

SCIENTIFIC PAPER PRESENTATION : PLENARY SESSION II
Sub-theme: Nurse Educators as Role Models: Students' Expectation

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The rapid changes and increased complexity of today's world present new challenges and put new demands on our nursing education system. There has been a growing awareness of the necessity to change and improve preparation of nursing students for productive functioning in the continually changing and highly demanding healthcare environment. In confronting these challenges it is necessary to consider the teaching strategies adopted for effective teaching learning process. Students being the important stakeholders, their perception regarding different teaching strategies is an important area to explore.

Role of Nurse Educators

Professional role modelling is key component in educational arena, where teachers serve as best role models for the students. It serves as a primary way to impact students search for meaning, purpose and value in their personal and professional life. Students perceived about their faculty approach as role modelling. Some studies have been conducted on different aspect to explore the students' perceptions about the nurse educators' role.

Sheahan J (1981) conducted a study to determine how British nurse tutors and nurse learners perceive the role of nurse tutor in the field of general nursing. A survey questionnaire was the method of inquiry used. The sample was drawn from 11 schools of nursing in one Regional Health Authority in England and comprised 317 nurse learners and 93 nurse teachers. Data from the questionnaire were analysed using statistical technique of factor analysis. In particular the learner's data were used to derive factor scales relating to aspects of the role of the nurse tutor. Twelve such factor scales emerged from the factor analysis of the data. Agreement was found between the learners and the teachers on four of these factor scales and disagreement was found relating to the remaining eight.

Gullespie M & Mefemdge B (2006) explored and analysed the role of nurse educators in Higher Education Institution. The study critically reviewed the evidence related to the role of nurse trends in an attempt to identify key concepts and ideas, assumption, supporting examples and the implications for their role. The findings concluded the role of nurse educator as a dynamic one that need to engage actively in the need of the student, both local and global demands. Further nurse educator must ensure that students become competent, professional,

knowledgeable and caring in their approach.

Dorris (2009) conducted an exploratory study to assess GNM Nursing student's perception of faculty role models. Data was collected through semi structured interviews from 15 representatives of all three years of diploma programme. The study findings revealed participants in the study mentioned their disappointment with the ambiguity in their faculty as role models. While the faculty reinforced students to be equipped with the expected knowledge and demonstration of discipline, they themselves did not follow the same. The findings revealed that professional role modelling needs to be encouraged with the provision of appropriate mentoring and continued education of nurse educators. Participants strongly felt that though the nurse educators are well equipped with clinical skills, they lack in clinical and classroom teaching skills.

Student's Expectation from Nurse Educators

Teaching is difficult task even under the best educational conditions and the expectations of students make what is already a hard job almost impossible with the current educational scenario.

William Glasser (1990) said, "*Any method of teaching that ignores the expectations of students is bound to fail*". Students' expectations from nurse educators have no limits and vary from student to student and course to course. Nurse educators must be ready to fulfil students expectations starting from physiological, psychological, social, intellectual and theoretical to clinical competency modes.

Physiological Expectations: Physiological or physical expectations specifically focus on physiological problems faced by students. It's true if a student is healthy, his/her efficiency increases in all areas of activity. The physiological expectations nurse educator should understand are:

- Gratifying physical needs: food, hygiene, food living conditions.
- Awareness and attention to physiological problems.
- Effectively dealing with physiological problems
- Focus on individual learning problems
- Creating student-friendly environment
- Release apprehension
- Preventing psychosomatic disorders

Psychological Expectations: Nursing students expect their teachers should:

- Maintain an empathetic attitude
- Eliminate personal biases
- Exhibit genuine interest and respect for students
- Avoid derogative remarks
- Foster a sense of accountability and responsibility
- Understand individual differences
- Support in crisis
- Maintain friendly attitude but do not become friend
- Open to discuss personal problems
- Maintain confidentiality

Intellectual Expectations: Every student wants that her/his teacher should be the most intelligent person. They expect teacher to :

- Impart theoretical teaching on recent and current matter
- Impart teaching on the basis of factual, conceptual, procedural and include meta-cognitive aspects
- Select and choose variety of teaching strategies and aids
- Use humour in teaching
- Give feedback with constructive comments/praise when needed
- Use variety of evaluation techniques; can use effective grade scale
- Make clear remarks in assignment evaluation
- Give equal chance to all for sharing and asking question answer
- Use strategies to develop confidence in students
- Remain flexible in teaching.

Competency Expectations: Nursing is skill-based professional programme. Current mushrooming of nursing institutions have created an imbalance between the available clinical settings and trainee students which effect the clinical competency among students. Students expect their clinical teachers to:

- Have clinical expertise
- Give individualised attention during practical/learning in clinical areas.
- Demonstrate good interpersonal communication skills.
- Ensure lab learning and clinical practice to pre-

vent students from reality shock

- Facilitate live demonstration on clients
- Provide continuous guidance and observation in clinical settings.
- Ensure supplies and equipment in clinical areas for proper procedural learning
- Avoid scolding/shouting in presence of clients and family members

Sociological Expectations: Nurse educators need to empower students with key life skills to live good social life and become fruitful member of society. Sociological expectations from teachers may include: Understanding social background of students; Making effort for overall personality development; Teaching students assertive behaviour; Skills in conflict resolution; Understanding students' cultural diversity; Allowing for co-curricular and extra-curricular activities.

Challenges for Nurse Educators to meet Students' Expectation: Nurse educators are required to meet students' expectation for which they have to overcome the following challenges:

- Changing demographics and increasing diversity
- Technological advancement
- Medical advancement
- Emerging disease
- Handling ambiguity
- Inculcating fair judgmental procedure
- Preparing students for international standards of nursing
- Using shared governance pattern in teaching learning
- Astute communication skills
- Using current/advance teaching technologies
- Exhibiting professionalism
- Developing cognitive, technologic and psychomotor skills

Conclusion

Nurse educators are leaders in assuring quality educational experiences which prepare the nursing workforce for a diverse, ever changing health care environment. Enhancing their own knowledge, clinical expertise, current students' culture, teaching strategies at par with medical technologies are need of the nursing education scenario. Nursing Students are more likely to BEHAVE and LEARN when their expectations are met. Let us meet their expectation and we together bring change in nursing profession. ■