Nursing students in many 4-year baccalaureate programs may not understand the role of the nurse or have an accurate perception of what it means to be a nurse. 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.

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.

Students bring their personal experiences with nurses and Allopathic Medicine to the nursing panel experience.

Students discuss their personal experiences under the construct of episodic memories and then internalize the knowledge by constructing semantic memories.

Students ask questions, thus beginning the integration of these two types of memories to enhance their self-concept as a nurse.

Nursing panel faculty share experiences with beginning nursing students related to topics in course.

Students write reflections at the end of the class and share their learning with nursing panel members.

Innovative, Interdisciplinary, Collaborative Teaching Strategies

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
- Professor led presentations: Cultural & Linguistic Competence, Cultural Heritage & History, Diversity, Health & Illness, Health Traditions, Familial Health Traditions, Health & Illness in Modern Healthcare.
- 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.
- Students bring their personal experiences with nurses and Allopathic Medicine to the nursing panel experience.
- Students discuss their personal experiences under the construct of episodic memories and then internalize the knowledge by constructing semantic memories.
- Students ask questions, thus beginning the integration of these two types of memories to enhance their self-concept as a nurse.
- Nursing panel faculty share experiences with beginning nursing students related to topics in course.
- Students write reflections at the end of the class and share their learning with nursing panel members.

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


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.

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