ABSTRACT

Nurse are foundational to the health of communities and the nation. As global citizens, nursing students are concerned about their local communities as well as national and international interests. Social media, telepresence learning, and study abroad programs have fostered a global learning environment. Collaborative learning appears to foster interprofessional relationships and improve patient outcomes.

A narrow literature review of evidence-based active learning strategies published between 2013 and 2017 focused on collaborative learning and team building in nursing education. Eight strategies were identified including the incorporation of concept maps or mind mapping, role playing, collaborative learning beyond the classroom, simulation, use of TBL, clinical lab, multimedia, and interprofessional education (IPE) programs to address core competencies.

Although many student-centered teaching-learning strategies were leveraged in evidence for each. The evidence to support best practices to foster collaborative learning and team building remains limited. Further research is required.

INTRODUCTION

Much research has been done to show the positive impact of collaborative learning and team building in nursing education. Collaborative learning appears to foster interprofessional relationships and improve patient outcomes.

Some students are exposed to care for the whole person. In collaboration with the team, the nurse is in a unique position to be more than treating the disease or disability but also the physical, emotional, psychological, and social needs of the patient. Collaborative learning appears to foster interprofessional relationships and improve patient outcomes.

Many nursing educators have adopted active learning strategies which promote team work and collaborative learning beyond the classroom. As global citizens, nursing students are concerned about their local communities as well as national and international interests. The learning environment fosters a global citizen in the nursing student.

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METHODS

English speaking, peer-reviewed sources published between 2013-2017 were examined to determine the current state of knowledge and evidence-based active learning strategies to foster collaborative learning and team building in nursing education.

Data sources included CNR-N, ScienceDirect, and SAGE. Key words included collaborative learning, role playing, team work, and nursing education. Thirty articles were reviewed for relevance. Articles that were theoretical or case studies were excluded. Eleven research studies are included in this review.

RESULTS

Although eight strategies were identified in the 11 studies in the most recent literature, there are very few studies examining the effectiveness of teaching strategies to foster collaborative learning and team building. Student-centered learning-teaching strategies identified include:

- The incorporation of concept maps or mind mapping (Bosch, 2015)
- Integration of inter-professional practice models (Steenstraat et al., 2015)
- Simulation with role-playing (Whale & McNelis, 2014)
- Use of interprofessional tools and simulation activities (Jucker-Flude et al., 2017)
- Development of interprofessional education (Stephens & Guthrie, 2018)
- Team-based learning (Cheek, 2014; Cheng et al., 2014)
- Team building interventions (Yi, 2015)
- Role playing (Whale & McNelis, 2014)
- IPE evolution to prepare core competencies (Murray & Nimmagadda, 2015)

Although many student-centered teaching-learning strategies were leveraged in evidence for each. The evidence to support best practices to foster collaborative learning and team building remains limited. Further research is required.

CONCLUSIONS

The findings of this literature yield inconclusive results. More robust research is needed to address the scarcity of evidence of best educational strategies to foster collaborative learning and team building, and to promote deeper, more meaningful learning in nursing education.

REFERENCES


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