Exchanging Expertise:
Collaborative Teaching Opportunities
in Research Courses

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Purpose:
Research courses for undergraduate nursing education can present challenges for the professor to bring real world research experiences into the classroom. A collaborative effort between a social science research course and nursing research course allowed the professors to incorporate expertise from each discipline. Students from two courses assisted in the design, implementation, and evaluation of a real world research experience.

Method:
Three professors from the same college, one from the social science department and two from the nursing department, developed the idea for joining their respective research courses to evaluate nurses’ stress, coping, and intent / incentive for returning to school. The social science professor guided the search for appropriate tools for evaluation of stress and coping in nurses. The nursing department professors assisted in the literature review for the significance of the problem and the development of open-ended questions to evaluate nurses’ intent to return to school.

Results:
A survey was developed based on literature reviews from both classes. For measures, the instructors decided to use the Nursing Stress Index (NSI), the brief COPE scale, and three open ended questions related to incentives to return to school, barriers to return to school, and factors that assisted returning to school. Students from both the nursing and social science course participated in data analyses in their separate respective classes. During each session the social science and one of the nursing instructors was present to discuss the rationale for each analysis as linked to the hypotheses, discuss theoretical connections, and provide multiple discipline-based perspectives on student questions and the overall implications of the data. Quantitative data analyses were facilitated for students in both classes by the social science professor and one nursing professor using SPSS Version 23. Qualitative data analysis was facilitated by the nursing professors with both classes. The students participated using thematic analysis and emergent themes were identified. Nursing students developed presentations based on their independent research focus areas.

Conclusion:
Students were able to experience data collection from a sample of nurses. Students also participated in quantitative and qualitative data analyses including interpretation of the results. The joining of these classes allowed the students to evaluate the research process from a nursing and social science perspective in a real world research experience.

Student Feedback:
“I liked the group project and learning about material that related to improvements needed in nursing”
“I really liked how the IR (integrative review) was done in stages. It made it not so overwhelming and gave me the opportunity to really learn and understand how to approach this type of research and how to interpret it”
“I did not understand the process of the research project when we first started but in the end, it was really an awesome experience to be a part of”

References: