) had children
- Vast majority had primary school aged children

- Students who were parents spent on average 25.5 hours per week caring for children

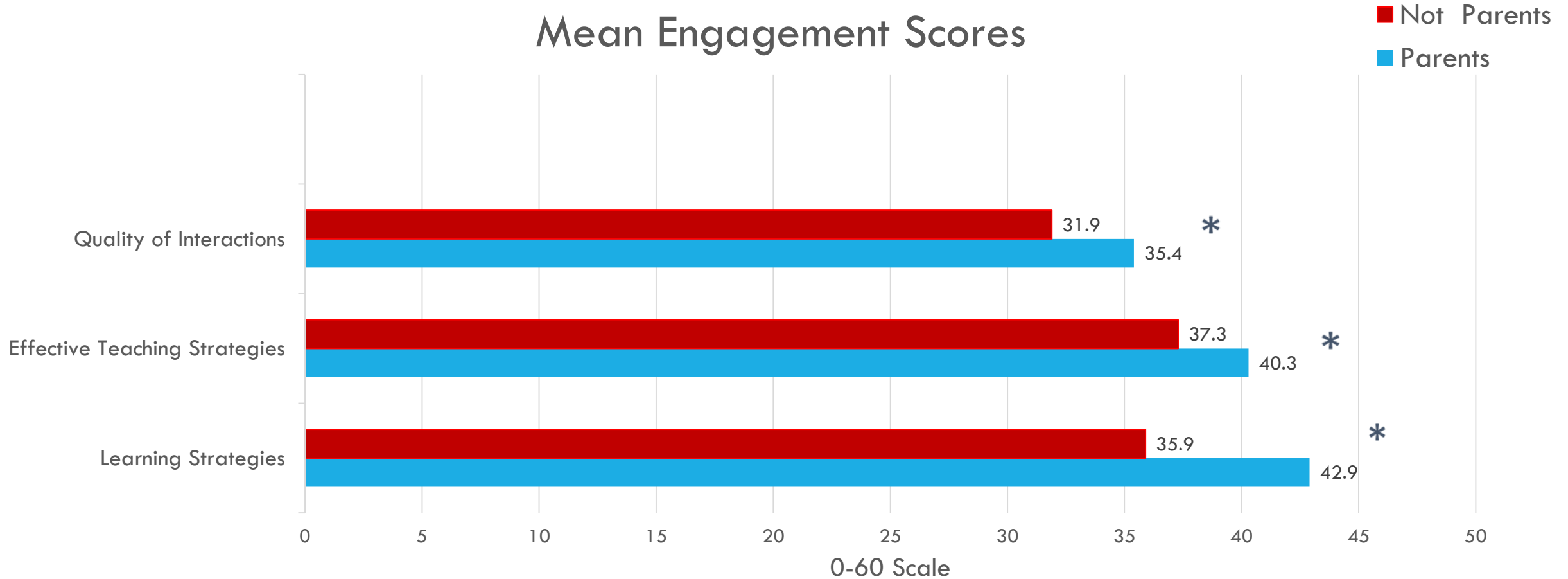
CARING RESPONSIBILITIES AND SOCIAL AND ACADEMIC ENGAGEMENT



* =Significance <math><.05</math>

CARING RESPONSIBILITIES AND STUDENT ENGAGEMENT

Mean Engagement Scores



* = Significance <.05

CONCLUSIONS

- First study of student nurses' engagement with third level colleges and universities.

- Term-time employment did impact adversely on the amount of study undertaken by students.
- Term-time employment had limited impact on student engagement

- Highest engagement scores across a number of engagement indices were reported for students who were parents.
- Caring Responsibilities did not adversely impact on student engagement.