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Nursing Panel and Innovative, Interdisciplinary, Collaborative Non-nursing Course Teaching Strategy

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Introduction

The innovative, interdisciplinary, collaborative teaching strategy is the Nursing Panel (NP) intervention. In the *Cultural Competence in Healthcare* course, this teaching strategy was designed by social sciences professor. The NP intervention invites traditional and accelerated Bachelor of Science in Nursing (BSN) students to ask questions of full-time Registered Nurse (RN) Faculty regarding cultural and nursing profession topics. Four RN Faculty share information and professional stories in an engaging, interactive format.

Problem Statement

- Beginning nursing students may not know the role of the RN 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 NP 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 & Review of Literature

- Required readings from the textbook - *Cultural Diversity in Health & Illness* (6)
- Professor led presentations focus on eight topics : Cultural & Linguistic Competence, Cultural Heritage & History, Diversity, Health & Illness, Health Traditions, Familial Health Traditions, Health & Illness in Modern Healthcare (6)
- Students bring their personal experiences with Allopathic Medicine and their interactions with RNs to the classroom to the nursing panel experience (6)
- Psychologists label the personal experiences under the construct of episodic memories. Researchers use the construct semantic memory when students internalize the classroom reading assignments and lecture presentations (2,6)
- When students ask questions based on their episodic and semantic memories, they are beginning the process of integrating these two types of memories enhancing their self concept as a professional nurse (8)

Implementation Strategies & Review of Literature (continued)

- According to Bandura, a four step process for observational learning is used: attention, creating a mental representation (MR), transforming the MR into a replicable action, and having a motivation for imitating the observed behavior (2)
- NP Faculty share experiences with beginning nursing students related to topics in course (1,3,4,7)
- Students write their reflections at the end of the class and share their learning with nursing panel members (5,7,8)

Strategy Outcomes

- Students report learning additional knowledge and comprehension of the relevance of cultural issues, as well as the role and function of the Registered Nurses (semantic, episodic memory).
- Students acknowledge learning about nursing skills, operations, and actions described by RN Faculty in the context of stories (procedural memory).
- Students appreciate how stories respond specifically to the their questions because the visual images assist them in the process of synthesizing semantic, episodic, and procedural memories.
- Students acknowledge valuing RN Faculty characteristics (e.g., mutual respect, trust, caring attitude, active listening, genuineness, unconditional positive regard) in NP classroom interactions. These characteristics are also presented throughout the illustrative stories describing the RN-patient relationship.
- Students report increased knowledge of the nursing profession.
- Student written feedback include statements of gratitude for the realistic perspective of RN clinical experiences.
- Students report appreciating the opportunity to meet future RN Faculty in the NP context. On occasion, the students reach out to the RN Faculty by stopping by their offices.
- RN Faculty report appreciation for the opportunity to mentor students in the NP context.
- RN Faculty express gratitude for student written feedback. Specific feedback includes how the stories had a meaningful impact.

Implications for Collaborative Teaching Strategies

- Nursing critical thinking skills developed through hearing challenging patient care experiences
- Student learning enhanced with defined model of coordination 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

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"

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