“Teaching the Nursing Process, and the Wizard of Oz, OH MY!”

The primary responsibility of the nursing educator is to provide an appropriate environment and every opportunity for the student to learn and meet course competencies. The instructor must make every effort to meet these responsibilities by utilizing multiple strategies that are student-centered and founded by evidenced-based practice.

Nursing process is a concept within the nursing curriculum that often faces challenges for the faculty member to teach. It is a body of knowledge, concepts and ideas that a new novice within the profession can struggle with comprehension. As content builds so does the need for the students to recognize, apply and utilize material for providing safe client centered outcomes within the healthcare arena. As with teaching a class, there is a progression that must be followed in order to adequately understand the client, formulate nursing diagnosis, plan interventions, establish goals, and evaluate client outcomes. The lesson plan is part of the teaching process. Within the teaching-learning environment, evaluation is the first step that determines what knowledge is required, what environment is most effective, and how the student learns the best (Bastable, 2007). The use of learning, or behavioral objectives, is the framework for the evaluation and for the class itself.

First semester fundamental students are generally incoming students without any sort of medical or patient care experience. Some may have experience in another healthcare discipline or major as a returning second degree student. Therefore, the majority of the classes are students without any significant experience in patient care. This percentage of inexperienced students certainly impacts how the class is taught compared to the other courses within the program. The nursing process can be taught to students in a more user friendly application fun environment if the faculty member is willing to invest time, energy and planning into a strategy for success.

As previously alluded to, there needs to be an obvious incorporation of multiple teaching and evaluation methods in order to ensure student success and provide enhanced student outcomes. The first strategy is to ensure that the student is the center of the learning experience versus the instructor. It has been said that teaching is a profession that is considered to be the hallmark of providing education but loosely associated to learning (Weimer, 2002). This means that in spite of teachers, students still learn. The value of the teacher spewing out facts and trivia from the lectern, for the student to absorb, has been repeatedly identified as ineffective. Thus, engaging the student, shifting responsibility of learning, and empowering them are all important first steps to create an active learning environment.

Video Activity:

The activity of choosing a movie such as; “The Wizard of OZ” is supported as an innovative method to engage the student, infuse fun into the subject, and potentiate active learning (Bradshaw & Lowenstein, 2007). Anecdotally, this activity has been well received by the students. It also has shown that the student's ability to assess clients and accurately assign nursing diagnosis by the use of concept maps during the group discussion. Group work, peer

continues
evaluation, and instructor feedback during group activities are part of formative evaluation (Duers & Brown, 2009). Allowing the students to formulate ideas within a group, share those ideas, and have immediate feedback from their peers and instructor are all positive techniques. It is important when implementing a movie or perhaps a television show to make sure the classroom can support the activity. In some cases of distance education, video streaming can be incorporated and an activity slated to mirror that of the classroom.

Creating the anticipatory set is a technique utilized by the instructor to “set the stage” and capture interest of the student in the topic for the lesson (Billings & Halstead, 2009). It is important to energize the student, create active participation, and connect the relevance to the student and the class period (Billings & Halstead, 2009). We believe that any time the instructor can connect importance of the subject and what it means to the student and their functions as a nurse, is an important accomplishment for the instructor.

On the first day of instruction for the nursing process, the instructor would divide the class into 4 groups. Depending on the size of the classroom consider 6 groups if necessary to keep communication and group work manageable. Prior to the movie activity, it is most helpful to have requested the students read the textbook on the assigned information. In addition, it is also recommended that the students bring textbooks and a copy of the 2009-2011 NANDA nursing diagnosis lists to view. A paper and pencil are also required as they will be observing and writing thoughts and applying potential nursing diagnoses witnessed during the movie clip. Next, show various clips of the characters from the movie “Dorothy, Scarecrow, Tin Man, Lion, and if need be the Wizard and the Wicked Witch of the West.” Have each student group assigned to a character before beginning the activity. It is also helpful if the students are seated in close proximity during the movie showing for low whisper collaboration and group thinking. In addition, if able use giant post it pads (easel size) so that lists of NANDA’s can be written down from each group after viewing the movie clips. The lists will be discussed and reviewed collectively after the movie has been shown. Involving as many senses as possible and connecting emotion (laughter) to learning only enhances learning and retention.

As carefully planned have each segment time marked for your DVD player and show a brief segment (approx 2-3 minutes) of each character in the Wizard of Oz. In addition always provide objectives for the lesson in advance so that the student can understand what the expected outcomes for the class period. Please note, that not all students today will be familiar with the movie the “Wizard of Oz.” the diversity of students in nursing programs today coupled with age and demographics can surprise the faculty member. It is also important to note that it doesn't matter if the student has seen the movie prior, as the activity is observational and analytical in nature as data collection and application are the focus. Teaching nursing process requires the students to critically think and examine what and who they observe. Therefore, the faculty member may elect to choose another movie or TV show that has more meaning or association if necessary.

Objectives:  
- At the conclusion of this lesson, the student will be able to describe and discuss the components of the nursing process with 100% accuracy at the end of class. 
- At the conclusion of this lesson, the student will be able to accurately identify nursing diagnoses on the assigned character after group discussion and peer input.

Another teaching strategy is the transition of power to the student from the instructor. This method also transfers the learning responsibility from the instructor to the student. The motivations that propel the student to success can be hindered or even blocked by the instructor having complete control within the classroom (Weimer, 2002). Allowing the student to have input on assignments, due dates, and choice of topics can be simple interventions that provide the...
student to have input and autonomy. The shift of power, albeit not a total shift of control, also enhances the student-teacher relationship. The relationship has a powerful connection and the “cornerstone” to supporting the student in the classroom and clinical settings (McGregor, 2006).

As previously stated, the techniques implemented in order to achieve the most effective learning are founded on theories of student-centeredness and the adult learner. The first method is to shift the responsibility of learning from the instructor to the student. Autonomy is an adult concept that is valued by most all students. Giving the student choices about submission deadlines, topics, and consequences removes some of the responsibility learning from the instructor. The adult learner would excel if they had greater input into the syllabus. According to Schrader and Davis (2008), allowing the student to negotiate certain issues empowers the adult learner; which capitalizes on their self-direction desires. Finally, providing learning experiences that are active in nature is another technique that can be used to potentiate learning. Passive learning is not a favored strategy for the adult learner.

In conclusion, strategies to enhance the student’s ability to learn must be implemented by the instructor as part of their responsibility. As educators, we owe each student the opportunity to learn and to form a solid student-instructor relationship. Providing strategies that focus on the adult learner and become more student-centered are methods to provide the student with those opportunities.

References: