

# Nursing and Social Pedagogy – a Synergistic Fit

mcncrc

Integrative Social Pedagogy is a natural match with entering freshmen and nursing students. At Three Rivers Community College students learn about themselves and people within the institution. Assignments are designed to foster relationships where constructive feedback increases learning, confidence and attainment of goals. These planned experiences energize both students and faculty as they inquire, reflect, connect and integrate the knowledge, skills and attitudes of a registered nurse. 21<sup>st</sup> century nurses work collaboratively, communicating with patients and the interdisciplinary team to ensure safe and competent practice. Here are examples from the current curriculum:



1. First Year Experience (FYE) – expanded the construct of current students sharing letters with future students as Sara Selke's does in her biology classes. Dave Ferreira and Matt Liscum ask students to create letters or videos which will be shared with future FYE students. In these letters and digital creations current students share what would help new students in future courses as they begin their learning. These "gifts" from one to another introduce students to social pedagogy. Students also share their "About Me" presentations with each other and form lasting friendships. (See "Start Your College Journey" Post)
2. Lillian Rafeldt continues to ask NUR101 and NUR108 students to create an Information Literacy Assignment related to the college theme of the year and then share with the librarian, a peer and faculty to receive feedback. Systematic and disciplined clinical reflection skills are introduced in NUR101. They are shared with clinical faculty weekly. (See "Introduction to Reflection and ePortfolio" Post)
3. Edith Ouellet continues to have students in NUR 102 share their Geriatric Presentation with each other and link to their portfolio. (See "Connecting Theory to Practice in Gerontology" Post)
4. Nancy Czarzasty asks students in NUR 201 to reflect on their Critical Thinking Abilities and Clinical Growth as they leave the third semester and enter the last semester of nursing program. Students share their reflection with peers and faculty. (See "AHA, Developing your Professional Voice" Post)
5. Judy Snayd and Pat Colonghi ask students to reflect on their visit to an open meeting of a 12 Step Program (Over Eaters, Alcohol, Drug, Sex, or Gambling Anonymous Meeting). This reflection, completed in the last clinical semester of nursing (NUR203) is generally only shared with a few as it connects very personal life stories. (See "Removing Barriers You Didn't Think You Had" Post)
6. Lillian Rafeldt asks NUR205 senior students to share future plans, reflections and program outcome artifacts with freshman. In upcoming semesters seniors will also lead freshmen to establishment of effective study groups. (See "Who Am I Becoming?" Post)
7. Judy Snayd, Francine Wallet, Claudia Hoskins, Teri Ashton, Nancy Scrivano, Nancy Czarzasty, Edith Ouellet, Anne Lamondy, Joan Graham, Patricia Colonghi, and Mary Ann Brescia use collaborative testing within all pharmacology courses; NUR103, NUR202 and NUR204.

