

Student Success and Orientation in an Online Nursing Program

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Introduction

Online nursing program is the active process that involves the education, and the development of the students of nursing. The nursing skills involve the provision of the information regarding health care services to the patients. The minimal level of education that is required for entering the professional online nursing program takes place at the baccalaureate level. A nurse attains mastery in healthcare skills through the graduated education and the lifelong learning process.

The curriculum is a reflective of the selected ideas and the phenomenon of constructing the meaning of the professional health practices. At the level of undergraduate, nursing is considered as the healthcare profession that deals with the practice as a general nurse. The graduate program of nursing involves the preparation of the professional nurse for practicing within a suggested nursing specialty (Moore, 2013; Huston, 2013).

A Review of the Literature

A study carried out by Smith in the year 2010 regarding the styles of learning of the nurses who were enrolled in the online nursing program. The study was based on assistance of the technological advancements in the spread of the online nursing programs which comply with the needs of the practicing nurse. Understanding of the online nursing allows institutions and universities to sufficiently address the education needs of nurses. The aim of this study was to explain the learning styles of registered nurses (RNs) enrolled in the online program of nursing. The method of the study was based on the descriptive, cross-sectional design. Kolb's learning

style inventory was completed by two hundred and seventeen registered nurses who were enrolled in online courses at a university of South East (Smith, 2010).

From the overall study, it was concluded that the learning strategies and styles of the registered nurses was found to resemble with the usual class room settings. Other than the learning style and strategies of the registered nurses in online courses, nurses thought that the online program was able of meeting their requirements. Implementation of the innovations in technology for the education of nursing needs the understanding of the hand-on learning of the registered nurses. The establishment of the online courses will be satisfactory in meeting the requirements and demands of those nurses who have selected to study from online learning programs and courses (Smith, 2010).

Another study related to the online nursing programs was conducted by Hart & Morgan (2010). They discussed that the number of the nursing online programs that are providing online courses are progressing day by day. This is thought to be a new method which has not been evaluated extensively. The design of this study was comparative descriptive design type which was utilized for the evaluation of the academic credibility and integrity in two cohorts. Higher levels of cheating were reported by the usual registered nurse students when they were compared with the students having online learning programs. The cheating attitude that was self-reported was observed to be higher in the students belonging to younger age groups in the traditional class room.

The study discussed above did not exhibit any kind of support for the contemporary concerns that the cheating is more frequent in the online courses. This whole study is indicative of the fact that the students' success in the online programs of nursing may be doubtful because of the higher prevalence of the cheating among younger students (Hart & Morgan, 2010).

As it was discussed and studied in another study conducted by Billings et al in the year 2001 that the benchmarking best practices in the web based nursing courses need to be studied and evaluated. The framework as well as the phenomenon of determining the best practices was evaluated, these evaluations were based upon the evidence based nursing courses. These indicators of the quality were utilized for the development and pilot testing the benchmarking survey across the three state schools of nursing. The observations of the pilot test and the applications and implementations for the benchmarking of the best practices are evaluated and discussed (Billings et al., 2001).

Similarly, another study was conducted by Davenport in the year 2007 regarding a comprehensive approach to the success of the online course NCLEX-RN®. In this study it was discussed that the nurse educators face a lot of hurdles and challenges in the preparation of the graduates for achieving success on the National Council Licensure Examination for Registered Nurses (NCLEX-RN®). An integrated and proactive effort is explained in this study, this effort is associated with the preparation of the graduate associates' degree program. The overall design is helpful in the integration of the interventions in every semester of the curriculum. The plan of this approach utilizes a commercially available standardized evaluation as well as the remediation package (Davenport, 2007).

As a study carried out by Gilmore & Lyons, (2012) related to the online nursing programs and the success of the students in online courses. This paper described the applications and evaluation of an eight hourly program. The program was comprehensive and face to face orientation program and it was designed for the purpose of improvement of the student retention in online courses. The need of the retention of the students is due to the fact that the online programs are developed recently and their concept is quite new as compared to the traditional

courses of nursing. The improved course is active in the retention of the students as well as the transition into new learning environment of online courses (Gilmore & Lyons, 2012).

Conclusion

With the increasing spread of the online courses of nursing and programs, more research and studies are required for the establishment of the outcomes of the courses and other programs. The online courses of nursing are effective for the theory of teaching, clinical skills as well as the critical thinking for the encouragement of the international collaboration. Another dire need in nursing education is the need of examination and maintenance of the quality of online courses as well as other forms of the distance training and education. Instructional planners and designers are required on the site of schools of nursing and consultants are needed to perform with the faculty of nursing for the purpose of the development of online courses.

The success of the students in online nursing programs might help in spreading the nursing education and training. But the online courses of nursing might be less reliable as compared to the traditional classrooms because of higher cheating prevalence. In the traditional class rooms students show collaborative efforts and the competency between the students is higher which leads to improvements and better learning of the students.

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