Nursing Students in a Global Learning Environment: Creative Teaching Strategies on Culture, Emotion and Communication

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Learning Objectives

1. Discuss creative strategies that assist in teaching international students to express and conceptualize emotions in English (not their mother-tongue).

2. Describe the learning process that facilitates the ability to internalize and regulate the cultural context, significance and expression of emotions among international students.
Background

• Transcultural Nursing
• Study Abroad
• Learning
  – Schema
  – Kelly
Background – Two Countries

• Norway
  – Internalized Emotions
  – Temperate and Self-Restrained

• Israel
  – Expressive emotions
  – Outgoing and Forward
Challenge

The challenge is creating methods that complement and enhance international students’ ability to participate in the clinical practicum.
Principle Idea

A. Dictionary

B. Visual Images

C. Increased ability to observe and interpret one’s own and other’s emotions
Dictionary
Positive Human Emotions

 emojis Glad glede
 מאושר Happy Lykkelig
 מתعجب Delighted Fornøyd
 עליז Joyful Hyggelig
 ABOVE Elated Opprømt
 아래 מצפה Expectant forvente
ⵛחרר Shaller Relieved lettet
 מורתן, שמע רצון Satisfied fornøyd
 בטוח Assured Forsikret
 ודאי Certain Sikker/bestemt

 emojis Able I stand til
 וכשר Capable I stand til
 בטוח Confident Fornøyd
 חזק Strong Sterk
 אמיץ Courageous Modig
# Results - Games

*(n=4)*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The games were very strange to me at first.</td>
<td></td>
<td>75%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Without the games, I would not have thought about the week's activity and learning.</td>
<td></td>
<td>50%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>The games made me connect more to the other student in the group.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am not sure I learned much from the games.</td>
<td></td>
<td></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
# Results - Emotion

*(n=4)*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a result of the games we used in Israel, I shared my emotions more with other students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>As a result of the games we used in Israel, I felt better about sharing my emotions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>As a result of the games we used in Israel, sharing emotions with other students helped me to learn more about myself.</td>
<td>25%</td>
<td>75%</td>
</tr>
</tbody>
</table>
Conclusions

• New Schema
Conclusions

Often unconsciously, we make judgments about someone’s feelings or emotional expression. However, better interpretation will depend on the environment and the process of:

• observation,
• connecting the expression to the culturally appropriate emotion.

THE DICTIONARY AND VISUAL IMAGES ARE TOOLS THAT HELP WITH THIS PROCESS!
Next Steps

This project has just begun. We are continuing to collect data and improve our ability to provide a unique and educational international program.

• We are encouraging students to reflect on emotions, ideas and experiences by incorporating images that they have found.

• We are creating other dictionaries since we have found that students find them very helpful in their practice.
Thanks!
And does anyone have any Questions?