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Application of Narrative Pedagogy to Promote Excellence in the Clinical Setting

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THE APPLICATION OF NARRATIVE PEDAGOGY TO PROMOTE EXCELLENCE FOR NURSING STUDENTS IN THE CLINICAL AREA

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TODAY'S HEALTHCARE ENVIRONMENT

- ◉ Clients are more acutely ill
- ◉ High nurse-patient ratios
- ◉ Client problems are:
 - Complex
 - Unstable
 - Uncertain
 - Have a unique presentation

STUDENT SKILLS FOR CLINICAL SETTING

- ◉ Gather, analyze, and synthesize information quickly and accurately
- ◉ Psychomotor and technological skills
- ◉ Solve complex problems
- ◉ Make connections
- ◉ Identify relationships
- ◉ Question and seek understanding

THINKING LIKE A NURSE

- ◉ Understand and predict changes in client status
- ◉ Looks for plausible alternatives to the problem
- ◉ Steps back and reflects on most reasonable solution
- ◉ Redefine and reframe current understanding of client situation
- ◉ Uses critical thinking and lets go of previous assumptions

ROLE OF STUDENT

- ◉ Learner - not nurse
- ◉ Learning includes development of:
 - New ideas
 - New meanings
 - Insights
- ◉ Requires a student centered approach
- ◉ Can be accomplished through narratives

USE OF NARRATIVES IN THE CLINICAL SETTING

- “Understanding experiential learning requires narratives to capture the agency, temporality, and practical understanding inherent in it. Memory itself has a narrative structure. Therefore a good teaching/ learning strategy is to dwell in and with stories that capture clinical understandings of situations. Feeling the risks imaginatively and participating in the narrative enhances one’s memory of clinical knowledge”

(Benner, Hooper-Kyriakidis , & Stannard, 1999)

WRITTEN NARRATIVE ASSIGNMENTS

- Provides an opportunity for students to:
 - Analyze
 - Interpret
 - Share experiences from clinical practice
 - Identify and challenge assumptions about client responses
 - Foster thinking from multiple perspectives to find solutions to clinical problems.

GRAND ROUNDS CLINICAL ASSIGNMENT

- ◉ Thinking-in-Action Written Assignment
- ◉ Describe how you are learning to think like a nurse
- ◉ Reflect on an experience that you had in your clinical experience as a student nurse
- ◉ Describe this experience
- ◉ Describe your thoughts related to this experience

(Andrews and Young, 2007)

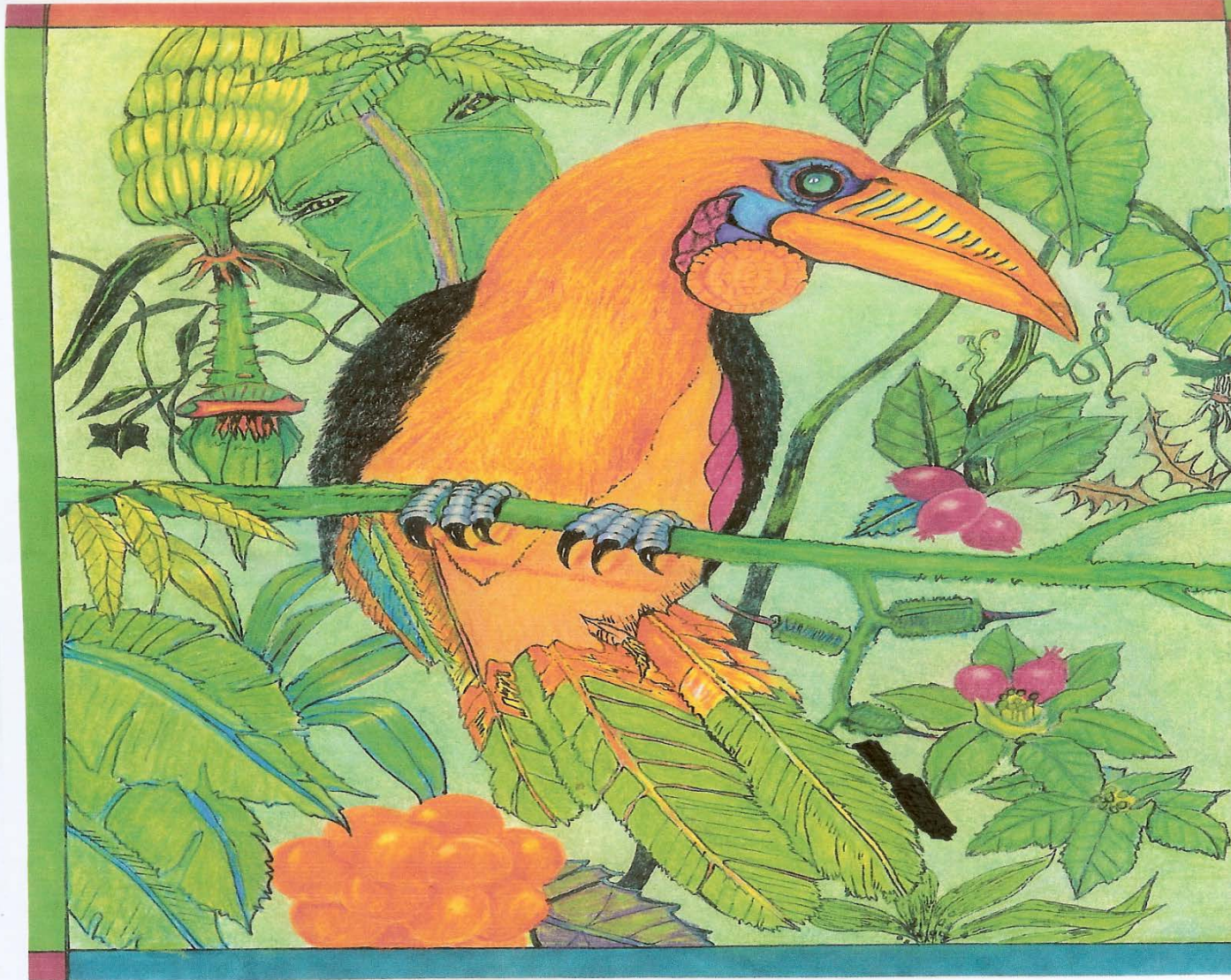
WRITTEN NARRATIVE ASSIGNMENT

- Provide assignment to students ahead of time
- Allows them to time to reflect on an experience that occurred during a clinical day that would like to think about and share with the group
- Encourage them to put that experience in writing, including all details about that time including day of the week, month, weather, who was present, lighting, ambient temperature, odors, etc.
- Schedule a time to present the written assignment in a group with the students

BENEFITS OF ASSIGNMENT

- ◉ Planning the assignment to include group discussion facilitates the enactment of concernful practices within the group
- ◉ Fosters growth in nursing students
- ◉ Enhances student-centered learning
- ◉ Enables students to share unique situations with their instructor and other students to understand and interpret the meaning of the events
- ◉ Enables all to reflect upon complex experiences
- ◉ Provides a format to present related topics

- ◎ A student's story
 - Background
 - Present story
 - Discuss story



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