Changing the Change Course to Reflect Multiple Perspectives: Using change principles on and in the course

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Overview

Background

Description of process

Product

Discussion/Summary
“All is connected … no one thing can change by itself”
～ Paul Hawken
Background

Purpose of Course

Meaningful Real World Projects

Change Model

Stakeholders: Students
Kurt Lewin’s Change Theory

- Unfreezing
- Change or Moving to a New Level
- Refreezing
Data Collection

Survey
Multiple Intelligences Inventory
Conversations

The questions were:

• If there was something to change, then what would you change?
• What do you think about a mixed mode approach to the course?
• What advantages or disadvantages do you see to a mixed mode approach?
• As more and more technology is introduced in nursing practice, how important do you feel a mixed mode approach to a classroom is?
• What suggestions do you have for us?
• How do you feel about the incorporation of course content reflecting more multiple intelligences?
• What would you like more of? Or less of?

Three additional questions were asked to the previous class, which include:

• How did you enjoy the course N4141?
• What did you like and what did you not like about it?
• Did your impressions of the course change throughout the semester? If so how?
Findings

Themes

Project Choice

Greater online component

Negatives to online classes
Multiple Intelligences Inventory

Gardner’s Multiple Intelligences.

Purpose of this survey was to uncover their prominent intelligences and to integrate them in the development of the project.

Sample Questions
Findings

70% high intrapersonal intelligences (strengths in reflection and independent learning)

60% high spatial-visual Intelligences (strengths in creating and decoding visual and graphic messages)

50% high musical-rhythmic intelligences (strengths in responding to sounds and rhythms)
## Actions

Develop on-line website  
Include:  
- Video footage  
- Pictures  
- Small blocks of content  
- Simple, clear, organized web layout  
- On-line component
Website layout developed to appeal more to the spatial-visual learners and to the musical learners.
Welcome Tara Torris

Welcome students!

This is the website for Nursing 4141 Section 11, Nursing Practice 7. This is a semester long required practice course. You are required to spend 6 hours per week in a practice setting and work on a change project with the community. You are also required to attend a 3 hour praxis session per week.

This site is your information and reference for Nursing 4141. It is made available online so you can access the information whenever you wish. This site will provide you with a sense of the direction in which praxis sessions may unfold. I emphasize the words “may unfold” since the purpose of praxis sessions is to provide opportunity to reflect on your experience in the “real world.” Since each person’s perceptions and reflections are unique it is difficult to provide concrete direction.

In each practice session you will have the opportunity to reflect on your practice, share your perceptions, gain insights from your peers and come to a greater understanding of your practice.

The course outline is below.

The following are our change projects. One group of students will work with Creekside Elementary School. The “Action Schools” approach will be used for guidance. This means we will find ways to make the students and community more physically fit and improve their nutritional intake.

The other change projects are at SMH. A group of students will work on a medical unit and another group of students will work with the ER department to improve the work environments in order to improve employee well-being. Yet another group will work with Manager, Diversity Services to improve cultural competence of SMH.
After...
Acknowledgements

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For collaboration contact Balbir at balbir.gurm@kwantlen.ca
References


