Chapter 1   Multiple Roles

In Chapter 1, students are challenged to consider the multiple roles they play during the pursuit of the degree. Returning to school is not an easy decision, and strategies for success in the daunting process of returning to the student role are reviewed.

Chapter Objectives

1. Evaluate your reasons for continuing your nursing education.
2. Examine the multiple and sometimes competing roles of the adult returning to school.
3. Evaluate your knowledge, skills, and abilities.
4. Identify your learning style and the strategies to best address your individual learning preferences.
5. Evaluate your personal and collegial resources to assist with your success.

Key Terms

Transition	the psychological processes in three phases—Ending, Losing, Letting Go; The Neutral Zone; The New Beginning—where people must "come to terms with the details of the new situation that the change brings about" (Bridges, 2003, p. 3).
Transformative learning	adult development and education described by Mezirow (2000), who proposes that adults learn in one of four ways: 1. by elaborating existing frames of reference, 2. by learning new frames of reference, 3. by transforming points of view, or 4. by transforming habits of mind (Mezirow, 2000, p. 19).
Roles	organized behavioral patterns and expectations for a given position and which accompany a specific situation or circumstance (Bailey & Yost, 2004, p. 1).
Learning	the perception and assimilation of the information presented to us in a variety of ways.
Knowledge	the accumulation of the appropriate information through learning and experience.
Skill	the ability to retrieve this knowledge through mental and psychomotor activities and apply it appropriately to the situation.
Ability	competence and proficiency in the demonstration of the knowledge and skill.
Learning style	or preference is simply the way you best perceive, think, organize, use, and retain knowledge.
Resources	tools or means of support.

Key Points

- In the process of change, Bridges (2003) looks at the psychological processes in three phases of transition where people must "come to terms with the details of the new situation that the change brings about" (p. 3).
- Mezirow (2000) views adult development and education as transformative learning and proposes that adults learn in one of four ways:
    - ✓ By elaborating existing frames of reference
    - ✓ By learning new frames of reference
    - ✓ By transforming points of view, or
    - ✓ By transforming habits of mind (Mezirow, 2000, p. 19).
- Roles are organized behavioral patterns and expectations for a given position and accompany a specific situation or circumstance (Bailey & Yost, 2004, p. 1).
- Learning is the perception and assimilation of the information presented to us in a variety of ways.

- Knowledge is the accumulation of the appropriate information through learning and experience.
- Skill is the ability to retrieve this knowledge through mental and psychomotor activities and apply it appropriately to the situation.
- Ability is your competence and proficiency in the demonstration of the knowledge and skill.
- Learning style or preference is simply the way you best perceive, think, organize, use, and retain knowledge.
- Resources are tools or means of support. For your educational goals, consider those things and people that you will need to help you study, prepare assignments, succeed on examinations, and thrive in your education.

Thought and Discussion Questions
1. Reflect carefully and identify your reasons for continuing your nursing education.
2. Identify all your current roles. Which ones can be streamlined?
3. In a three-column format, identify what you perceive to be your knowledge level and your associated skills and abilities in the following areas:
- Medical-surgical nursing
- Maternal-child health
- Gerontological nursing
- Mental-health nursing
4. What resources can you classify as readily available, sometimes available, or in need of locating?

Interactive Exercises **On the intranet site, students are directed to the following:**
INTERACTIVE EXERCISE #1-1: Your Cognitive Learning Style
Check your style at one of the following free Internet sites:
> www.humanmetrics.com/cgi-win/JTypes2.asp
> www.oswego.edu/plsi/taketest.htm

After discovering your learning style, you will need to identify the strategies to best address your individual learning preferences. Complete the following information on your unique style and preferences. Then, design a plan to capitalize on your assets.

Learning Preferences:
Identify your characteristics.

Now, think of enhancements that you could make based on these preferences.

Now, think of remedies for when the predominant style in your class does not match yours.

Develop your plan to capitalize on your assets.

INTERACTIVE EXERCISE #1-2: Time Enhancers and Wasters

In the format provided, identify your unique time enhancers and time wasters and propose enhancements to both.

Time Enhancers:
Identify your characteristics.

Now, think of enhancements or remedies.

Time Wasters:
Identify your characteristics.

Now, think of enhancements or remedies.

INTERACTIVE EXERCISE #1-3: Your Personal and Collegial Resources
Identify resources to assist with your success.

Personal Resources:
Describe this resource.

How can this resource assist with your success?

Collegial Resources:
Describe this resource.

How can this resource assist with your success?

INTERACTIVE EXERCISE #1-4: Your Plan for Success
Start developing a personal plan for success in your continuing professional education. Develop a personal timeline and predict future goals and accomplishments in 5-year periods. Your plan should be specifically designed for your situation. What are the particular factors in your life that you need to consider?

List your educational goals:
1.
2.
3.
4.
5.

Identify a realistic timeline for each goal:
1.
2.
3.
4.
5.

Identify factors to promote your success:
1.
2.
3.
4.
5.

Now compare **time commitments:** Describe family, work schedule, college schedule, and personal responsibilities. Refer to the Chapter 1 content in Box 1-3 to get started. Identify the time required daily for each of these commitments. But remember, there are only 24 hours in a day. You may wish to do this on either a daily or a weekly basis.

List commitments that you have for each of the categories below:
Family

Time Required

Work

Time Required

College

Time Required

Personal

Time Required

Total of your daily or weekly commitments:

What adjustments to your schedule will need to be made?

What comments about returning to school are being shared with you? How do you plan to deal with these comments or suggestions?

What additional preparations do you need to make when you start your clinical courses?

List enhancement content you identified as needed.

What "questionable" work habits will you need to discard?

Now, consider a cost analysis for the items you will need for your education:
Tuition

Books

Uniforms/equipment

Child care

Other

Total costs

Consider your available support systems:
Family

Work

College

Personal

How will you take care of personal health needs?

Incorporate your identified "time enhancers" and enhancement plan from Interactive Exercise 1-2 and place them in order of their priority for your action.

INTERACTIVE EXERCISE #1-5: Web Lesson
Complete the Web lesson *Time Management Strategies: What Works Best for You?*

Online Resources

American Nurses Association	http://nursingworld.org/nursecareer/
Allnurses.com	http://allnurses.com/
National League for Nursing	www.nln.org/Careers/resources.htm

References

Bailey, J.R., & Yost, J.H. (2004). Role Theory: Foundations, Extensions, and Applications. *BookRags*. Retrieved November 24, 2006, from www.bookrags.com/other/sociology/role-theory-foundations-extensions--eos-04.html

Bridges, W. (2003). *Managing transitions: Making the most of change* (2nd ed.). Cambridge, MA: DaCapo Press.

Mezirow, J. (2000). Learning to think like an adult: Core concepts of transformation theory. In J. Mezirow and Associates, *Learning as transformation: Critical perspectives on a theory in progress* (pp. 3–33). San Francisco: Jossey-Bass.