Resilience in Nursing Education: An Evolutionary Concept Analysis

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Abstract:

Resilience is a complex concept that is extensively drawn upon in higher education, nursing included. Currently, the literature places a great deal of emphasis on how to support the development of resilience in nursing students. While the majority of the literature offers various definitions, these definitions fail to take into account contextual and sociocultural factors that may influence understandings and manifestations of resilience, particularly for higher education nursing students. Rodgers' evolutionary concept analysis was used to explore the concept of resilience in nursing education. The findings suggest that resilience in undergraduate nursing education is predominantly focused on educational interventions to support individuals' ability to self-care. This orientation to the concept places it within an individualistic and rather limited paradigm of understanding. Current literature encourages a more holistic approach that incorporates interventions from both individual and structural perspectives, with special attention to the synergy between individual, contextual, and structural factors in order to support resilience in nursing students. This presentation will engage in a critical discussion using Rodger's evolutionary concept analysis to explore the relevant findings generated by this method of inquiry. The presentation will also generate critical insight into the successes and challenges with using this analytical approach, and to consider future combinations of using Rodgers' evolutionary concept analysis with other analytical techniques, such as scoping reviews, for example.

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