

Nursing Narratives with Beginning Students in Non-Nursing Courses: Innovative, Interdisciplinary, Collaborative Teaching Strategies

Ann Waterman, PhD, RN and Dale Hilty, PhD



Problem Statement

- Beginning nursing students may not understand the role of the nurse or have an accurate perception of what it means to be a nurse
- Nursing students in many 4 year baccalaureate programs spend the first year in non-nursing courses and start nursing courses in the second year of the program
- Creative strategies such as the nursing panel experience are needed to socialize the beginning nursing students taking non-nursing courses into the profession of nursing
- Narratives by seasoned nurses is one such teaching/learning strategy to share “real world” nursing experiences
- There is a gap in the nursing literature related to socializing beginning student nurses

Implementation Strategies based on the Review of Literature

- Required readings from the textbook - *Cultural Diversity in Health & Illness* ⁷
- Professor led presentations : Cultural & Linguistic Competence, Cultural Heritage & History, Diversity, Health & Illness, Health Traditions, Familial Health Traditions, Health & Illness in Modern Healthcare ⁷
- Four step process for observational learning according to Bandura is used: attention, mental representation (MR), transforming the MR into a replicable action, and motivation for imitating the observed behavior ²
- Students bring their personal experiences with nurses and Allopathic Medicine to the nursing panel experience ^{6,7}
- Students discuss their personal experiences under the construct of episodic memories and then internalize the knowledge by constructing semantic memories ^{2,6,7}
- Students ask questions, thus beginning the integration of these two types of memories to enhance their self-concept as a nurse ⁹
- Nursing panel faculty share experiences with beginning nursing students related to topics in course ^{1,3,4,8}
- Students write reflections at the end of the class and share their learning with nursing panel members ^{5,8,9}



Outcomes of the Strategies

- Learning additional knowledge and comprehension (semantic memory)
- Awareness of the role and function of the RN based on stories shared by the Nursing Faculty members (episodic memory)
- Integration of episodic and semantic memories with procedural memories (i.e., different RN skills, operations, actions)
- Appreciating how the story responds specifically to the student’s question
- Obtaining visual images associated with their semantic, episodic, and procedural memories
- Valuing RN faculty characteristics (e.g., mutual respect, trust, caring attitude, active listening, genuineness, unconditional positive regard)
- Increased knowledge of the profession of nursing
- Realistic perspective of clinical experiences
- Student and faculty satisfaction

References

- 1) Alberto, J. & Herth, K. (2009). Interprofessional collaboration within faculty roles: Teaching, service, and research. *Online Journal of Nursing*, 14(2), 1-14.
- 2) Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.
- 3) Bridges, D., Davidson, R., Odegard, P., Maki, I. & Tomkowiak, J. (2011). Interprofessional collaboration: Three best practice models of interprofessional education. *Medical Education Online*, 16, 1-10.
- 4) Gardner, D. (2005). Ten lessons in collaboration. *Online Journal of Issues in Nursing*, 10(1), 1-15.
- 5) Leners, D., Roehrs, C. & Piccone, A. (2006). Tracking the development of professional values in undergraduate nursing students. *Journal of Nursing Education*, 45(12), 504-511.
- 6) Rogers, C. & Freiberg, H. (1994). *Freedom to Learn*. (3rd ed.). New York: Merrill; Toronto: Macmillan Canada; New York: Macmillan International.
- 7) Spector, R. (2013). *Cultural diversity in health and illness* (8th ed.). Needham, MA: Pearson.
- 8) Story, L. & Butts, J. (2010). Compelling teaching with the four Cs: Caring, comedy, creativity and challenging. *Journal of Nursing Education*, 49(5), 291-294.
- 9) Ware, S. (2008). Developing a self-concept of nurse in Baccalaureate nursing students. *International Journal of Nursing Education Scholarship*. 5(1), 1-17.

Student Evaluations

Quotes from students’ reflection papers include:

- “Helped me realize and understand various aspects of nursing”
- “I can envision what type of nurse I want to be”
- “Your sharing gave me insight on how to care for my patients”
- “This was inspiring and informative and will travel with me through the rest of my career”
- “Prepares me to be a caring nurse to my patients. I really enjoyed the cultural based stories”
- “I will always keep the patient as my top priority”
- “The discussion really opened my eyes to the nursing profession and this made me even more excited to become a nurse”
- “The stories were inspirational and will help me keep in touch with the humanity side of nursing”
- “I learned nurses need to educate the patient and not be judgmental”
- “I realized that nursing is not only a job dealing with one person but also their whole entire family”
- “Your experiences were astounding and it makes me want to gain as much experience as possible”
- “The panel’s passion for nursing and caring was obvious and that is what I want to have as a nurse in the future”

Implications for Collaborative Teaching Strategies

- Nursing critical thinking skills developed through hearing challenging patient care experiences
- Student learning enhanced with defined model of collaboration and interprofessional communication.
- Dialog and exchange of ideas enhances both faculty and students learning and satisfaction
- Students begin the process of socialization in nursing
- Establishes effective communication, collaboration and respect among nursing and non-nursing faculty members
- Further research is needed to establish best practices for socializing beginning students into nursing