

The Cummins Model: Helping foreign nursing students cope in a Baccalaureate course.

Key words: Foreign nursing students; Jim Cummins; Coping

Abstract

There has been an increasing number of foreign born nursing students in New Zealand, and it is important to research ways to help these students cope with the expectations of this training program. The aim of the present study is to explore the ways foreign students adapt culturally to the expectations within the baccalaureate-nursing programme, and to identify the students' perception of their cultural identity, cultural difficulties and any effects such difficulties have caused. The purpose is to assist students to gain control over their learning and increase their ability to cope with their clinical assessments by helping them to find their voice.

The study was based on Cummins (2000) 'interactive/experiential' model, using collaborative critical inquiry, which helped the students to relate the content to their individual and collective experience and to identify individual difficulties, in small co-operative teams. The intervention successfully facilitated the identification of individual challenges, the planning and actioning of suitable strategies and enabled the students to cope better with their clinical nursing experience. The participants were 21 foreign student nurses, who were divided into two separate groups. One group, of 8 students, underwent an adaptation of the Cummins programme, in weekly tutorials, over four weeks, in place of clinical tutorials. A comparison group of 13 students had the usual clinical tutorials. Members of both groups completed a questionnaire, on 3 separate occasions. Interviews were conducted with the 6 lecturers involved with the students who took part in the Cummins Programme. (for referring)

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