Abstract

Introduction: The purpose of this pilot study was to investigate the experiences of nurses who have failed one nursing course then gone to successfully complete a nursing program and pass the NCLEX-RN. By describing and interpreting this information, nursing faculty can learn the meaning of success for nursing students and use this to address nursing program admissions criteria, teaching strategies, and interactions with students. 

Methods: A qualitative design based on interpretive phenomenology was used for this pilot study. Three participants were recruited from registered nurses who had completed a nursing program after failing a nursing course, using snowball sampling. Using an interview guide with open-ended questions, the investigator contacted face to face semi-structured interviews which were audiotaped. Audiotaped interviews were transcribed verbatim and entered into qualitative data management software program Ethnograph, a qualitative analysis was completed. Field notes were also used to provide identification of important concepts.

Results: The participants included one white Caucasian female, one African American female, and one Latino male, between the ages of 22-24 years old, who graduated from two different institutions of nursing. This qualitative research is an example of the information gained in the literature and nursing education research regarding the experiences of failure in nursing programs. The results of this study provide a foundation for future research regarding the progression of nursing students who fail a nursing course, make changes, and then succeeded in nursing programs. These findings can be used to develop interventions to assist faculty in guiding future students through the successful completion of a nursing program, passing the NCLEX-RN, and avoiding future failures.

From Failure to Success: Nurses’ Experiences in Nursing School

Rebecca B. Parnell, RN, Ph.D.(c), ACNS-BC
Southern Arkansas University-Magnolia, Magnolia, AR

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