

# The Lived Experience of Pre-Licensure Registered Nurse Faculty Teaching in a Statewide Concept-Based Curriculum: Changing from Face-to-Face to Online Teaching During the COVID-19 Pandemic

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## Introduction

The New Mexico Nursing Education Consortium (NMNEC) is a collaborative of state and tribally funded nursing programs that provides a statewide common pre-licensure nursing concept-based curriculum (nmnec.org). The unexpected pandemic necessitated abrupt changes in how nursing education is delivered. NMNEC faculty and those across the United States (US) moved with urgency to address this. This study is a collaboration of representatives from the different NMNEC schools across the state of New Mexico (NM).

## Objectives

This qualitative phenomenological research project is currently under development with the goals of:

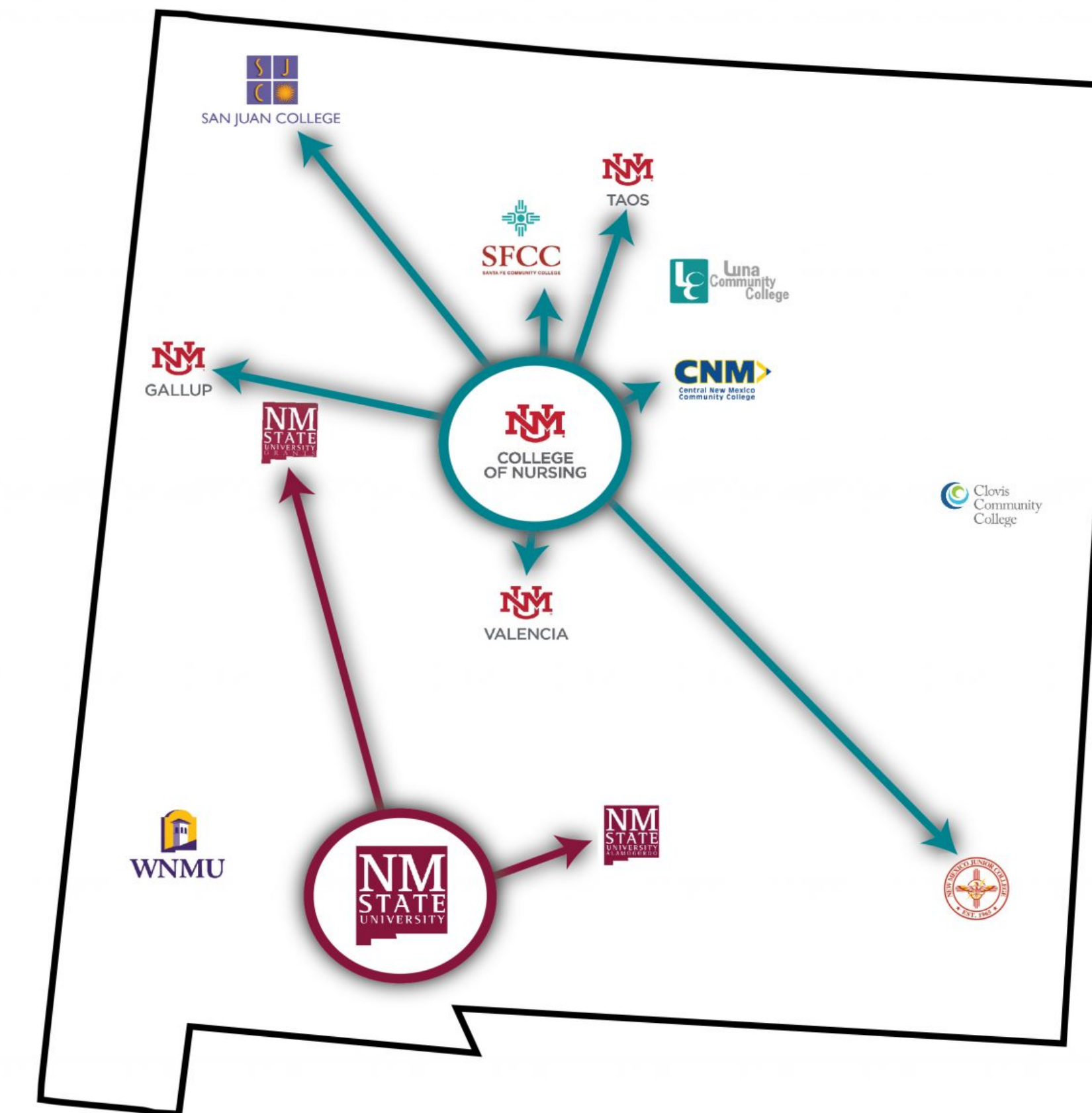
- exploring the lived experience of pre-licensure Registered Nurse (RN) faculty teaching the New Mexico Nursing Education Consortium (NMNEC) concept-based curriculum.
- providing information to support faculty and students in future emergent pedagogical changes.

### Research Aim

- To explore the lived experience of pre-licensure faculty teaching in the NMNEC concept-based curriculum during the change from face-to-face to online teaching in response to the COVID-19 pandemic during the Spring 2020 term.

### Demographic Data

- Data will be obtained via Qualtrics.
- NM is designated as a rural/frontier state.
- Information will reflect the rural and urban settings where faculty teach.



## Materials and Methods

- Standard phenomenological technique will be utilized to ask semi-structured open-ended questions during interviews.
- Phenomenology is appropriate for this study because of the focus on everyday life experiences.
- Faculty participants will be full-time and have taught clinical and didactic courses within the NMNEC concept-based curriculum for at least two years prior to January 2020.
- Institutional Review Board (IRB) approval will be obtained through the University of New Mexico (UNM).

## Data and Results

- Themes will be identified and analyzed from the anticipated rich narrative data offered by the interviews regarding the lived experience of faculty during the pandemic-necessitated pedagogical changes across the NMNEC schools.

## Findings & Conclusions

- This study is designed to find common themes of experienced pre-licensure RN faculty across NMNEC schools during the pandemic.
- Based on the themes identified, recommendations will be suggested to assist faculty with similar curricular modality changes in the future.

## Implications

- This pilot study is the first in a series of studies designed to capture pedagogical experiences of faculty who taught within the NMNEC concept-based curriculum during the COVID-19 pandemic.
- Planned follow-up studies include novice (i.e., less than two years of teaching experience) and part-time/adjunct faculty as well as the students.
- Goals of these studies are to provide information to support faculty and students in future emergent pedagogical changes.
- The resulting data may inform best practices for teaching within nursing programs in NM and across the US.

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## Citations

- Liu, Q., Luo, D., Haase, J.E., Guo, Q., Wang, X.Q., Liu, S., Xia, L., Liu, Z., Yang, J., & Yang, B.X. (2020). The experiences of health-care providers during the COVID-19 crisis in China: A qualitative study. *The Lancet*, 8, e790 - e798.
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