Title:
Exploring Nurse Educators' Perceptions of the Subcultures within Nursing as a Means to Bridge the
Practice-Education Gap: Findings from an Ethnographic Study

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Session Title:
Transition to the Faculty Role
Slot:
4B: Friday, April 4, 2014: 3:30 PM-4:45 PM
Scheduled Time:
3:50 PM

Keywords:
education, practice and subcultures

References:
Benner, P., Sutphen, M., Leonard, V., & Day, L. (2010). Educating nurses: A call for radical
transformation. San Francisco, CA: Jossey-Bass. Duchscher, J., & Cowin, L. S. (2004). The experience of
marginalization in new nursing graduates. Nursing Outlook, 52(6), 289-296. Gazza, E. A., &
Shellenbarger, T. (2005). Successful enculturation: Strategies for retaining newly hired nursing faculty.
Nurse Educator, 30(6), 251-254. Kramer, M., & & Schmalenberg, C. (1977). Reality shock: Why nurses
leave nursing. Wakefield, MA: Contemporary Publishing. Leininger, M. (1970). Nursing and anthropology:
Two worlds to blend. New York: John Wiley & Sons. Leininger, M. (1994). The tribes of nursing in the
USA culture of nursing. Journal of Transcultural Nursing, 6(1), 18-22. Leininger, M. & McFarland, M.
(2006). Culture care diversity and universality: A worldwide nursing theory. Sudbury, MA: Jones and
Bartlett Publishers Schriner, C. L. (2007). The influence of culture on clinical nurses transitioning into the
faculty role. Nursing Education Perspectives, 28(3), 145-149.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE	TIME ALLOTTED	FACULTY/SPEAKER	TEACHING/LEARNING METHOD	EVALUATION/FEEDBACK
Example Critique selected definition of the term, "curriculum"	**Example** Definitions of "curriculum" • Course of study • Arrangements of instructional	**Example** 20 minutes	**Example** Name, Credentials	**Example** Lecture PowerPoint presentation Participant feedback	**Example** Group discussion: What does cultural training mean to you?

	materials • The subject matter that is taught • Cultural "training" • Planned engagement of learners				
. Identify similarities and differences of values, beliefs and behaviors of the subcultures of nursing	1. Professional culture of nursing a. Subcultures within professional cultures b. Characteristics of culture of nursing 2. Subculture of academia a. Values, beliefs, behaviors 3. Subculture of service a. Values, beliefs, behaviors 4. Similarities and differences between subcultures	10 minutes	Susan M. Strouse PhD RN	lecture, PowerPoint, small group discussion	Example: group discussion: identify other values, beliefs, behaviors of each of the subcultures as well as similarities and differences between subcultures

Discuss how making tacit aspects of the subcultures more explicit can facilitate the transition of students and faculty between subcultures.	1. Making tacit aspects of subcultures explicit 2. Applying knowledge of subcultures to facilitate transitions of students and faculty a. Suggested strategies	10 minutes	susan M. Strouse, PhD RN	Lecture, PowerPoint presentation, small group discussion	small group discussion and sharing of strategies that facilitate moving between the various subcultures

Abstract Text:

Nurse Educators function at the intersection of three subcultures within nursing: academia, service (practice) and organizational cultures. Each of these subcultures has unique characteristics that at times lead to conflict. Nursing education is known for passing on the ideal or desirable culture to their students. However, the manifest, or "real world" culture can be in sharp contrast to what the students learn. As part of a focused ethnography on the overall culture of nursing, nurse educator participants described these subcultures and their difficulties in navigating their different values, beliefs and practices. Nurse educators found it challenging to balance the multiple expectations (teaching, research, and service) within academia. Staying current in their professional practice added to the expectations of already busy faculty.   Characteristics of the subculture of academia identified by participants included being formal, caring, traditional, and slow to change. Characteristics of the subculture of service identified by participants included being less formal, quickly changing, focused on patient quality and safety, and interprofessional collaboration. Similarities between cultures included incivility towards new members (eating our young); an area for improvement identified by many participants. Organizational culture was seen as influencing the subcultures of academia and service with relationship to structure, dress, and overarching values. While one's dominant culture (academia for the majority of nurse educators) typically has a strong influence on values, beliefs and behaviors, a greater understanding of the prevailing characteristics of the other subcultures with which one interacts can lead to less cultural imposition and a greater understanding and collaboration between cultures. It can also facilitate improved transitions between the subcultures within nursing.   Implications for nursing education include exploring and accepting various aspects of one's subculture, building on commonalities, and making tacit aspects of culture more explicit when working with and between subcultures within nursing.