Success in Nursing Program

Immersion Day Schedule – Before School Begins

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|  |  |
| 9:00 | Introduction |
| 9:10 | Student Guest speaker |
| 9:20 | Icebreaker (20 min) |
| 9:40 | Consent & survey (40 min) |
| 10:30 | Overview of program & topics (10 min) - Powerpoint |
| 10:40 | *Break* |
| 11:00 | Culturally Diverse Graduate speaker: (40 min) |
| 11:40 | *Lunch* |
| 12:30 | Unit 1: Definitions of health and the role of nursing (60 min) |
| 1:30 | *Break* |
| 1:45 | Unit 2: Celebration of diversity (30 min) |
| 2:15 | Unit 3: Time management skills (40 min) |

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Learning Activity Plan

Unit: Icebreaker

Learning outcome: Introductions

Learning activity:

* Students break into pairs
* Discuss one difference and one similarity
* Introduce partner to larger group & state either the similarity or difference

Time for learning activity: 20 minutes

Time for debriefing: N/A

Resources needed: None

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Learning Activity Plan

Unit 1: Definitions of health and the role of nursing

Learning outcome:

Participants will be able to:

* Identify the definitions of health in students’ individual or cultural worldviews
* Compare and contrast with the definitions of health in U.S. (in nursing and biomedicine)
* List the roles of the nurse in students’ countries of origin
* Compare and contrast with the role of the nurse in the U.S.

Learning activity:

* Students to form groups of 3
* Groups will discuss and write down concepts of health from individual and/or cultural view
* Summarize in larger group and add to word document projected on screen
* Compare with concepts of health in U.S. and biomedicine already listed on word document

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* Students to form *different* groups of 3
* Groups will discuss and write down the role of the nurse in country of origin
* Summarize in larger group and add to word document projected on screen
* Compare with the role of the nurse in U.S. already listed on word document

Time for learning activity: 55 minutes

Time for debriefing: 5 minutes

Resources needed:

* Paper and pencils for groups
* Two word documents to compare and contrast. Documents will have the U.S. & biomedical definitions of health and the role of the nurse already listed [on flash drive].

**Role of the Nurse**

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| --- | --- |
| **In other cultures** | **In the U.S.**  Complete tasks in collaboration with medicine  Assessment of patients, families or groups  Problem solving  Keeping patients safe  Independent nursing activities  Utilizing research in practice  Assisting patients with activities of daily life  Teaching  Participating in health care teams  Using healthcare technology  Developing nursing plan of care |

**Concepts of Health**

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| --- | --- | --- |
| **Other cultures** | **U.S. biomedical**  Health is the absence of disease  Body as a machine (fix or repair broken or diseased parts)  Understand the whole by knowing the parts  Body, mind and spirit are separate; focus on treating body  Health is having full physical function  Free of pain  Feeling full of energy | **U.S. nursing**  Individually defined  Health is a sense of well-being, harmony, and unity  Balance in one’s life  Includes physical, mental, social & spiritual aspects (all equally important) |

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Learning Activity Plan

Unit 2: Celebration of diversity – the strengths students bring to nursing

Learning outcome:

Participants will be able to:

* Recognize and value individual and cultural strengths that apply to nursing
* Utilize the identified strengths to contribute to academic success

Learning activity:

* Have students write down their cultural strengths on an index card
* Have students write down their individual strengths on another index card
* In large group - identify the cultural strengths that students bring to nursing. Celebrate these! [Drumming music]
* In large group - discuss ways to utilize personal strengths to contribute to academic success

Time for learning activity: 20 minutes

Time for debriefing: 10 minutes

Resources needed:

* Index cards
* Pencils and pens
* Drumming music

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Learning Activity Plan

Unit 3: Time management skills

Learning outcome:

Participants will be able to:

* Complete a personalized study scheduling tool
* Begin to develop an organizational plan for the upcoming academic semester

Learning activity:

* Powerpoint presentation on time management organization skills
* Students will begin completing a study scheduling tool

Time for learning activity: 35 minutes

Time for debriefing: 5 minutes

Resources needed:

* Powerpoint presentation
* Paper copies of the Study Scheduling Tool

**Study Scheduling Tool**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Hours** | **Sunday** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** |
| 7:00-8:00 am |  |  |  |  |  |  |  |
| 8:00-9:00 |  |  |  |  |  |  |  |
| 9:00-10:00 |  |  |  |  |  |  |  |
| 10:00-11:00 |  |  |  |  |  |  |  |
| 11:00-12:00 |  |  |  |  |  |  |  |
| 12:00-1:00 pm |  |  |  |  |  |  |  |
| 1:00-2:00 |  |  |  |  |  |  |  |
| 2:00-3:00 |  |  |  |  |  |  |  |
| 3:00-4:00 |  |  |  |  |  |  |  |
| 4:00-5:00 |  |  |  |  |  |  |  |
| 5:00-6:00 |  |  |  |  |  |  |  |
| 6:00-7:00 |  |  |  |  |  |  |  |
| 7:00-8:00 |  |  |  |  |  |  |  |
| 8:00-9:00 |  |  |  |  |  |  |  |
| 9:00-10:00 |  |  |  |  |  |  |  |
| 10:00-11:00 |  |  |  |  |  |  |  |
| 11:00-12:00 |  |  |  |  |  |  |  |
| 12:00-1:00 am |  |  |  |  |  |  |  |
| 1:00-2:00 |  |  |  |  |  |  |  |
| **How many hours each day do you have left to study?** |  |  |  |  |  |  |  |